

**TONAWANDA CITY SCHOOL DISTRICT**  
**PROFESSIONAL DEVELOPMENT PLAN**

**2017 – 2019**

Updated 07-31-17  
BOE approved 08-08-17

**TONAWANDA CITY SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN**

DISTRICT NAME	<b>Tonawanda City School District</b>
BEDS CODE	<b>142500010000</b>
SUPERINTENDENT	<b>Timothy Oldenburg, Ed. D</b>
ADDRESS	<b>100 Hinds St., Tonawanda, NY 14150</b>
PHONE	<b>(716) 694-7784 FAX (716) 695-8738</b>
EMAIL:	<a href="mailto:toldenburg@tona.wnyric.org"><b>toldenburg@tona.wnyric.org</b></a>
YEAR(S) PLAN IS EFFECTIVE	<b>2017-2019</b>

**Composition of Professional Development Team(s)**

**District Team**

  3   # Administrators/staff

  6   # Teachers

  0   # Others (specified below)

Number of school buildings in district: 4

Number of district professional development teams: 1

## TABLE OF CONTENTS

	<b><u>Page</u></b>
i. Introduction	4
ii. Composition of PDP Team	4
1. Professional Development Mission	5
2. Professional Development: Definition	5
3. Professional Development: Critical Attributes	5
4. NYS Standards for Staff Development 2009	5
5. Professional Development Goals	11
6. Descriptors of Plan	11
7. Recommended Professional Development Strategies for 2017-2019	12
8. Models for Professional Learning	13
9. Responsibilities for Professional Development Planning/Evaluation	15
Appendix A Needs Assessment	16
Appendix B Peer Coach Program	17
Appendix C District Resources	20
Appendix D CTLE	21
Appendix E ELL Requirements	22
Appendix F Professional Development Providers	23
Appendix G Conference Summary Form	30

## **i. Introduction**

The Professional Development Plan (PDP) is intended to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of their students. All professional development activities are directly related to student learning needs as identified in the school report card and are aligned with the New York State learning standards and assessments. The goal of the planning team is to establish opportunities for all teachers to receive at least 20 hours of ongoing professional development annually and to help those who are professionally certified to meet their requirements. These recommendations encompass efforts to align professional growth with the New York State standards and address needs that were identified through data analysis. The PDP was reviewed and altered subsequent to the development of the *Strategic Plan*.

## **ii. Composition of Professional Development Teams**

The District Professional Development Committee will review the plan's effectiveness and make recommendations on an annual basis. The committee will meet bi-annually during the school year. The District team is configured as follows:

### **District Team:** Standing Members:

Administrators: Amy Edgerton, Director of Pupil Personnel Services  
Mary Beth Scullion, Assistant Superintendent, Curriculum/Instruction  
Claudia Panaro Principal, Riverview School

Teachers:  
Charles Hout  
Lauren Kislack  
Pamela Lunetta  
Carrie Oliver  
Robin Sesnie  
Cheryl Zehler

**Each school building has the opportunity to participate on the PDP Team.**

## **1.0 Professional Development: Mission**

The mission of the Tonawanda City School District is to promote excellence for each employee and student in our district. The goal is to improve achievement for all students in the Tonawanda City School District and to have every student meet or exceed the New York State Learning Standards. Professional Development in the Tonawanda City School District will help to identify and implement best practices from proven educational theories, perspectives, and research.

## **2.0 Professional Development: Definition**

Professional development is a process that provides opportunities resulting in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, and strengthening leadership to promote professional growth and development. Professional development experiences that utilize collegiality, collaboration, discovery and problem solving enhance the collective abilities of a staff team. Professional development for all staff results in creating the best possible learning environment to ensure student success. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is data-driven and results oriented.

## **3.0 Professional Development: Critical Attributes**

High Quality

On-Going

Data-Driven and Research Based

Evaluated and Assessed

Specific and Embedded in Professional Practice

Standards Based

Adequately Funded and Supported

Reflective of District Goals

## **4.0 New York State Professional Development Standards (2009)**

### **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.

#### **Indicators:**

1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning-data.

1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.

1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.

1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.

1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

1h. Professional development is sustained over time and provided continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional studies.

## **Standard 2: Content Knowledge and Quality Teaching**

### **Standard:**

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

### **Indicators:**

2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.

2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.

2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21<sup>st</sup>

Century.

2f. Professional development provides the knowledge, skill, opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

### **Standard 3: Research-based Professional Learning**

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

#### **Indicators:**

3a. Professional development is based on current research in teaching, learning, and leadership.

3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity, to apply research to instructional decision making.

3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.

3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particular in areas where there may be competing perspectives and conclusions.

3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

### **Standard 4: Collaboration**

**Standard:** 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.

#### **Indicators:**

4a. Professional development provides that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse terms, and to share responsibility for work toward a common goal.

4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

4c. Professional development maximizes the use of technology to broaden the scope collaboration.

### **Standard 5: Diverse Learning**

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

**Indicators:**

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

### **Standard 6: Student Learning Environments**

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

**Indicators:**

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologist and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, social-emotional data) to refine educational practices and promote optimal learning environments.

### **Standard 7: Parent, Family and Community Engagement**

**Standard:** 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.

**Indicators:**

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. Professional development enhances educator' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. Professional development includes opportunities for educators to develop skills and strategies that use

technology to strengthen partnerships with parents, families, and the community.

### **Standard 8: Data-driven Professional Practice**

**Standard:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student, and to help sustain continuous professional growth.

#### **Indicators:**

8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.

8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Programs (IEPs), at the beginning and throughout the academic year, in order to design effective instruction.

8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. Professional development provides opportunities for educators to use results from local, state, and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.

8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

### **Standard 9: Technology**

**Standard:** Professional development supports technological literacy and facilitates the effective use of all appropriate technology.

#### **Indicators:**

9a. Professional development ensures ongoing educator and student technological literacy.

9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. Professional development encourages educators to engage with students in using available technology as it

relates to curricular activities, and to assist students in using technology in innovative ways.

9f. Professional development provides educators with opportunities to learning and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

### **Standard 10: Evaluation**

**Standard:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

#### **Indicators:**

10a. Resources are provided to plan and conduct ongoing evaluation of professional development.

10b. Professional development evaluation uses multiple measure to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaption of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).

10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

## 5.0 Professional Development Goals

### STRATEGIC PLAN GOAL      2017-2019

The district shall support high quality teaching and learning in Tonawanda.

#### OBJECTIVES:

Strategy 1.1- Provide teachers and school leaders with high quality instructional professional development based on best practices, content knowledge, and research based approaches to support a diverse learning population in reaching college and career readiness. Professional development will focus on five main areas:

Kagan

Technology Integration- Chromebooks and Google Classroom

Co-Teaching (special education and ELL)

STEAM

Poverty Awareness

Strategy 1.2- Develop and adopt NYS Learning Standards aligned curriculum and instructional materials at all grade levels for social studies and science. Create and implement vertically aligned curriculum maps and corresponding assessments for each content area.

Strategy 1.3- Implement a system for advancing teacher growth and student learning for teachers as instructional leaders and coaches.

Strategy 1.4- Establish and maintain Data Driven Instruction (DDI) process with grade level/content teams that are able to deconstruct data to drive instruction and increase achievement. Including the development of a system of informal and formal common formative assessments directly aligned to NYS Learning Standards.

Strategy 1.5- Continue to develop and foster teacher access to STEAM Enrichment Coaches across all grade levels.

## 6.0 Descriptors of Plan

- Teachers are required to participate in a minimum of twenty (20) hours of professional development annually or a minimum of 100 hours of professional development over five years. This may include the planning, delivery application and/or evaluation of professional development activities.

The above will be accomplished as follows:

1. Designated district professional development via professional activities as per the PDP
2. District in-service and building level programs

3. Staff-selected professional development
4. On-line staff development
5. Other, as appropriate

- Professional development will be continuous and sustained.

## 7.0 Recommended Professional Development Strategies for 2017-2019

### 7.1 Superintendent Conference Days

The PDP team recognizes that one of the primary opportunities afforded each year for professional development exists with superintendent conference days that have been traditionally scheduled each year. The district recommends that at least **three** of the allocated superintendent conference days be **used exclusively for professional development**. It is further recommended that it is necessary to schedule at least two of these three days early in the school year so the onset of instruction can more readily be impacted by the training provided.

Departments and grade levels for each building will schedule collaborative/reflective planning time. The purposes of these sessions should be to give teachers opportunities to share new learning and plan specific applications of acquired learning strategies to their units of instruction. Documentation should be prepared indicating specific results from the collaborative/reflective planning. Superintendent conference days will provide all teachers with at least **18 hours** of training each year. The **remaining 2 hours** will be provided through building, grade level, department and individual professional development opportunities. The district and building professional development will focus on:

1. Kagan
2. Technology Integration-Chromebooks and Google Classroom
3. Co-Teaching (special education and ELL)
4. STEAM
5. Poverty Awareness
6. NYS Learning Standards
7. Data Driven Instruction (DDI)

### 7.2 Other Staff Development

Each school in the district will provide **opportunities for other hours** of staff development during the school year (see 9.0). These will be provided through building/content area, grade level, department and individual opportunities.

### 7.3 Total Recommended Annual Hours of Professional Development for 2017-2019

Superintendent Conference Days	18 Hours
Other Professional Development	Minimum 2 Hours
<b>TOTAL: 20 hours per year minimum</b>	

## 8.0 Suggested Models for Professional Learning in the Tonawanda City School District

PROFESSIONAL DEVELOPMENT MODELS	DEFINITIONS	METHODS OF AVAILABILITY
<b>Training Models</b>	Instructor or facilitator leads or teaches the learning process, including guided practice and or demonstrations. Model is appropriate for developing awareness, knowledge, and/or skills.	
Workshops including web-based or on-line training	Programs provided by Teacher Centers, through BOCES, by local districts, GCN Tutorials, Edivate, and other reputable educational organizations	School days –release time After School Weekends Summer
Faculty meetings	Focused on teaching and learning and facilitated by teachers, administrators or consultants	As per contract
Graduate coursework	Education coursework completed through accredited institution	As per contract
Assessment Scoring/Training	Training with colleagues to score NYS and local assessments using a common rubric	As requested by Assistant Superintendent
Consultant	Working with a program consultant or facilitator	School days –release time After School Weekends Summer
Webinar/Distance Learning	Through a video/phone-conference with a trainer, consultant, or for advanced study Can be a workshop or inter- school collaboration	School days –release time After School Weekends Summer
Conferences	Through participation in Local, State, and National Conferences	School days –release time After School Weekends Summer
Partnerships with higher education	Can be workshop, professional development collaboration, consultation or video-conference	School days –release time After School Weekends Summer

<b>Peer Collaboration Model</b>	Teachers supporting other teachers to implement new instructional strategies	
Classroom visitations School visitations in or out of district	Can be implemented by individuals or groups of staff members. It is a process of learning through peer observation. Appropriate for improving skills or implementation of a new model	School day
Peer coaching	Teachers coach each other in the classroom to improve their skills	School day See Tonawanda City School District Peer Coaching Plan
Mentoring	A trained colleague (Mentor) works with a staff member (Intern) to assist him/her in improving and acquiring skills	School day
Peer Review	Work presented by staff is critiqued by peers	School days –release time After School Weekends Summer
Grade level, interdisciplinary, collaborative project, or subject area teamwork	Focused on standards and assessments. Can occur in, before or after school day. Can be facilitated by staff member or consultant. Can be combined with a workshop to provide new learning as foundation for curriculum work. Meetings can be used to review and critique student work	School days –release time After School Weekends Summer
<b>Action Research Projects</b>	A process of learning through the formal identification of a problem or question. It involves data collection and analysis, reflection and possible changes in practice. Should be collaborative	
<b>Study Group/Book Study</b>	Process of learning through collegial exchange. Identifies a goal, problem issue, or book. Should be based on best practice. Can be facilitated by staff member or consultant	
<b>Individually Guided Inquiry</b>	Individualized plan for improvement of skills, competencies, and knowledge	

## **10.0 Responsibilities for Professional Development Planning/Evaluation**

- The Assistant Superintendent for Curriculum & Instruction should be responsible for coordinating and planning for Superintendent staff development days in consultation with the Professional Development Committee and in accordance with the district Strategic Plan.
- All teachers will enter requests for their Professional Development activities through use of the PDP Premier program; upon completion of the PD the staff member will complete a Conference Summary Form (see appendix G) and submit this form to his or her building administrator.

The Tonawanda City School District is committed to the SED recommended Strategic Planning process. This data driven process provides a means for measuring the effectiveness of any and all direct or indirect services provided to students. It is through this process that achievement measures of state standards are analyzed to determine root causes and strategies for improving instruction. Future professional development needs will be identified through the Strategic Plan as a major strategy for improving student performance and closing identified achievement gaps.

The Professional Development Plan will be added to the District Strategic Plan in order to organize and further delineate district responsibilities for providing effective staff development opportunities for teachers. One measure of the plan's effectiveness is student achievement, which is an inherent part of the strategic plan process.

It is recommended that evaluation and extension of the Strategic Plan includes consideration of results of activities from the Professional Development Plan. The assumption that there is a strong relationship between teaching effectiveness and student learning should remain the foundation for such analysis.

# APPENDICES

## A. Needs Assessment

This Professional Development Plan aligns with the New York State Learning Standards as evidenced by the District Strategic Plan for increasing student achievement. The following are district priorities for the 2017-2019 school years.

- Charlotte Danielson’s “Enhancing Professional Practice; A Framework for Teaching”
- Professional Learning Community
- Curriculum Mapping
- Instructional Strategies
- Technology Integration
- NYS Learning Standards
- School Climate-Bullying Prevention; Leader In Me; Adult Connectedness
- NYS Standards Professional Learning Standards (Teacher standards)
- Data Driven Instruction (DDI)
- STEAM
- Co-Teaching
- Instructional strategies for English Language Learners
- Poverty Awareness
- Autism Training
- New Pathways to meet graduation requirements
- Crisis Prevention Intervention (CPI)

Pursuant to the requirements of the Regulations of the Commissioner of Education our plan:

- Addresses the stated purpose of the plan, which is to improve the quality of teaching and learning by ensuring that teachers participate in high quality professional development. This will enable teachers to remain current with their profession and meet the learning needs of their students.
- This plan describes:
  - teachers’ expected participation in professional development;
  - articulation of professional development across grade levels;
  - efforts made to ensure the professional development is continuous and sustained;
  - the manner in which the school district will measure the impact of professional development on student achievement and teachers’ practices.

The following sources have been referred to in the development of the PDP:

- School Report Card
- BEDS data
- Student attendance rates
- Enrollment
- Graduation and drop-out rates
- Special Populations, English Language Learners, Students with Disabilities, Homeless
- Teacher/Student Ratios
- Student and community ethnic data
- Longitudinal data
- Measures of economic wealth
- Sources of district revenue
- State benchmarks for student performance
- APPR

## B. Peer Coach Program

*Note: This description of the Peer Coach Program of the Tonawanda City School District is a component of the district's Professional Development Plan (PDP). It is intended to fulfill the requirement of a mentoring program under regulation 8 NYCRR §80.3.4 [b] [2] effective February 2, 2004.*

# Peer Coach Program

Tonawanda City School  
District

**Goal:** To enhance teacher effectiveness and retain highly qualified teachers by providing a mentor program for new teachers.

**Definitions:** A **New Teacher** is a teacher who is new to the district. A **Peer Coach** is a tenured teacher with at least three (3) years of teaching experience in the mentored subject or grade level area (when possible).

**Performance Criteria:** The new teacher and peer coach will work together towards demonstrating proficiency in the following four areas, in accordance with Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson:

### A. Planning and Preparation:

Extensive content and pedagogical  
Thorough understanding of developmental characteristics and different approaches to learning  
Clear and suitable goals for diverse students  
Awareness of resources available to school, district, and/or community Lesson has defined structure - activities are organized around key ideas Assessment criteria are clear and are clearly communicated  
Knowledge and implementation of NYSED core curricula and TCSD curricular guidelines

### B. Classroom Environment:

Teacher-student and student-student interactions are polite and respectful  
Environment conveys high expectations for student achievement  
Routines and transitions occur smoothly  
Responsive to student behaviors and needs  
Standards of conduct are clear to all students (classroom management plan) Classroom is safe with resources equally accessible to all students

### C. Instruction:

Directions and procedures are clear and appropriate

Engages students using high quality questions and active discussions in a successful manner  
Subject content is presented appropriately  
Daily activities and assignments are appropriate with lesson goals  
Lesson has clearly defined structures  
Feedback is consistently timely and constructive  
There are a variety of approaches and strategies for students who have difficulty learning

**D. Professional Responsibilities:**

Makes accurate assessment of lesson's effectiveness  
Maintains a recorded system on student progress  
Provides communication with parents regarding student progress and instructional program  
Has a supportive and cooperative relationship with colleagues Participates in school events and/or school/district projects Seeks opportunities for professional development  
Participates in team/department decision-making

**Peer Coach Selection** The Assistant Superintendent and the TEA President will select peer coaches based on new teachers and the approved mentor list of trained individuals.

**Training:**

1. Peer coaches will receive training. The training of the peer coaches may include, but is not limited to, the following topics:
  - a. Needs of new teachers based on research and anecdotal testimony
  - b. Adult learning theory
  - c. Essential Elements of Instruction
  - d. Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson
  - e. The new teacher/peer coach relationship
  - f. The observation process
  - g. Cooperative learning
  - h. Differentiated instruction
  - i. Integrating technology into instruction
  - j. Time management and organizational techniques
  - k. Best practices for instruction and classroom management
2. New teachers will receive an orientation training.

**Ratio of Coach to Teacher:** The ratio of peer coach to new teacher is either 1:1 or 1:2.

**Stipend for the Peer Coach:** The stipend is in accordance with the TEA contract.

**Contact and Release Time:** Both the new teacher and the peer coach receive four (4) one-half days of release time, spaced throughout the school year, for the purpose of peer coaching activities up to an additional 4 one-half days may be requested. The date should be thoughtfully planned with the building secretary to provide coverage for both teachers. This time should not interfere with contractual planning time.

**Peer Coach and New Teacher Activities:** The new teacher and their peer coach engage in activities that support the goal of the program. Specifically, the goal is to enhance teacher effectiveness towards the ultimate end of improving student achievement. These activities include,

but are not limited to:

- ◆ Observation of each other teaching
- ◆ Observation of other teachers (in or outside of district)
- ◆ Attending profession meetings or conferences
- ◆ Collaborative lesson planning
- ◆ Discussion of organizational and record keeping techniques
- ◆ Improving classroom management strategies
- ◆ Making parental communication more effective
- ◆ Expanding the new teacher's repertoire of instructional skills
- ◆ Checklist for Performance Criteria

**Confidentiality:** Confidentiality is stressed and is ensured. The Peer Coach does not evaluate the new teacher. However, assessing guiding techniques are used for aiding instruction. The Peer Coach does not discuss problems with the principal. Problems or issues involved with the Peer Coach Program are shared with the Assistant Superintendent

## **C. District Resources**

The following internal and external resources will be used:

### Fiscal Resources

- Title I (Meeting RTTT requirements for student achievement)
- Title II A (Recruiting and training highly qualified teachers and principals)
- Title II D (Enhancing Education through Technology)
- Title IV (Safe and Drug-free Schools)
- FLASH Grant (mental health)
- CDOS Grant
- 611 Grant
- General Fund
- Other Grants

### Administrative & Faculty Resources

- District and building administrators
- Department Chairpersons, grade level representatives
- Content specialists
- Exemplary teachers

### Providers

- Institutions of Higher Education
- Teacher Center
- BOCES
- Consultants
- Instructional/Data Coaches

### Community

- Community-based organizations
- Parents

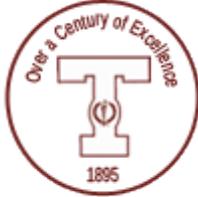
*All funds for professional development will be used to implement this plan.*

<b>D Registration and CTLE Requirements</b>			
<b>Certificate Type</b>	<b>Employment Status</b>	<b>Registration Requirements</b>	<b>Continuing Teacher and Leader Education (CTLE) Requirements</b>
<b>Permanent Certificate Holders</b>			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Professional Certificate Holders</b>			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
<b>Teaching Assistant Certificate Holders</b>			
Level III Teaching Assistant	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
Level III Teaching Assistant	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Other Certificate Holders</b>			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE

**E**

<b>Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements</b>		
Certificate Type	% of 100-Hour CTLE Requirement Devoted to Language Acquisition	Can <b>Exemption*</b> from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption does NOT apply to holders of Professional English to Speakers of Other Languages certificates.
Professional Bilingual Extension Annotation	50%	Exemption does NOT apply to holders of Professional Bilingual Extension Annotation certificates.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent School Leader	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Extension Annotation	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
<p><b>*Exemption:</b> A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. Please see: <a href="http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html">http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html</a> for additional information.</p>		

## F - TCSD Providers

	<b>Tonawanda City School District</b> <b>Professional Development Providers</b> <b>2017-2018</b>	
Name of Provider	Description of Professional Development	Contact Information
A+ Educators	At A+ Educators, our mission is to help build stronger K-12 schools by offering the highest quality and most effective education support services available today. We are dedicated to providing educators and schools nationwide with the most innovative and engaging professional development workshops and forward-facing classroom technology solutions.	7227 North 16th Street, Suite 190, Phoenix AZ 85020 <a href="http://www.4aplus.com/">http://www.4aplus.com/</a>
Achieve 3000	Achieve3000® has the world’s most advanced and only patented online model of differentiated instruction available today. Developing the literacy capacities of all your learners through anytime, anywhere learning has never been easier. Whether preparing for the rigor of new high-stakes assessments or building a cross-curricular path to college and career readiness, Achieve3000 has the solutions to help you achieve your goals. Achieve3000 differentiates lessons at 12 levels of English and 7 levels of Spanish to ensure all learners engage at their individual reading levels, accelerating reading gains, boosting mastery of state and Common Core Standards and performance on high-stakes tests, and preparing them for college and career—and beyond.	1985 Cedarbridge Ave., Suite 3, Lakewood, NJ 08701 <a href="http://www.achieve3000.com/">http://www.achieve3000.com/</a>
American Heart Association	To partner with E1B to provide training to certified staff in CPR and other life saving actions.	5488 Sheridan Dr #300 Williamsville, NY 14221
Apex Learning	Apex Learning is the leading provider of blended and virtual learning solutions to the nation's schools. The company's standards-based digital curriculum — in math, science, English, social studies, world languages, and Advanced Placement® — is widely used for original credit, credit recovery, remediation, intervention, acceleration, and exam preparation. Schools across the country are successfully using Apex Learning digital curriculum to meet the needs of students, from building foundational skills to creating opportunities for advanced coursework.	1215 Fourth Avenue, Suite 1500, Seattle, WA 98161 <a href="http://www.apexlearning.com/">http://www.apexlearning.com/</a>
AASA	AASA is the premier association for school system leaders and serves as the national voice for public education and district leadership on Capitol Hill.	1615 Duke Street, Alexandria, VA 22314 <a href="http://www.aasa.org/">http://www.aasa.org/</a>

Association of School Business Officials (ASBO) International	ASBO International's mission is to lead the profession of school business forward. Through our professional growth opportunities, programs, and services, we promote the highest standards of school business management practices. We provide a global network of support that enhances our members' ability to collaborate and lead with a global perspective.	11401 North Shore Dr, Reston, VA 20190. <a href="http://asbointl.org/about/about-asbo-international#sthash.52tdRO8Q.dpuf">http://asbointl.org/about/about-asbo-international#sthash.52tdRO8Q.dpuf</a>
ASCD	ASCD is a global community of educators dedicated to excellence in learning, teaching, and leading. Our innovative solutions empower educators to promote the success of each child	1703 North Beauregard St. Alexandria, VA 22311-1714 <a href="http://www.ascd.org/Default.aspx">http://www.ascd.org/Default.aspx</a>
Bureau of Education & Research (BER)	Professional Development for Educators Bureau of Education & Research (BER) is the leading provider of professional development and PD training resources for educators in North America. Founded by educators in 1976, the Bureau has grown to provide national and regional PD programs across the entire United States and Canada	915 118th Ave SE PO Box 96068 Bellevue, WA 98009-9668 <a href="http://www.ber.org/">http://www.ber.org/</a>
Castle Software	Castle Learning Online has focused on technology-based solutions for the classroom that combine 21st century technology with proven educational principles. Our mission is to help teachers and administrators like you to empower every student to reach his or her full academic potential. A supplement to classroom instruction, Castle Learning Online provides web-based review, testing and assessment tools for elementary, middle and high school teachers and students in all core areas.	50 Countryside Lane, Depew, NY 14043 <a href="http://corp.castlelearning.com/">http://corp.castlelearning.com/</a>
Corwin Press	Corwin offers multi-day institutes and in house training that provide collaborative, collegial learning with the top education experts in the country. Keynote presentations and interactive breakout sessions provide your teams with tools, ideas, and action plans ready for immediate implementation.	2455 Teller Road, Thousand Oaks, California 91320 <a href="https://us.corwin.com/en-us/nam/about-corwin-author-consulting">https://us.corwin.com/en-us/nam/about-corwin-author-consulting</a>
Creative Smarts Inc.-Greg Tang	Games Math	52 Alexander Avenue, Belmont, MA 02478 <a href="http://gregtangmath.com/">http://gregtangmath.com/</a>
Curriculum Associates	Curriculum Associates is a company committed to making classrooms better places for teachers and students. Our award-winning products, include i-Ready®, Ready®, BRIGANCE®, and other programs,. They provide teachers and administrators with flexible resources that deliver meaningful assessments and data-driven, differentiated instruction for children.	153 Rangeway Rd., No. Billerica, MA, 01862
Discovery Education	We partner with districts to: Collaboratively design professional learning plans that provide continuous improvement in teachers' skills Support professional learning communities via access to the Discovery Educator Network (DEN) Address professional learning needs for both classroom teachers and district administrators Provide highly-trained and certified educators for all on-site and web-based professional learning experiences	One Discovery Place, Silver Spring, MD 20910 <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>
eDoctrina	eDoctrina, a multi-purpose curriculum mapping. RTI and assessment data	317 Vulcan Street, Buffalo, NY 14207

	software that is being used by hundreds of schools throughout the U.S.	<a href="http://www.edoctrina.org/">http://www.edoctrina.org/</a>
Erie 1 BOCES	As a liaison office for New York State's Department of Education, educators often visit Erie 1 BOCES' campuses for training on technology integration, curriculum, New York State standards and reporting.	355 Harlem Road West Seneca, New York 14224
Eureka Math	<i>Eureka Math</i> —also known as EngageNY—is a complete, PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. Eureka provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials.	<a href="https://greatminds.org/math">https://greatminds.org/math</a>
Franklin Covey	FranklinCovey Education serves K–12 and higher education through training, coaching, materials, and transformational processes. These offerings integrate principles of leadership and effectiveness into a school's curriculum, empower faculty and staff members, and prepare students for success in life	FranklinCovey Co. 2200 West Parkway BlvdSalt Lake City, UT <a href="http://www.franklincovey.com/education/">http://www.franklincovey.com/education/</a>
Hazelden Company	Hazelden, a leader in prevention, behavioral health, and addiction treatment, offers many opportunities for training and continuing education (The Olweus Bullying Prevention Program )	Hazelden Publishing 15251 Pleasant Valley Road P.O. Box 176. Center City, MN <a href="http://www.violencepreventionworks.org/public/index.page">http://www.violencepreventionworks.org/public/index.page</a>
Imagine Learning	Teaching every child language and literacy skills is at the core of everything we do. We harness the power of technology to instruct kids with engaging computer software	191 River Park Drive, Provo, Utah 84604 <a href="http://www.imaginelearning.com/">http://www.imaginelearning.com/</a>
ISTE	ISTE is a not-for-profit organization dedicated to supporting the use of information technology to aid in learning, teaching of K-12 students and teachers	ISTE.org
Kagan Professional Development	Kagan Publishing & Professional Development offers workshops and products in a number of related topics relating to active student learning including, cooperative learning, brain-friendly instruction, multiple intelligences, differentiated instruction, Win-Win Discipline, classroom management, and more. While Kagan as a publishing and professional development organization has steadily grown in both its offerings and popularity over the past few decades, some things have not changed: the central role of Kagan Structures in Kagan's trainings and publications and the firm commitment to and belief that, "It's All About Engagement!"	PO Box 72008, San Clemente, CA 92673-2008 <a href="http://www.kaganonline.com/">http://www.kaganonline.com/</a>
Learning A-Z	Learning A-Z is committed to helping teachers maximize the benefits of our products and finding new ways to incorporate our resources into the classroom. We proudly offer complimentary professional development and support services to every customer. Educators can sign up for free live sessions or choose to participate in prerecorded, self-paced webinars at their leisure. In addition to our free professional development options, we also provide custom	1840 East River Rd, #320 Tucson, AZ 85718 <a href="https://www.learninga-z.com/">https://www.learninga-z.com/</a>

	webinars and on-site workshops for schools and districts.	
Learning.com	We provide K-12 solutions to help students, teachers, and schools excel in a digital world. Districts around the country equip their students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. We support districts as they move to digital content with tools to build and share district-created digital curriculum.	1620 SW Taylor St, Suite 100, Portland, OR 97205 <a href="http://www.learning.com/">http://www.learning.com/</a>
Lexia	Lexia is a reading intervention program/software	300 Baker Avenue, Suite 320 Concord, Massachusetts 01742 <a href="http://www.lexialearning.com/">http://www.lexialearning.com/</a>
Monroe I Boces	Regional workshops that address updates and changes in statewide initiatives are incorporated in the base cost when provided by NYSED for purposes of turnkey training with districts	41 O'Connor Rd, Fairport, NY 14450 <a href="http://www.monroe.edu/">http://www.monroe.edu/</a>
Monroe II/Orleans BOCES	Regional workshops that address updates and changes in statewide initiatives are incorporated in the base cost when provided by NYSED for purposes of turnkey training with districts.	3599 Big Ridge Road Spencerport, New York 14559 <a href="http://www.monroe2boces.org/">http://www.monroe2boces.org/</a>
New York Association of School Business Officials (NYSASBO)	The New York State Association of School Business Officials promotes and encourages collaboration and professional development, maintains the highest ethical standards, advocates on behalf of public education and provides leadership in the management of resources to ensure quality education for all students.	453 New Karner Road Albany, NY 12205.
NYSCATE	NYSCATE is an affiliate of the International Society for Technology in Education (ISTE), and a consistent advocate, on your behalf, at the state and national levels, for increased funding for educational technology. We work with our corporate partners, BOCES, Regional Information Centers (RICs), and Teacher Centers to insure that our members are current with emerging technologies and best practices in using technology to improve instruction.	8 Airport Park Blvd. Latham, NY 12110 <a href="http://www.nyscate.org/">http://www.nyscate.org/</a>
NYSED Regional Associate	The Office of Special Education provides assistance to parents, advocacy groups, and schools related to services and programs for students with disabilities. Staff work together across various units to provide the most up to date policy and guidance, technical assistance, professional development, and monitoring to attain equal opportunities and positive results for students with disabilities across New York Stat	NYS Education Department P-12: Office of Special Education Special Education Quality Assurance (SEQA) 2A Richmond Avenue Batavia NY 1402
NYSCOSS	The New York State Council of School Superintendents (The Council) is a professional and advocacy organization with over a century of service to school superintendents, and recently assistant superintendents, in New York State. The Council provides its more than 800 members with numerous professional development opportunities, publications and personal services, while advocating for public education and the superintendency	7 Elk Street, 3rd Floor, Albany, NY 12207 <a href="http://www.nyscoss.org/">http://www.nyscoss.org/</a>

NYS TESOL	NYS TESOL is an association of professionals concerned with the education of English language learners at all levels of public and private education in New York State. Our interests include classroom practices, research, program and curriculum development, employment, funding, and legislation.	New York State Teachers of English to Speakers of Other Languages (NYS TESOL) Teachers College Box 185 Columbia University 525 W. 120th Street New York, NY 1002 <a href="http://www.nystesol.org/">http://www.nystesol.org/</a>
NYSAWA	NYSAWA is the largest organization of women school and district administrators in New York State. We are a grassroots organization of women and men from all levels of school and district administration dedicated to using multi-strategy approaches to solving issues women administrators face in the workplace. We seek equity, inclusion, tolerance, diversity, and fair treatment of all	NYS Association for Women in Administration 34 Vineyard Hill, Fairport, NY 14450 <a href="http://www.nysawa.org/index.php/about-us">http://www.nysawa.org/index.php/about-us</a>
NYSUT	NYSUT is committed to providing its members with the resources and services they need to do their jobs, advance their professions and develop their professional lives	800 Troy-Schenectady Road Latham, NY 12110 <a href="http://www.nysut.org/">http://www.nysut.org/</a>
One L Publishing	An Orton-Gillingham trainer who uses a multi-sensory approach to reading that focuses on phonemic awareness and phonics incorporating reading, writing, and spelling.	3927 Wayne Street. Erie PA 16504 <a href="mailto:onepublishing@gmail.com">onepublishing@gmail.com</a>
Orleans Niagara BOCES	Regional workshops that address updates and changes in statewide initiatives are incorporated in the base cost when provided by NYSED for purposes of turnkey training with districts.	4232 Shelby Basin Road Medina, New York 14103 <a href="http://www.onboces.org/">http://www.onboces.org/</a>
Pearson	Reading Street, Words Their Way, <b>Aimsweb</b> plus	330 Hudson St New York, NY 10013 USA <a href="http://www.pearsonschool.com/">http://www.pearsonschool.com/</a>
School Administrators Association of New York State	To provide direction, service, and support to our membership in their efforts to improve the quality of education and leadership in New York State schools.	8 Airport Blvd Albany Airport Park Latham NY <a href="https://saanys.org/">https://saanys.org/</a>
Scholastic, Inc.	Setting educators up for success on evaluations, in transforming instruction for the Common Core and Next Generation Assessments, and in preparing students for successful futures. (Lesson Plans, Scholastic News Online, Daily Teacher Blogs, Videos, Guided Reading, SRI, Read 180, Code X)	Scholastic Professional 524 Broadway, New York, NY 10012 <a href="http://www.scholastic.com/teachers">http://www.scholastic.com/teachers</a>
School Improvement	School Improvement Network is a professional learning provider for educators. We're driven by a single-minded cause: to help 100% of teachers become more effective, so that 100% of students are college and career ready. Everything we do supports personalized learning opportunities for educators, resulting in improved teacher effectiveness and dramatically higher student achievement. Our products help schools and districts achieve their goals, all while saving	32 West Center Street, Midvale UT 84047 <a href="http://www.schoolimprovement.com/">http://www.schoolimprovement.com/</a>

	time, money and, most importantly, increasing student achievement.	
Silver Strong & Associates, LLC	from across the country to develop The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF)—a comprehensive system for observing, evaluating, and refining classroom practice.	3 Tice Road, Suite #2, Franklin Lakes, New Jersey 07414 <a href="http://www.thoughtfulclassroom.com/">http://www.thoughtfulclassroom.com/</a>
Solution Tree	Solution Tree delivers comprehensive professional development to schools and districts around the world. Solution Tree has empowered K–12 educators to raise student achievement through a wide range of services and products including educator conferences, customized district solutions for long-term professional development, books, videos, and online courses.	555 North Morton Street, Bloomington, Indiana 47404 <a href="http://www.solution-tree.com/">http://www.solution-tree.com/</a>
Superintendent of Schools – Jim Merrins	Professional development for superintendents, boards of education, school administrators and school district officials	42 Rosalyn Court, Fredonia, New York 14063 <a href="http://www.superintendentofschools.com/">http://www.superintendentofschools.com/</a>
The College Board	Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools	The College Board National Office 250 Vesey Street New York, NY 10281 <a href="https://www.collegeboard.org">https://www.collegeboard.org</a>
The John Maxwell Company	The John Maxwell Company hosts public Maxwell Leadership Workshops across the United States, teaching individuals and organizations how to live out leadership.	The John Maxwell Company 2170 Satellite Blvd., Suite 195 Duluth, GA 30097 <a href="http://www.johnmaxwell.com/">http://www.johnmaxwell.com/</a>
Tonawanda/Grand Island Teacher Center	Our center provides professional development courses and resources to advance innovative, high quality instruction, as well as to support districts' visions and respond to the needs of teachers and the educational community.	100 Hinds Street Tonawanda NY 14150
Vex Robotics	VEX IQ is a snap-together robotics system designed to offer young students a rich and exciting introduction to the areas of Science, Technology, Engineering and Math (STEM). The system encourages teamwork, problem solving, and leadership for students	<a href="http://www.vexrobotics.com/">http://www.vexrobotics.com/</a>
Western New York Educational Service Council	professional development workshops, data analysis, leadership mentoring opportunities, school district research and planning studies, curriculum or staffing audits,	Western New York Educational Service Council 222 Baldy Hall, SUNY at Buffalo Buffalo, NY 14260-1000 <a href="http://www.wnyesc.org/">http://www.wnyesc.org/</a>
Western New York Association of School Business Officials (WNYASBO)	This organization is a chapter of NYSASBO. They hold monthly luncheons/meetings to update the WNY SBO of what is happening. It includes presentations on facilities, school safety, maximizing building aid, and purchasing rules and guidelines	Chapter of NYSASBO
WNY Teacher	Our center provides professional development courses and resources to	355 Harlem Rd., West

Center at E1B	advance innovative, high quality instruction, as well as to support districts' visions and respond to the needs of teachers and the educational community.	Seneca, 55 NY 14224 <a href="http://www.e1b.org">http://www.e1b.org</a>
WNY STEM Hub	The WNY STEM Hub of the Empire State STEM Learning Network facilitates collaboration among business, education, community organizations, arts and cultural organizations, and government entities to advance the interdisciplinary teaching and learning of science, technology, engineering, the arts, and mathematics in support of sustained economic and intellectual vitality in our five-county region.	<a href="http://wnystem.org/">http://wnystem.org/</a>
zspace	The ultimate virtual reality learning experience that improves student outcomes and increase student engagement through fearless learning.	<a href="http://zspace.com/">http://zspace.com/</a> 490 De Guigne Drive, Ste 200 Sunnyvale, CA 94085

**G**  
**TEACHER CONFERENCE EVALUATION AND SUMMARY REPORT**

**Title of Conference** \_\_\_\_\_

**Date(s)** \_\_\_\_\_

**Time Attended (minus lunch)** \_\_\_\_\_

**Sponsoring Agency** \_\_\_\_\_

**Name of Presenter(s)** \_\_\_\_\_

**Rate Effectiveness**    **5**                    **4**                    **3**                    **2**                    **1**

**Would you recommend this type of conference to a colleague?**

**Yes**

**No**

**Write a brief report of the conference activities (specific professional development, classroom use, resources, speakers, etc.).**

---

---

---

---

---

---

---

---

---

---

**Teacher's Name** \_\_\_\_\_

**THIS FORM MUST BE SUBMITTED BEFORE YOUR PDP TIME WILL BE VERIFIED.**

**(10/95)**