

**New Paltz Central School District
Professional Development Plan
2016 – 2017**

**196 Main Street
New Paltz, NY 12561**

Professional Development Plan

Maria C. Rice
Superintendent of Schools

Michelle Martoni
Assistant Superintendent for Educational Programs

Richard Linden
Assistant Superintendent for Business

Board of Education

Aimee Hemminger, Board President
Michael O'Donnell, Board Vice-President

Brian Cournoyer
Alison Easton
Steven Greenfield
Sophia Skiles
Matthew Williams

Professional Development Plan Committee

Administrators

Michelle Martoni, Assistant Superintendent for Educational Programs

Meghan Febbie, Director of Pupil Personnel Services

Ann Sheldon, New Paltz Middle School Assistant Principal

Teachers

Albert Cook

Christiane Dates

Valerie Hughes

Janine McNamee

Kathryn Stewart

Robin Taliaferro

Community Member/Parent

Alexandra MacKinnon

Higher Education

Dr. Jennifer Davis-Duerr

New Paltz Central School District

Our Mission

The New Paltz Central School District exists for the children of the community. The focus of the programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our Vision

Our school community—students, staff, families and community members are *citizens of the world, passionate about learning and empowered* to achieve their dreams.

Citizens of the World: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy lifestyle, are creative, and are empowered to achieve their dreams.

New Paltz Central School District

Educational Standards

Core Intelligence: Standard 1.0

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Program Coherence: Standard 2.0

All programs, curriculum, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency: Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity: Standard 5.0

Leadership in the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, promotes excellence, to enhance and to improve student learning.

Resources: Standard 6.0

The District assures that all resource (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

New Paltz Central School District

OUR GUIDING PRINCIPLES

To maintain a focus on learning and success for all.

**To create a cohesive and inclusive culture K – 12 across
buildings and departments.**

**To empower and create success for disengaged and
disenfranchised students.**

New Paltz Central School District Policy

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT

An environment of learning, whether learning by students or by adults, must be planned and honored in practice. It is the policy of the District that an environment of learning be fostered and attention be given to in-service, pre-service, and other staff development programs which are believed to be of benefit to the School District and its students. The Superintendent, in collaboration with the appropriate administrative staff, teacher committees and/or students, is directed to arrange in-service programs and other staff development opportunities with the objective of improving professional competencies and building a learning community.

It is recommended that administration develop meaningful in-service and/or staff development programs which will achieve the following:

- a) Contribute a culture of professional learning to the instructional program of the schools;
- b) Contribute to an improved educational environment for students;
- c) Achieve state mandates;
- d) Enhance the professional competencies and/or instructional abilities of staff members.

Attendance at such professional development programs must be directly linked to the duties and responsibilities comprising the job description of the employee. Consequently, employees are encouraged to participate in the planning of staff development programs designed to meet their specific needs.

Members of the staff are also encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings.

Funds for participating at such conferences, conventions, and other similar professional development programs will be budgeted for by the Board of Education on an annual basis. Reimbursement to District staff for all pre-approved actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for conference attendance and expense reimbursement.

The Superintendent of Schools or his/her designee has authority to approve release time and expenses for staff members' attendance at professional training conferences, study councils, in-service courses, workshops, summer study grants, school visitations, professional organizations and the like within budgetary constraints.

A conference request form/course approval form must be submitted by the employee and approved by the designated administrator prior to the employee's attendance at such conference or other professional development program.

(Continued)

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT (Cont'd.)

Mentoring Programs for First Year Teachers

First year teachers must participate in a mentoring program as a component of the School District's Professional Development Plan. The purpose of the mentoring program is to support new teachers as they develop professional competencies.

Education Law Sections 1604(27), 3004 and 3006
General Municipal Law Sections 77-b and 77-c
8 New York Code of Rules and Regulations (NYCRR)
Sections 52.21(b)(3)(xvi), 52.21(b)(3)(xvii), 80-
3.4(b)(2), 80-5.13, 80-5.14 and 100.2(dd)

New Paltz Central School District Professional Development Plan

Specific Information Required by New York State Commissioner's Regulations

Professional Development Planning Committee

The New Paltz Central School District Professional Development Planning Committee is comprised of teachers and administrators as well as a representative from an institution of higher education and a parent/community member. These committee members have been appointed to this committee by the New Paltz Central School District Board of Education. Teachers maintain 51% majority on the committee.

Hours of Professional Development

Each teacher will participate in a total of three superintendents' conference days each year. Additionally, teachers will engage in professional development during faculty meetings scheduled throughout the school year. Together, these events afford teachers approximately 20 hours of professional development during the school year. Further, elementary teachers will engage in professional development before school hours as time has been set aside for this purpose. These professional development hours will add approximately two additional hours per week to the total professional development hours for elementary teachers. In the same vein, middle school teachers will engage in team meetings every day for one period (40 minutes). High school teachers meet as a department regularly resulting in approximately 25 hours of professional development. Agendas for all of the aforementioned meetings are focused on students and learning.

All teachers are encouraged to participate in out-of-district professional development which is directly related to individual teacher, grade level, department, building, and/or District goals.

Teaching staff with professional certification and Teaching Assistants with Level III Certification will be afforded the opportunity to access the hours needed for continued professional certification.

Specific professional development will be arranged onsite within the District in response to particular student learning needs. Multi-sensory reading instruction, Responsive Classroom, and Anderson Center for Autism are among the onsite professional development opportunities afforded to teachers.

Professional Development Plan Alignment to Standards

Teaching and learning in the New Paltz Central School District is aligned to the New York State Learning Standards. Hence, professional development is meant to clarify the New York State Learning Standards and to strengthen alignment to these standards as reflected in teaching and learning.

The efficacy of professional development opportunities offered to staff will be evaluated based upon multiple sources of data. These data sources include, student achievement data as measured by local formative and local summative assessments, teacher observations, and standardized assessments. Additionally, whenever practical, teachers will be required to complete written evaluations of professional development sessions.

Overall, the desired outcomes of professional development in the New Paltz Central School District are included in the New Paltz Central School District's Educational Standards 2.0, 3.0, and 4.0.

Program Coherence: Standard 2.0

All programs, curriculum, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency: Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Planning Process

As part of our District-wide Action Planning and Annual Review reporting process, each year teachers conduct a "needs" analysis to establish SMART (Specific, Measurable, Attainable, Results-oriented, and Timebound) goals. The needs analysis is informed by quantitative data such as, but not limited to, student assessment data (both formative and summative), student attendance data, drop-out rates, discipline records. Additional qualitative data such as feedback from students, teachers, and parents is also considered when conducting a "needs" analysis. Smart goals must be aligned to the New Paltz Central School District Mission and Vision Statement. Further, goals must demonstrate an alignment to specific New Paltz Central School District Standards. (See Mission Statement, Vision Statement, and Educational Standards included herein.)

An action plan is designed which articulates strategies to achieve the established goals. Mid-year, teachers reflect upon progress toward attaining their goals and make necessary corrections in their course of action. (See Action Plan and Annual Report templates attached.) Based upon the

goals and strategies included in these action plans, professional development is designed and secured. The Professional Development Team provides additional focus as they cull teacher input and review teacher evaluations of professional development.

It is noteworthy that as a result of these Action Planning and Annual Review reporting processes, the specific learning needs of student subgroups are analyzed and addressed. Specifically, the learning needs of English Language Learners, special education students, and socio-economically disadvantaged students have been a focus of attention in the New Paltz Central School District.

Finally, as result of the aforementioned planning and review processes, a cycle of continuous reflection and improvement has been institutionalized in the New Paltz Central School District.

Resources: The New Paltz Central School District will draw on varied resources to accomplish professional development goals. These resources include: Professional Development Funds, Human Resources (teachers and administrators), Community members such as professors from SUNY New Paltz, Parent Teacher Organizations, parents, community-based organizations, the New Paltz Central School District Foundation for Student Enhancement, Ulster BOCES and other BOCES, Mid-Hudson Teachers Center, the Hudson Valley Writing Project.

Evaluation Plan

Program Evaluation: For each professional development event, participants will provide feedback via an evaluation tool. The evaluation tool will focus on measuring participants' learning (growth) as a result of the professional development.

Relevancy: During formal and informal teacher observations, administrators will determine the degree to which professional development opportunities are translating into practice. Additionally, teachers will share insights related to the relevancy of professional development at grade-level, department, and faculty meetings. These discussions will be facilitated by the members of the professional development team.

Student Achievement Outcomes: The efficacy of professional development will also be evaluated by student achievement. Student achievement will be measured by local formative and local summative assessments, report cards, portfolios, teacher observations, and standardized assessments. Additional sources of data may include: Student attendance records, discipline records, retention and drop-out rates.

Articulation of Goals across Educational Program

As stated heretofore the goals of professional development in the New Paltz Central School District are in alignment with the New Paltz Central School District Educational Standards 2.0, 3.0, and 4.0. For clarity, these standards are copied below.

Program Coherence: Standard 2.0

All programs, curriculum, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency: Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

In addition to the New Paltz Central School District Educational Standards, included in this document are the New Paltz Central School District Mission and Vision Statements. Also include in this document (under the heading of "Planning Process") is an explanation of the Action Planning and Annual Review reporting processes which are embedded practices in the New Paltz Central School District. Taken together, these items provide a roadmap for articulation across grade-levels, departments, school buildings, and indeed throughout the District. In practice, District goals are established at the level of the Board of Education and are based upon analysis of student achievement in both academic learning and non-academic learning. These goals are formalized in Action Plans. Building Action Plans are designed to support the goals of the Board of Education and Administration. Teachers' action plans are designed to support their building-level action plans. Grade-levels and departments establish goals and design action plans collaboratively. Professional development is designed and secured based upon these action plans.

As is evident, this process provides a solid framework for articulation of professional development goals (as all other goals) throughout the District.

New Paltz Central School District

BEDS: 621101060000

Statement of Assurances

The Superintendent certifies that:

./ Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators and others identified in the plan.

./ The plan focuses on improving student performance and teacher practice as identified through data analysis.

./ The plan describes professional development that:

Is aligned with state content and student performance standards; Is articulated within and across grade levels;

Is continuous and sustained;

Indicates how classroom instruction and teacher practice will be improved and assessed;


Indicates how each teacher in the district will participate; and

Reflects congruence between student and teacher needs and district goals and objectives.

./ The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.

./ The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.


Maria C. Rice, Superintendent of Schools


Date

Attachments

New Paltz Central School District Action Plan

New Paltz Central School District Annual Report

New Paltz Central School District Mentoring Documents

- Mentor Application
- Mentor Application PPS Staff
- Mentor Evaluation
- New Teacher Evaluation
- Mentor Log: Meeting 1
- Mentor Log: Meeting 2
- Mentor Log: Meeting 3
- Mentor Log: Meeting 4
- Mentor Log: Meeting 5

Professional Development Vendor List

New Paltz Central School District Action Plan

School:	Principal:	Time Frame:	
Team Members:			
Standard			
Evidence of Achievement (What it looks like when we have achieved the Standard):			
Needs Statement (Where we are right now – Our Reality):			
School SMART Goal(To bring us to or close to the criteria in the Evidence of Achievement)			
Strategies/ Activities to Attain Goal	Responsibility	Timeline	Evidence of Effectiveness (What will be in place when the activity is complete and how will you measure it?)

Annual Report

“The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results.”⁵ Unless these results are recorded, reported, and used in decision making the efforts have little meaning and purpose. The Annual Report framework below is designed to provide a consistent means of reporting the results of the Action Plans implemented on a yearly basis. These reports will be incorporated into the annual State of the District Report.

<i>Annual Report for</i>
<i>Team Leader/Facilitator:</i> <i>Team Members:</i>
<i>Standard:</i>
<i>Evidence of Achievement (What it looks like if we have achieved the Standard.):</i>
<i>To What Degree have you met your goals and attained the Evidence of Achievement for this Standard?</i> <ul style="list-style-type: none">• <i>Summary of where we were at beginning: (Needs Assessment Data)</i> • <i>Goal(s) [in Action Plan] established to achieve Standard.</i> • <i>Results, as evidenced by evaluation and assessment data.</i> • <i>Conclusions, recommendations, and priorities for future.</i>

Mentor Application

Name: _____

Subject/Grade Level: _____

Years Teaching in District: _____

Total Years Teaching: _____

Have you had any previous experience as a mentor or cooperating teacher? If so, please elaborate.

Have you had any previous experience in working in a long-term collegial relationship, e.g., team teaching, co-teaching, consultant teacher, inclusion

classroom? If so, please elaborate.

Why do you want to be a mentor?

What evidence is there of your effectiveness as a teacher?

What professional development have you participated in during the last two years?

How have you incorporated what you learned to improve student results?

List the qualities which you possess that would contribute to a positive mentoring experiences.

Mentor Application
PPS Staff

Name: _____
Position: _____
Years Working in District: _____
Total Years Working in Position _____

Have you had any previous experience as a mentor or cooperating teacher? If so, please elaborate.

Have you had any previous experience in working in a long-term collegial relationship, e.g., team teaching, co-teaching, consultant teacher, inclusion

classroom? If so, please elaborate.

Why do you want to be a mentor?

What evidence is there of your effectiveness as a PPS practitioner?

What professional development have you participated in during the last two years?

--

How have you incorporated what you learned to improve student results?

--

List the qualities which you possess that would contribute to a positive mentoring experiences.

New Paltz Central School District
MENTORING PROGRAM

Mentor Evaluation

Please describe how the mentoring experience has increased your effectiveness as a teacher.

Please describe what was best about the program.

Do you feel that you had adequate time to be a good mentor?

What staff development activities could your mentee have benefited from?

Would you become a mentor again? Why?

What suggestions do you have for improving the mentoring experience (program, process, evaluation)?

New Paltz Central School District
MENTORING PROGRAM

New Teacher Evaluation

Please describe how the mentoring experience has helped you to increase your effectiveness as a teacher.

Please describe what was best about the program.

Do you feel that you had adequate time to meet with your mentor?

What additional staff development activities could have benefited you?

What suggestions do you have for improving the mentoring experience (program, process, evaluation)?

Teacher Mentoring Log

New Teacher

Name _____

Certificate No. _____

Mentor

Name _____

Certificate No. _____

Mentor Log: Complete one log sheet per "meeting".

A "meeting" may be composed of a number of "mini-meetings."

The five (5) required meetings should occur at intervals as outlined below.

Meeting 1: Within the first 3 weeks of school opening.

Date(s) of meeting(s): _____

Time: (# of hours/minutes) _____

Classroom Observations:

Mentor observing Mentee:

Date(s) _____

Mentee observing other teachers:

Date(s) _____ Teacher: _____

Date(s) _____ Teacher: _____

Topics Discussed:

Checklist:

Meeting 1 Use for discussion. () Some may not apply (n/a) for your building.

Logistics:

- Parking
- Parking tags
- Sign-in / sign-out
- Daily schedule
- Duty
- Prep time / team time
- Taking attendance
- Copy / fax machines
- Substitute #
- Sub folder
- Course outlines
- Voice mail
- E-mail
- Snow chain
- Make-up work for absentees
- Attendance policy
- Teacher identification tags
- Parking tags
- Classroom keys
- Text book sign-out sheets
- www.mylearningplan.com
- Weekend building access
- Power Teacher
- Teacher handbooks

Classroom:

- Location
- Shared space
- Supplies / materials
- Bulletin boards

- Posted information
- Emergency exits
- Schedules
- Code of conduct
- Announcements (NPZ TV, MSTV)
- Phone access code
- Curriculum resources
- _____
- _____

Educational Master Plan: _____ District mission, vision, and _____ educational standards
 _____ Building action plan _____ Group (department/grade level) _____ action plan

Emergency procedures:

- Fire drills
- Procedures
- Emergency evacuations
- Lock downs (Have your KEYS!)
- Teacher emergency forms (personal)
- _____
- _____
- _____
- _____

Student Services

- Referrals
- Comment slips
- Instructional Study Team
- Case management
- CSE recommendations/referrals
- IEPs

- FBAs – BIPs
- Resource Room (updates)
- Health reports
- Claim Forms
- Transportation requests
- ISS
- OSS
- IST forms
- _____
- _____

After school:

- Detention: teacher/ administrative
- AIS
- Administrative meetings
- Parent meetings
- Project homework
- Advisorships / clubs
- Sports
- _____
- _____
- _____
- _____

_____ *Grades: Assessments:*

- Building grading policies
- _____
- _____
- _____

(i.e.: HS 1st quarter not<49%)

- Comments on grade reports
- Power Teacher
- Report cards / 5 week reports
- Progress reports

- Project Charlie
- ELP (Early Literacy Profile)
- Running records
- Common assessments
-
-
-

Parent contact:

- Open House
- Parent Conferences
- Parent Connect
- Phone calls
- E-mails
- Voice mails
- Homework hotline
- Web page (Schoolwires)
-
-
-

Payroll:

- TRS (Teacher Retirement System)
- Benefits
- TSAs (Tax Shelter Annuities)
- Payroll (Direct deposit option)
- IRS Forms
- Sick days/ Personal days/leave
- Request form
- Sick Bank
-

NPUT:

Copy of contract

Building Reps

Daily Procedures:

Attendance

Lunch Count

Bathroom

Nurse

Office

Assemblies

Special Events

Cafeteria

Recess/ indoor-outdoor

Buses

Bus Notices

Library- Students & Teacher

Copy Machine- get #

How to see the principal

Computers

Mailbox

Emergency Forms

Early Dismissal

Meetings:

Non Tenured

_____ Faculty

_____ Grade Level

_____ Learning Club/Thoughtful Education

_____ Special Education

_____ Professional Development

_____ Observations

_____ Time Management

Other: _____

Teacher Mentoring Log

Mentor Log: Complete one log sheet per "meeting".

A "meeting" may be composed of a number of "mini-meetings."

The five (5) required meetings should occur at intervals as outlined below.

Meeting 2: Within the first 9 weeks of school opening.

Date(s) of meeting(s): _____	Time: (# of hours/minutes) _____
_____	_____
_____	_____
_____	_____

Classroom Observations:

Mentor observing Mentee:	Date(s) _____

Mentee observing other teachers:	Date(s) _____ Teacher: _____
	Date(s) _____ Teacher: _____

Topics Discussed:

Checklist: Meeting #2 Use for discussion. () Some may not apply (n/a) for your building.

Report Cards:

_____ Procedures

_____ Policies (i.e.: incompletes)

_____ Grades from home tutors

_____ Narrative comments

Curriculum Area:

_____ Lesson plans

_____ Coordination with other teachers

_____ Common exams

_____ Grading rubrics/ other per

Department grade level _____ Standardized tests (ie: Regents and other State tests)

Classroom Management:

_____ Techniques

_____ Support staff

_____ Parent volunteers

Teaching/ Lessons: _____ Attention

_____ Introduction

_____ Itinerary/ Summary _____ On Task

_____ State objective

_____ Higher level thinking

- Multisensory
 - Thoughtful Education
 - Diversity
 - Accommodation
 - Meet each child's needs
 - Planbook
 - Gradebook
 - Differentiating instruction
-

Responsibilities:

- CSE / 504
 - IST (Instructional Study Team)
 - Testing
 - Team meetings
 - Mainstreaming
 - Implementing modifications
-
-

Programs:

- Writing
 - Spelling
 - Investigation & Supplements
 - Project Charlie
 - Rigby
 - Content curriculum
 - Responsive Classroom
-

Books:

Science

Soc St

Math

Assessments

ELA

Technology:

Lap tops

E-mail

Moodle

Teacher Website (Schoolwires)

AUP's

Teacher override

My Learning Plan

Lab signup procedure

SMART boards

Schoolwires calendar

Document cameras

Budget:

Supplies

_____ Texts

_____ Individual supplies

_____ Ordering online

Checklist: Meeting #3 Use for discussion. () Some may not apply (n/a) for your building.

Unit Assessments:

- Common mid-terms
- Semester Final Exams
- Common unit assessments

Parent Contact: _____

- Contacts regarding
- successes/challenges
 - Upcoming spring conferences

Teacher Mentoring Log

Mentor Log: Complete one log sheet per "meeting".

A "meeting" may be composed of a number of "mini-meetings."

The five (5) required meetings should occur at intervals as outlined below.

Meeting 4: Due by April 1st

Date(s) of meeting(s): _____

Time: (# of hours/minutes) _____

Classroom Observations:

Mentor observing Mentee:

Date(s) _____

Mentee observing other teachers:

Date(s) _____ Teacher: _____

Date(s) _____ Teacher: _____

Topics Discussed:

Checklist: Meeting #4 Use for discussion. () Some may not apply (n/a) for your building.

- Summer school
- Summer Curriculum Work
- Extended school year eligibility

Teacher Mentoring Log

Mentor Log: Complete one log sheet per "meeting".

A "meeting" may be composed of a number of "mini-meetings."

The five (5) required meetings should occur at intervals as outlined below.

Meeting 5: Due by June 1st

Date(s) of meeting(s): _____

Time: (# of hours/minutes) _____

Classroom Observations:

Mentor observing Mentee:

Date(s) _____

Mentee observing other teachers:

Date(s) _____ Teacher: _____

Date(s) _____ Teacher: _____

Topics Discussed:

Checklist: Meeting #5 Use for discussion. () Some may not apply (n/a) for your building.

_____ Final Exams

_____ Book Returns

_____ Year-end checklist per building

Professional Development Vendor List

Feller and Feller
Dr. Jennifer Davis-Duerr
Literacy Through Multi-sensory Teaching, Catherine Ghassemi
James Childs
Responsive Classroom, Ann Macur
Developmental Design
New Paltz Central School District—All certificated staff
New Paltz Central School District Book Studies
New Paltz Central School District Faculty Meetings
New Paltz Central School District English as a New Language Meetings
New Paltz Central School District Department Meetings
New Paltz Central School District Grade Level Meetings
New Paltz Central School District Professional Development Meetings
New Paltz Central School District Curriculum Writing Team Meetings
New Paltz Central School District Data Inquiry Meetings
New Paltz Central School District Middle School Team Meetings

Code.org
Model Schools
Ulster BOCES
Northern Putnam Westchester BOCES
Orange County BOCES
Rockland BOCES
Mid-Hudson Teachers' Center
Hudson Valley Writing Project
SUNY New Paltz
SUNY Onteora
Teachers' College
Teachers' College Reunion
Graduate Courses from accredited colleges
Omega Institute

Additional Conferences, Professional Development Activities, and Vendors Attached

