

2026–2027

Professional Learning Plan



Table of Contents

	Introduction	3
	Professional Learning Plan Committee	3
	Vision Statement	3
	Professional Learning Opportunities and Requirements	4
	Continuing Teacher and Leader Education (CTLE) Requirements	5
	Planning for Professional Learning	6
	Professional Learning Cycles	7
	Professional Learning Structures	8
	Professional Learning Structures for Paraprofessionals	11
	Teacher Center Professional Learning Structures	12
	Teacher Center External Consultant Offerings	13
	Professional Learning Opportunities Internal Providers	14
	Professional Learning External Consultant Offering	17
	Model Schools Offerings	18
	Office of School Improvement Offerings	22
	Educational Partnership Offerings	29
	The Mentor Program for BUP (teachers and professional related service providers)	31
	The Mentor Program for BASA(administrators)	33

Notice of Non-discrimination

The Monroe One BOCES does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, gender expression, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York state and/or federal non-discrimination laws in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. In addition, students are also afforded protection based on weight.

For more information, please contact our Civil Rights Compliance Officers:

Michael Falzoi

Director of Safety and Security,
38 O'Connor Rd., Fairport, NY 14450
Michael_Falzoi@boces.monroe.edu
585-383-2298

Suzanne Starr

Sentry I,
Safety & Security Office,
38 O'Connor Road, Fairport, NY 14450
Suzanne_Starr@boces.monroe.edu
585-377-4660, ext. 7371

Introduction

The Professional Learning Committee collaboratively develops the Monroe One BOCES Professional Learning Plan, based on New York State Education Department regulations and student data. The goal of the Monroe One BOCES' Professional Learning Plan is to ensure our educators have access to meaningful professional learning opportunities that lead to high quality teaching and learning that meets the evolving needs of students.

Professional Learning Plan Committee

To comply most effectively with the Commissioner's Regulations, Monroe One BOCES formed a Professional Learning Plan Committee comprised of representatives from our programs. The committee consisted of:

Committee Members

- **Holley Boor**—Teacher
- **Marne Brady**—Instructional Specialist
- **Nicole Burgess**—Instructional Specialist & Mentor Program Coordinator & Teacher Center Director
- **Karen Castellano**—Paraeducator
- **Danielle Conover**—Administrator
- **Melissa Curtis**—Associate Teacher
- **James Czadzeck**—Instructional Specialist
- **Mike Daley**—Higher Education Representative
- **Christina Gaines**—Teacher
- **William Gregory**—Administrator
- **Ellen Howe**—Administrator
- **Dom Higgins**—Crisis Intervener
- **Laura Hurwitz**—Specialist
- **Eric Kohl**—Administrator
- **Cara Lavine**—School Counselor
- **John Livingston**—Crisis Intervener
- **Katrina Lublin**—Teacher
- **Rina Najman**—Parent Representative
- **Latasha Pride**—Specialist
- **Elissa Schipper**—Teacher
- **Jamie Schnaus**—Instructional Specialist
- **Tera Strauss**—Administrator

Vision Statement

Professional Learning is the process of improving staff skills and competencies needed to improve learning for all students, including those with differing educational needs and learning styles. We are committed to providing opportunities for active engagement in professional learning that will empower all in our community to grow and thrive.

This process provides:

- A commitment to continuous academic, social, and emotional improvement for students
- Information through data driven analysis of student work
- A focus on student strengths and needs
- An opportunity for all staff to work and develop an understanding of best practices and how to apply them in the classroom
- A sharing of successful strategies and research-based practices by colleagues
- Follow-up support for future learning
- Staff involvement in the identification of future professional learning
- A connection to New York State industry standards
- Goals to provide teachers with a system that supports lifelong learning
- An assurance that educators have the knowledge and skill to create inclusive and equitable learning environments for all students

Professional Learning Opportunities and Requirements

Professional Learning Opportunities for Certified staff:

Monroe One BOCES is committed to supporting ongoing professional learning for faculty and staff that is aligned with program initiatives and individual professional goals. Our professional learning is standards-based, focused on research based instructional strategies, supported by data, driven by student learning, and focused on 21st century student learning skills. BOCES is committed to a collaborative culture where all staff work together to improve student achievement.

Professional Learning Requirements:

All teachers are required to participate in professional learning annually. Teachers and associate teachers attend, at a minimum, two staff development days and one program workday. In addition, most teachers are involved in one or more of the following:

- Curriculum development, implementation and revisions
- Instructional faculty meetings
- Professional learning communities
- Study groups
- Professional reading
- Attendance at internal conferences or workshops
- College coursework
- Webinars and online learning
- Mentor activities
- New teacher orientation/training
- Mini grants
- Attendance at external professional development sessions or conferences
- Membership in professional organizations
- Sponsoring a student teacher

Continuing Teacher and Leader Education (CTLE) Requirements

Professional Certificate Holders and Level III Teaching Assistants must complete 100 hours of professional learning (development) every five years in order to continue to hold their certificate and teach in New York State. The learning activities will align with the Professional Development Plan. Therefore, the activities will be responsive to student data, shaped by staff needs as evidenced by Annual Professional Performance Reviews (APPR), as well as research based.

Acceptable CTLE:

- Must be taken from a New York State approved sponsor
- Shall be study in the content area of any certificate title held by the individual or in pedagogy
- Must be activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance
- Must be closely aligned to district goals for student performance

Record keeping of CTLE is the responsibility of the certificate holder. If you have questions on your certification, please contact the Monroe One BOCES Regional Certification Evaluator, Julie Heidman.

Monroe One BOCES is a New York State approved CTLE sponsor.

According to CR Section 154-2.3(k) such districts may "seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements." For the 2026–2027 school year, teachers, and Level III Teaching Assistants at Monroe One BOCES are exempt from the minimum number of professional development hours required by CR Part 154 (15% of total required for classroom pedagogues and 50% of total required for those with a certificate in ESOL or who hold a bilingual extension) based on ELLs making up less than 5% of the district's total student population.

Planning for Professional Learning

Standard 1: Designing Professional Development

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

When determining professional learning needs to improve student achievement and to ensure continuous professional learning for our faculty and staff, the Monroe One BOCES Professional Learning Committee analyzes staff needs through an annual professional learning needs survey.

Winter:

- The Department of Curriculum, Instruction, and Professional Learning and the Monroe One BOCES Teacher Center work collaboratively to develop a professional learning needs survey based on Monroe One BOCES goals, initiatives, and focus areas.
- Professional learning survey is sent to all instructional staff.
- Professional learning survey results are analyzed by the Professional Learning Plan Committee. The committee makes recommendations for professional learning sessions and offerings for the next school year.

Spring:

- The professional learning plan is updated and sent to the Board of Education for initial review.
- Edits and revisions are made to the professional learning plan.
- The final professional learning plan for the upcoming school year is sent to the Board of Education for approval.

Our professional learning is planned based on student data and the needs of our school faculty and staff. Our Monroe One BOCES Teacher Center study groups and workshops are proposed, planned, and implemented by staff. The approval and planning of our study groups and workshops are based on the Monroe One BOCES four pillars of equity; Collaboration, Community, Compassion, Commitment.

Planning for Internal Professional Learning Needs at Monroe One BOCES through the Office of Curriculum, Instruction and Professional Learning

**Monroe One BOCES
Board of Education Goals**

**Program Development
Initiative Goals and Focus Areas**

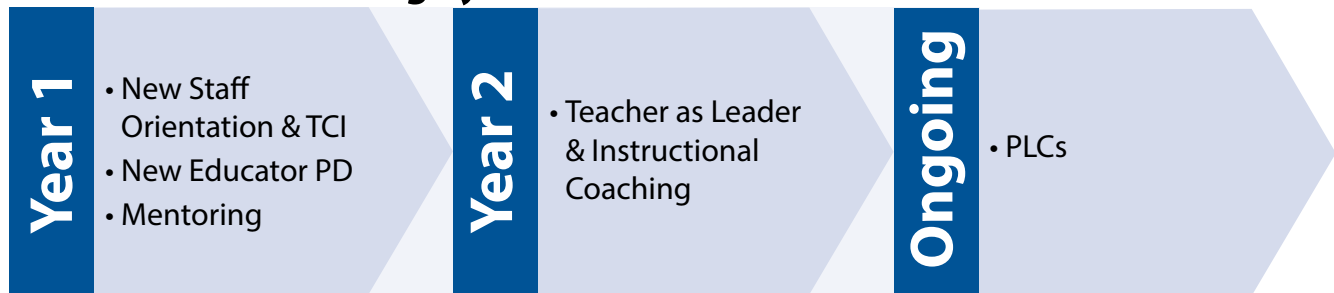
**Professional Learning Needs
Survey Data**

The goals and data from the areas above are used to:

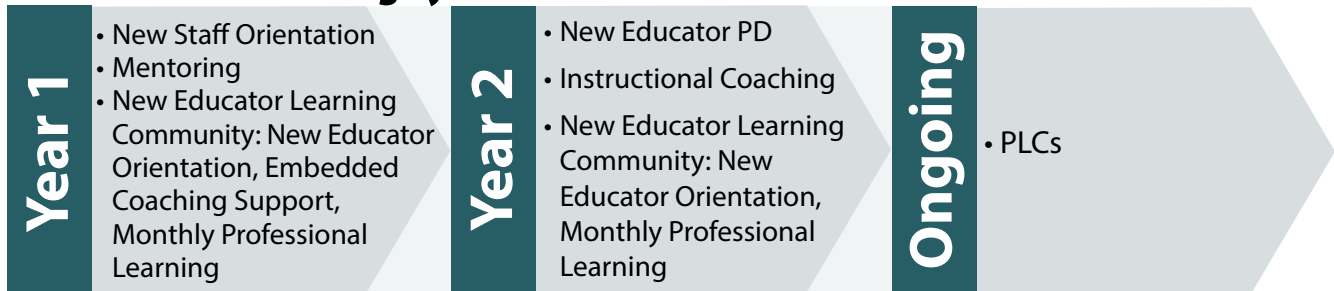
- Plan internal professional learning offerings that are applicable to all of Monroe One BOCES internal programs and/or to specific internal programs
- Develop offerings through the Monroe One Teacher Center
- Plan the use of outside consultants to meet specific needs

Monroe One Professional Learning Cycles

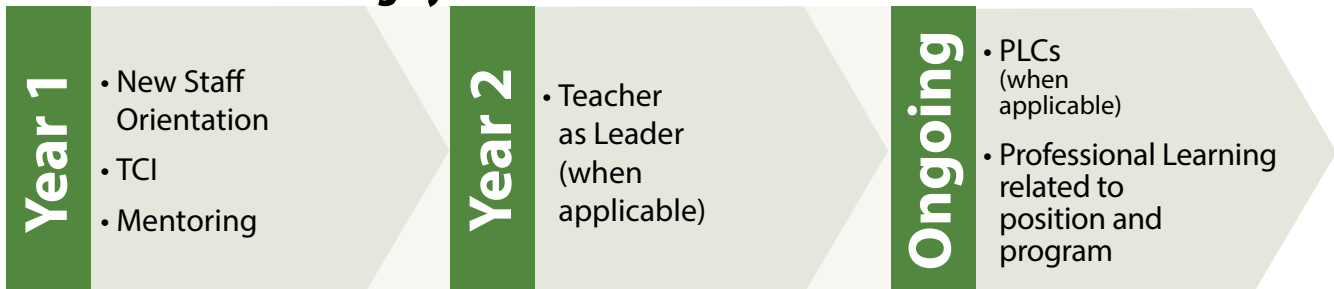
Professional Learning Cycle for Teachers



Professional Learning Cycle for C.T.E. Teachers



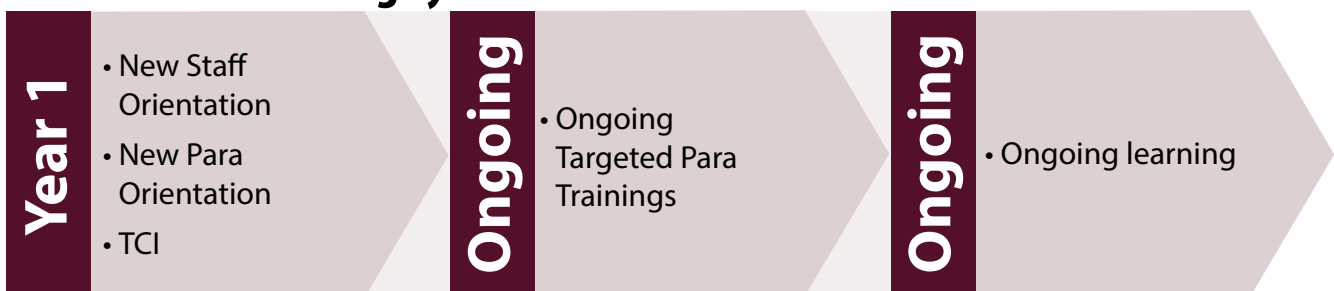
Professional Learning Cycle for Associate Teachers



Professional Learning Cycle for Related Service Professionals



Professional Learning Cycle for Para Educators



Monroe One Professional Learning Structures

Standard 3: Research-based Professional Learning

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Standard 4: Collaboration

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

New Staff Orientation

New employees attend prior to the first day of school or within the month in which they are hired. These informational sessions are provided to acclimate new staff to Monroe One programs, policies, and procedures. Teachers, related service providers, ATs, and paras focus on skills related to their roles.

Provider

- Teacher Center Director
- Monroe One BOCES

Evaluation

Professional Learning
Evaluation

New Educator PD for Classroom Teachers and Related Service Providers

Participants will...

Engage in ongoing learning sessions on communication, social emotional learning, student behavior and management, assessment, grading, and IEP development and analysis through a mix of direct instruction, peer collaboration, and personalized learning options.

Provider

Teacher Center Director

Evaluation

Professional Learning
Evaluation

Mentoring Program

Mentors will...

- Coach and support new professionals in their first year of employment at Monroe One BOCES, including expectations, roles, and responsibilities that pertain to their specific position.
- Complete monthly logs, tracking discussion topics and growth.
- Complete informal observation/s of the mentee to provide feedback.

Mentees will...

- Set monthly goals for themselves in the highest priority areas.
- Participate in mentoring conversations in order to explore thinking and promote skill development.
- Observe the mentor and provide feedback.

Provider

Monroe One BOCES

Evaluation

- Professional Learning Evaluation
- Mentoring Logs

New Educator Learning Community for C.T.E. Teachers

Provider

Monroe One BOCES

Evaluation

Professional Learning
Evaluation

New Educator Orientation

Participants will...

- Learn essential pedagogical practices, classroom strategies, and instructional topics.
- Engage in relationship building and collaboration.
- Gain support as they transition industry expertise into impactful teaching practices.

Embedded Coaching Support

Participants will...

- Receive 1:1, personalized coaching based on individual strengths and needs.
- Engage in problem solving to address challenges and make informed instructional choices.
- Develop a relationship with classroom teams to foster a supportive, growth-focused environment

Monthly Professional Learning

Participants will...

- Engage in personalized monthly professional learning sessions centering on teacher-identified needs and professional goals.
- Learn best practices in teaching and learning while growing skills and confidence.

Teacher as Leader (TAL)

Participants will...

- Know the components of effective communication.
- Practice active listening and assertive communication.
- Evaluate their communication skills at work (school).
- Devise and implement a communication goal.

Provider

Instructional Specialists

Evaluation

- TAL self-assessments
- TAL surveys

Instructional Coaching (IC)

Second year teachers will enhance and increase student learning experiences through focused goal setting with the guidance of an instructional specialist.

Participants will...

- Focus on using data and student work to analyze student learning and collaborate to make informed decisions about instruction.
- Design learning targets that are rooted in the curriculum and based on student needs.
- Work collaboratively with their coach to ensure learning targets are being met.
- Use formative assessments and engaging learning strategies to plan instruction and personalize learning.

Provider

Instructional Specialists

Evaluation

- Observations
- Logs
- Professional Learning Evaluation

Professional Learning Communities (PLC)

Participants will...

Use goal-setting and data-driven discussions with colleagues to improve student and staff outcomes.

Providers

- Teachers
- Instructional Specialists
- Administrators

Evaluation

- Goal tracking and group analysis
- Self-assessment through the PLC rubric

Monroe One Professional Learning Structures for Paraprofessionals

New Paraprofessional Orientation

To assist new paraeducators with an understanding of their role in supporting students, as well as the expectations and procedures at Monroe One,

New paras will...

- Gain understanding of gradual and immediate expectations.
- Build understanding around student behavior and using good judgement.
- Build understanding of effective communication.

Providers

- Para Support Specialists
- Instructional Specialists

Evaluation

Professional Learning Evaluation

Paraprofessional Professional Learning Days

Paraeducators will...

Attend half and full day sessions of professional learning based on para input, Monroe One initiatives and program initiatives. These sessions continue to prepare paraprofessionals for working with the students within our programs.

Providers

- Instructional Specialists
- Certified Staff
- Para Support Specialists

Evaluation

Professional Learning Evaluation

Monroe One BOCES Teacher Center Professional Learning Structures

Teacher Center Micro-credentials

Participants will...

- Engage in asynchronous learning created by their expert peers based on the Monroe One BOCES professional learning needs survey.
- Earn a quick learner or a deep learner badge based on their new learning and knowledge of content.

Teacher Center Study Groups

Facilitators and participants will...

- Use PLC or research review structures to collaborate based on an instructional goal.
- Read, share and implement strategies or ideas.
- Collect and analyze data based on the goal/s.
- Facilitators will present outcomes to other Monroe One BOCES employees via live or recorded presentation.

Providers

- Teachers
- Related service providers
- ATs

Evaluation

Professional Learning
Evaluation

Teacher Center Workshops

Participants will...

- Engage in active learning strategies focused on a specific topic with a goal/s.
- Evaluate their learning and plan for implementation.

Evaluation

Professional Learning
Evaluation

Monroe One BOCES Teacher Center External Consultant Offerings

Emma Balderas

Participants will learn how to communicate effectively in American Sign Language, basic Deaf culture, and gain confidence in their abilities to interact with Deaf individuals.

Evaluation

Professional Learning
Evaluation

Mike Anderson

Hugging Porcupines: Participants will explore and discuss practical, concrete strategies to support our most challenging students. Focus areas include relationship building, effective modeling, adjusting consequences, reducing power struggles, and the importance of trust.

Evaluation

Professional Learning
Evaluation

Valerie Paine

Participants will engage in learning based on the book "Happy Teachers Change the World," by, Thich Nhat Hanh & Katherine Weare. Participants will have the opportunity to explore and learn about the benefits of mindfulness and engage in some of the practices using this resource.

Participants will engage in a Mindfulness series which will provide them with strategies to be more present and aware.

Evaluation

Professional Learning
Evaluation

Pat Mullikin and Juanita Henry

This seminar focuses on the skills, structures, and identity that support skilled presenting to develop the confidence and competence a presenter needs.

Evaluation

Professional Learning
Evaluation

Monroe One BOCES Professional Learning Opportunities Internal Providers

Curriculum & Instruction

Standard 2: Content Knowledge and Quality Teaching

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Language Essentials for Teachers of Reading and Spelling

LETRS comprehensive professional development empowers teachers to understand the science behind how students learn to read and why some students struggle.

LETRS participants will...

- Learn the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- Deepen their knowledge of the what, why and how of scientifically based reading instruction.
- Sharpen their ability to diagnose why students are struggling and how to provide proven interventions.

Internal Provider

Internal Certified Trainers

Evaluation

Professional Learning
Evaluation

Curriculum Mapping

Participants will...

Use standards to develop benchmark assessments with rubrics and a scope and sequence for content and instruction, including learning targets. This work is done through equity-based guiding questions.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

NYSAA Training

Participants will...

Learn to support our population of students who are given the Alternate Assessment of learning as a New York State Assessment through the Dynamic Learning Maps.

Provider

Certified NYSAA Trainer,
Jamie Schnaus

Evaluation

Professional Learning
Evaluation

Culturally Responsive-Sustaining Education Framework

Standard 5: Diverse Learning

Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

Participants will...

- Explore instructional practices that recognize, affirm, and sustain students' cultural identities.
- Learn strategies to elevate historically marginalized voices and promote equity in classroom content and discussions.
- Develop tools to support student agency, critical thinking, and engagement as drivers of learning and growth.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

Student Behaviors, Management & Relationships

Standard 6: Student Learning Environments

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Therapeutic Crisis Intervention (TCI)

Participants will...

- Understand prevention and intervention strategies designed to help students and staff safely de-escalate and reflect on crisis situations.
- Understand proactive measures to prevent crisis situations.
- Be able to provide physical de-escalation methods to protect students and staff from harm.

Provider

Certified TCI Trainers

Evaluation

Professional Learning Evaluation

Restorative Practices

Participants will...

- Know the philosophy and values of restorative practices.
- Utilize tools for implementing restorative practices in their setting.

Provider

Internal Certified Trainers

Evaluation

Professional Learning Evaluation

Trauma 101

Participants will...

Understand trauma and its impact. When treated thoroughly, healing can lead to symptom reduction and long-term transformation.

Provider

Certified Internal Trainers

Evaluation

Professional Learning Evaluation

Technology

Standard 9: Technology

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Office 365

Participants will...

Learn how to utilize the many different applications of Microsoft 365.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

Instructional Technology Offerings

Participants will...

Learn how to utilize instructional technology and AI to enhance classroom learning experiences through engagement, assessment, personalized learning, and content.

Provider

Instructional Specialists

Evaluation

Professional Learning
Evaluation

Monroe One BOCES Professional Learning External Consultant Offering

Partners in Restorative Initiatives (PIRI)

Participants will...

- Learn the philosophy and values of restorative practices.
- Gain the tools and skills needed to implement restorative practices.
- Engage in experiential activities and learn through role play.

External Provider

Evaluation

Professional Learning
Evaluation

Monroe One BOCES Model Schools Offerings

Model Schools provides support to integrate technology into curriculum as a tool to improve student achievement. Services are provided through highly-qualified instructional technology specialists—teachers who know how to enhance learning through technology. Through Model Schools, teachers, technology coordinators, and administrators enhance their technology literacy via regional workshops, webinars, professional development, and customized in-district support. Model Schools also encourages networking, sharing of best practices and envisioning of future technology uses through or via regional events. The following listings have been offered in the Monroe One BOCES catalog in the past 1–3 years and will continue to be offered as determined by in-district requests as well as through requests from our Monroe One BOCES component districts. To access our current offerings, go to monroe.edu/ModelSchoolsOfferings.

Asynchronous Course Offerings— topic specific, self-paced professional learning

Participants will...

Take an asynchronous learning experience around any of the following topics:

- Book Creator
- Nearpod
- Kami
- Adobe Express
- Canva Series
- Virtual Fieldtrips
- BrainPop
- Padlet
- EdPuzzle
- MagicSchool AI
- PBLA & NYS CS/DF Standards

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

Instructional Technology Specialist Regional Leadership Support

Participants will...

Attend facilitated meetings 3-4 times over the course of the school year focused on best practices in instructional technology and information sharing from the state-wide Model Schools professional development network

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

Try it, Make it, Take it Series

Participants will...

- Connect the concepts around Makerspace and STEAM best practices to their district's mission and vision
- Create immersive, inquiry-based learning opportunities for students to Invent, Design, Experiment, Act, Share

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

AI Book Study

Participants will...

Explore a current book about artificial intelligence to better understand how AI is shaping our lives, schools, and student learning. Participants will discuss key ideas from the book, interact with current Education Law 2-d–approved AI tools, and take part in collegial conversations about classroom practice, school culture, and personal experiences with AI.

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

Project-Based Learning Series

Participants will...

Learn how to break down large projects into manageable sprints, making the PBL approach more accessible and less overwhelming for both teachers and students. Through hands-on activities, practical strategies, and collaborative planning, educators will discover how to facilitate student-driven projects that foster creativity, critical thinking, and real-world problem-solving skills. Join us to make project-based learning an achievable and rewarding experience in your educational setting. Sessions will take place via webinar with additional interaction in an online learning management system.

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

AI University

Participants will...

Use AI to create PBL learning experiences through a series of modules aimed at building foundations in PBL and AI. In addition, attendees will build a PBL learning experience throughout and submit a final artifact.

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

Canva Series (Beginner, Intermediate, Advanced)

Participants will...

Explore the creative possibilities of Canva for classroom teaching and student learning. Through hands-on practice, participants will learn advanced design techniques, use graphic elements, and apply visual storytelling strategies to create engaging lessons, presentations, student activities, and classroom resources. Participants will leave with practical ideas and the confidence to create clear, effective visuals that support instruction and student engagement.

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

Summer Asynchronous Conference— Summer Reading EdVenture— Book Battle—*When Teachers Read, Students Succeed!*

In this self-paced experience, educators choose from a curated collection of professional titles, complete creative reflections in Book Creator, and participate in a friendly book-bracket competition to crown the summer's champion read. Participants can explore topics that matter most to their practice, connect with colleagues through optional discussions, and earn professional learning credit while discovering new ideas for their classrooms.

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

Regional AI Integration—Year 3

In an effort to equitably implement AI across the region while our districts are at various stages, we are offering the following regional supports and professional learning opportunities:

- AI User Groups
- AI Guideline Development, Committee Facilitation, and Professional Learning Roadmaps
- AI and PBLA Workshop with AJ Juliani
- Play, Purpose, and Possibility: AI-Powered Learning for the Portrait of a Graduate in collaboration with the Strong Museum of Play

Provider

Model Schools

Evaluation

Professional Learning
Evaluation

AI in Education User Group

The AI in Education User Group is a professional learning community designed to support educators in exploring and implementing artificial intelligence tools in meaningful, ethical, and instructionally sound ways. Through monthly, 40-minute collaborative sessions, participants will examine emerging AI tools, share classroom applications, and co-create strategies aligned with district goals and New York State Computer Science and Digital Fluency Standards. Each session includes a brief spotlight on a tool or concept, real-use educator examples, collaborative planning, and optional challenges to try between meetings.

Participants will...

- Build confidence, stay current, and thoughtfully apply AI to enhance student learning and educator productivity.

Provider

Model Schools

Evaluation

Professional Learning Evaluation

Stop Motion Magic: Creating Engaging Videos with Pizza Box Green Screens & Book Creator

Transform pizza boxes into DIY green screens and discover the creative power of stop motion animation in this hands-on workshop designed for K-12 educators.

Participants will...

- Learn to plan, film, and edit captivating stop motion videos using simple materials like small objects, Lego, playdough, paper and more!
- Explore storytelling challenges that spark imagination while gaining practical ideas for integrating stop motion into subjects like ELA, Science, Math, and Social Studies.
- Walk away with a ready-to-use green screen pizza box and resources to inspire creativity in your classroom.

Providers

Kate Rice, Liesl Toates, and Mark D'Annunzio

Evaluation

Professional Learning Evaluation

Canva Create: Coding & Creativity for K–12 Classrooms

Discover how Canva's new coding features can unlock creativity and computational thinking in your K–12 classroom—no coding background required! In this beginner-friendly virtual workshop, educators will explore how Canva's intuitive tools now support basic coding integrations and interactive content creation, making it easier than ever to blend digital design with computer science concepts.

Provider

Model Schools

Evaluation

Professional Learning Evaluation

Monroe One BOCES Office of School Improvement Offerings

The Office of School Improvement:

- Provides sustained, customized, and impactful professional development including workshops, coaching, model lessons, feedback, and other deeper learning experiences.
- Coordinates and provides Shared Services to support district initiatives and goals.
- Provides regional professional learning opportunities on topics of interest to districts (facilitated by BOCES staff or outside consultants).
- Provides technical assistance, coordinating professional learning groups, and managing billing for aidable supports and services (Basic Service).

The following listings have been offered in the Monroe One BOCES catalog in the past 1–3 years and will continue to be offered as determined by in-district requests as well as through requests from our Monroe One BOCES component districts. In addition, new professional learning opportunities are created regularly to meet the needs of Monroe One BOCES and component districts. Current topics include, but are not limited to, Social Emotional Learning, Culturally Responsive Practice, and Standards Based learning and assessment. To access current offerings, go to monroe.edu/OSlofferings.

Regional Leadership Forums

Facilitated meetings 3-4 times over the course of the school year focused on standards, instructional best practices and information sharing from the state-wide professional development network in each of the following areas:

- ELA
- Math
- Science
- Social Studies
- Professional Development

Provider

Office of School Improvement

Evaluation

- Pre-Assessment at the Beginning of the year
- On-going reflection/surveys as needed

Building Your Skills as an Instructional Coach

Instructional coaches play a crucial role in supporting classroom teachers while moving district/building goals forward. It is one of the most effective ways to improve student achievement and promote teacher efficacy. This professional learning series is designed to support instructional coaches in the development of skills and strategies necessary for success as an instructional leader.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

LETRS

LETRS Teacher Training, Volume 1&2

LETRS for Administrators

LETRS for Early Childhood Educators

LETRS comprehensive professional development empowers teachers to understand the science behind how students learn to read and why some students struggle.

Participants will...

- Learn the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- Deepen knowledge of the what, why and how of scientifically based reading instruction.
- Sharpen ability to diagnose why students are struggling and how to provide proven interventions.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

Excellence Through the Math Practices Project

Participants will...

- Explore how the implementation of the Next Generation Learning Standards connects to equitable instruction for ALL students.
- Develop strategies and resources, through the lens of the 8 Mathematical Practices, to support student success.
- Open to all math educators.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

Mathematics Regents Roundtable

This regional roundtable series brings together Algebra I, Geometry, and Algebra II educators and leaders to explore instructional shifts tied to the Next Generation Mathematics Learning Standards and upcoming 2025 Regents exams. Grounded in NYSED Numeracy Briefs, the sessions will focus on deepening conceptual understanding, promoting reasoning, and supporting all learners. Each session begins with a shared math task and whole-group discussion, followed by course-specific breakouts to collaborate on strategies and classroom practices

Participants will...

- Engage in standards-aligned math tasks and discussions
- Explore shifts in instruction and assessment
- Share effective strategies and challenges across schools
- Plan topics for future roundtables based on shared needs and interests.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

Building Thinking Classrooms in Math and Across the Curriculum

Internationally known educator and author Peter Liljedahl invites participants to experience what a thinking classroom looks, sounds, and feels like in two different engaging sessions.

Participants will...

- Learn how to design classrooms that maximize student thinking
- Experience the structure and culture of thinking classrooms
- Research-based practices from 15+ years of classroom study
- Shift students from passive learning to active thinking
- Explore the 14 core Thinking Classroom practices
- Apply the thinking strategies across all subject areas and grades
- Strengthen structures that promote deep student thinking
- Leave with practical ideas ready for immediate use

Provider

Peter Liljedahl

Evaluation

Professional Learning Evaluation

Building Thinking Classrooms Regional Collaboration

Building Thinking Classrooms (Peter Liljedahl) is generating a great deal of excitement in K-12 math education. It is based on years of research in hundreds of classrooms. This partners beautifully with our regional work of leading with the NYS Standards for Mathematical Practice. Join us for this collaborative regional effort to progress together in Building Thinking Classrooms. Each session will consist of a mini professional development, collaboration, creation time, the sharing of best practices and an embedded book study. Participants are asked to purchase their own copy of the book, *Building Thinking Classrooms in Mathematics*, by Peter Liljedahl before the first session.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

Intervention Practices in Elementary

This session will focus on effective intervention practices in both literacy and math for elementary grade levels. Participants will explore how to use data to drive instruction, implement the RTI process within a broader MTSS framework, and align interventions with the Science of Reading and evidence-based numeracy practices. Emphasis will be placed on ensuring all students receive timely, targeted, and appropriate supports to meet their individual learning needs.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

Math Practices: Look-Fors For Leaders

This workshop supports school and district leaders in deepening their understanding of the 8 Mathematical Practices in the Next Generation Mathematics Standards. Participants will explore how to foster a culture of mathematical thinking, identify opportunities for teacher growth, and implement strategies that encourage risk-taking, innovation, and continuous reflection.

Leaders will develop actionable plans to integrate the 8 Practices into professional development and teacher evaluation systems—supporting sustainable improvement in instruction, engagement, and achievement. Ideal for administrators, instructional leaders, and curriculum teams committed to elevating mathematics teaching and learning. This session is aligned with NYS 2025 Numeracy Initiative Brief #8.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

Book Studies

Book studies offer a collaborative, reflective approach to professional learning that encourages deep thinking, dialogue, and application of research-based practices. Through structured reading, discussion, and implementation planning, educators engage with current texts that challenge perspectives, build shared understanding, and support continuous improvement. Book studies promote adult learning that is self-directed, job-embedded, and relevant.

A wide range of titles and topics will be selected based on district and school data, NYS initiatives, as well as educator interests and needs.

Participants will...

Meet for a scheduled number of pre-determined sessions to discuss the book and plan for ways to embed the learning from the book into classroom practice.

**When possible, the book author will participate in some and/or all facilitated sessions.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

NY Inspires Regional Pathways Exploration

A mix of learning, reflection, and collaboration designed to help your team move from ideas to actionable plans, grounded in real-world relevance and regional opportunities.

Participants will...

- Explore the Portrait of a Graduate and its implications for designing curriculum and instruction
- Examine workforce trends and explore implications on student pathways
- Learn from district examples of career and interest pathways in action
- Reflect on your district's current progress and identify district and regional next steps
- Engage in cross-district collaboration and idea sharing
- Begin shaping future-ready pathways, endorsements, and capstone experiences
- Bring any work your team has started related to NY Inspires or Graduation Pathways. There will be opportunities to share, get feedback, and build connections.

Provider

Local Assistant Superintendents for Instruction

Evaluation

Professional Learning Evaluation

Present and Accounted For: Attendance Data Dive

A collaborative, in person session designed for district teams to analyze regional attendance trends, examine changes since COVID, and learn from schools showing improvement. Through data review, peer learning, and guided team work, participants will identify actionable strategies to strengthen attendance systems and supports.

Provider

Learning and School Improvement, MAARS, Community Schools

Evaluation

Professional Learning Evaluation

Personal Finance Implementation Collaborative Planning Day

Hands-on day designed to unpack the latest guidance, clarify expectations, and support district teams in building thoughtful, aligned implementation plans. Participants will engage in cross-district dialogue, explore shared resources, and understand where personal finance objectives already live within existing standards K–12.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

MTSS to Graduation Pathways: Building a District *Inspired* System of K–12 Supports through Regional Coherence

This interactive session builds shared understanding, aligns to MTSS framework underway in all districts, surfaces real district examples of the alignment, and explores how multitiered system platforms, like Panorama, can support data-informed, district-governed decisions that span PK–12 and beyond at the local, regional and state level.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

Statewide Performance-Based Learning and Assessment in Middle and High School

This event, which is a hybrid webinar with in-person discussions and presentations, will provide New York State administrators and school leaders with an opportunity to engage in regional discussions about approaches to performances-based learning and assessment (PBLA) that support local implementation of NY Inspires and NY's Educational Assessment Strategy in middle and high school. Please note that to attend this event, you must attend in person at a BOCES or Big 5 designated site.

Provider

Office of School Improvement

Evaluation

Professional Learning Evaluation

Hugging Porcupines: How to Support Kids Who Struggle with Challenging Behaviors

Our kids who need us the most are often also the ones who frustrate us the most. What's a well-intentioned teacher supposed to do with a kid who resists relationship building, refuses to do work, routinely breaks rules, or does all three of those things!? In this workshop, we'll explore several important ideas and many practical strategies for supporting our students who challenge us the most. These include...

- Understanding why our most challenging students struggle so much in school
- Understanding four key elements of a positive teacher-student relationship
- Learning a simple structure for how to have an effective and productive problem-solving conference with a student
- Learning how to hold students accountable for better behavior and schoolwork through natural and logical consequences instead of punishments
- Considering how to be creative in adjusting expectations and finding positive solutions for students to increase their ability to succeed in school
- Learning how to talk with students in ways that reduce power struggles and increase positive relationships

Provider

Mike Anderson

Evaluation

Professional Learning
Evaluation

Civi Coalition

By joining the Civics Coalition, participants become part of a network of passionate educators committed to implementing bridging practices that encourage constructive conversations and collaborative problem-solving. The coalition offers monthly meetings where educators receive valuable resources, knowledge, and opportunities to engage in meaningful professional dialogues. These sessions are designed to reinvigorate teachers, preparing them to navigate the challenges of civic education and model informed, active citizenship for students. Partnering with esteemed organizations such as iCivics, DemocracyReady NY, and the Listen First Project, the Civics Coalition provides unparalleled support and expertise. Together, this coalition cultivates a culture of civic readiness and resilience, preparing the next generation to engage thoughtfully and effectively in a democratic society. Join this effort to make a tangible difference in the lives of students and the future of the nation.

Provider

Office of School
Improvement

Evaluation

Professional Learning
Evaluation

Monroe One BOCES

Educational Partnership Offerings

The Mid-West Educational Partnership is part of the NYSED Office of Special Education's (OSE) Educational Partnership network. We engage in systems change work and provide a variety of support including coordinated and focused intervention and regional learning opportunities. We support professional development with a variety of stakeholders, working toward building capacity and sustainability of promising and effective practices to improve outcomes for students with disabilities. The Mid-West regional team consists of the Regional Partnership Center (RPC) and the Family and Community Engagement (FACE) Center.

Special Education Process, Equity and Family Engagement

Participants will...

Develop an understanding of the Part 200 regulations and the special education process

- EI to CPSE for Parents and Professionals
- CPSE/CSE Chairperson training
- Family Engagement: Communication and Culture
- Special Education 101: Training of the Parent Member
- Creating the IEP
- Distinguishing Language Acquisition from Disability

Providers

- Regional Partnership Center (RPC)
- Family and Community Engagement (FACE) Center

Evaluation

Feedback and evaluation forms

Transition

Participants will...

Understand and examine best practices related to State Performance Plan (SPP) Indicator 13, graduation requirements and diploma and credential options

- Self-Determination
- Transition Assessment
- Transition in the IEP
- Navigating Adult Services
- Transition for families
- Agency 101
- Diploma and Credential Options

Providers

- RPC
- FACE Center

Evaluation

- District reporting 100% compliance with SPP 13
- Feedback and evaluation forms

Behavior

Participants will...

Understand and examine best practices related to developing and implementing evidence-based practices for behavior related topics including:

- Classroom Management
- Discipline Procedures for Students with Disabilities
- Alternatives to Suspension
- Function-Based Thinking
- Creating Welcoming and Affirming Learning Environments
- Functional Behavioral Assessment (FBA), Behavior Intervention Plans (BIP), and Progress Monitoring

Providers

- RPC
- FACE Center

Evaluation

Feedback and evaluation forms

Academic and Instructional Practices

Participants will...

Develop an understanding of evidence-based practices on topics including:

- Specially Designed Instruction (SDI)
- Explicit Direct Instruction
- Fostering High Expectations and Rigorous Instruction
- Foundations of Effective Reading Instruction: Understanding the Science of Reading
- Science of Reading for Administrators

Providers

- RPC
- FACE Center

Evaluation

Feedback and evaluation forms

The Mentor Program for BOCES United Professionals (BUP)

(teachers and professional related service providers):

The following is the Monroe One BOCES Mentor Program as required under the amendment of section 100.2 of the Regulations of the Commissioner of Education relating to mentoring programs at school districts and Boards of Cooperative Educational Services. The Monroe One BOCES Mentoring program has been updated and approved by the Mentor Committee.

The Mission and Vision of the Mentor Program for BUP:

The mission of the Monroe One BOCES Mentor Program is to develop and retain highly qualified and highly satisfied educators. The Monroe One BOCES Mentor Program serves new and transferred teachers and related service providers from all instructional Monroe One BOCES programs.

The goals of the Mentor Program for BUP:

1. To enhance new educators' effectiveness in instruction and leadership through consulting, collaborating and coaching.
2. To retain highly effective new educators through consulting, collaborating and coaching.

The Role of the Mentor:

The mentor's role is confidential, supportive and non-evaluative. The mentor provides support to their mentee in all aspects of the job and assists that person in becoming a highly qualified educator. The mentor will participate in ongoing training, observations, professional goal setting and self-evaluation. The mentor will submit monthly logs to the Coordinator of the Mentor Program/ Director of Teacher Center.

The Role of the Mentee:

The person mentored is responsible for setting monthly goals and for vocalizing their needs to the mentor in order to benefit from the experience. They participate in between one - three mentoring observations throughout the year to draw connections and apply learning from the NYS approved teacher rubric to their practice. Mentees are required to follow the established guidelines for meeting regularly with their mentor and attending required professional learning opportunities.

The Role of the Supervisor:

Administrators are encouraged to serve on the Mentor Committee (Teacher Center Policy Board). In addition, administrators are asked to support mentors and mentees by helping develop schedules for release time or common planning, observation and conferencing.

Mentor Preparation:

The mentor shall be provided with instruction on peer coaching, the elements of a mentoring relationship, adult learning theory and the stages of new teacher growth. Opportunities for training will be provided through the Monroe One BOCES Teacher Center, Monroe One BOCES, and through collaboration with the Greater Rochester Teacher Center Network (GRTCEN).

Implementation of the above mentoring program will be consistent with the BOCES United Professionals (BUP) as required by Article 14 of the Civil Service Law. Members of the Mentor Committee (Teacher Center Policy Board) make up the majority. Also, a BUP officer currently sits on the Mentor Selection Committee (Teacher Center Policy Board).

Procedure for Selecting Mentors:

BUP Instructional staff interested in mentoring can apply online at any time through Frontline Professional Growth. Applicants will describe their motivation for mentoring outlining previous professional learning, which has kept their professional practice current. They will be required to explain any skills in the area of peer coaching and describe what qualities they would bring to the mentor relationship.

The mentor **MUST**:

- Be a tenured educator (teacher or related service provider).
- Be in “good standing” (not currently on an improvement plan).
- Be endorsed by your program administrator (approval in Frontline).

Preferences:

The Monroe One BUP Mentor Program is looking for mentors whom communicate effectively: listen for understanding and communicate assertively (kindly and honestly). They embody a problem-solving, growth mindset and value feedback. They see challenges as opportunities to grow. They are organized, driven and stay up to date on research-based best practices. And, they put students first.

Application Review and Mentor Selection:

All applications are reviewed by the Mentor Program Director, the person’s supervising administrator and HR for alignment to the “Requirements to Mentor”. This occurs within Frontline. Once approved in Frontline, the candidate is added to the Mentor Pool. Any mentor in the Mentor Pool can be considered for mentoring throughout the school year and up to five years after approval. After five years, they can reapply. Anyone who does not meet the qualifications to mentor will be contacted by the Mentor Program Coordinator, their supervising administrator or the Director of Human Resources.

Every effort to pair mentors before the start of the school year will be made. If pairs cannot start their mentorship before school starts, they will be assigned as soon as possible.

The Mentor Program for BOCES Administrative and Supervisory Association (BASA) (administrators):

Purpose of the Monroe One BOCES Administrative Mentor Program:

The purpose of the Monroe One BOCES administrative mentor program is to aid new administrators in growing professionally and personally through the development of an honest and open mentor/mentee relationship. The program will also assist administrators in school building leadership service with an initial certification to enhance their leadership skills and make the transition to a professional certificate as required by the New York State Education Department (NYSED).

Mentor and Mentee Expectations:

- Time: Each pair may have weekly contact by phone, e-mail, or virtual meetings. The pair is required to meet in person for at least 30 minutes per week or one hour every two weeks, in addition to attendance at group sessions.
- Documentation: Each mentor will assist the mentee in the development of a written learning/leadership plan, which reflects the mentee's needs and guides their discussion. Evidence of their work should be documented as a baseline survey, action plan, log, reflection and feedback.
- Activities: Each mentor may visit the mentee's school/department/program. Visitations by the mentor may include attending a faculty meeting as an observer and giving feedback; observing a teacher/employee evaluation cycle and giving feedback; reviewing and discussing intervention strategies based on student achievement data; and other mutually agreed upon activities that are determined by the mentee.

Procedure for Selecting Mentors: Mentors will be selected through a fair and open process based upon the following criteria:

- Experienced current, former and retired administrators who have demonstrated success as instructional leaders will be selected to serve as mentors.
- Mentor qualities include strong ethical character and interpersonal skills
- Tenured at Monroe One BOCES or a minimum of 3 years for civil service administrators
- Employee in "good standing" not on an improvement plan
- Completion of Cognitive Coaching is highly recommended

Every effort to pair mentors before the start of the school year will be made. Informal acclimation of new instructional staff to departmental programs and policies should start before the school year begins. In addition, a sub-committee of the PDP committee will organize and facilitate a New Instructional Staff Orientation prior to the start of every school year.



monroe one
EDUCATIONAL SERVICES

41 O'Connor Road
Fairport, NY 14450
(585) 377-4660
www.monroe.edu