

Southern Westchester BOCES Professional Learning Plan



2025-2028

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Professional Learning Plan Committee Members

Name	Title
Brendan Lyons, Ed. D.	Chief Operating Officer/Deputy District Superintendent
Tracy Racicot	Cabinet Representative – Director of Adult & Community Services
Mary Elizabeth Wilson, Ed. D	Cabinet Representative – Director of Professional Learning and Instructional Technology
Victor Pineiro	Committee Advisor – Technology
Diana Dinzey	BOCES Association of School Administrators Representative
Maria Almeida	BOCES Association of School Administrators Representative
Mairead Schuelein	President- BOCES Teachers' Association
Keith Mattos	BOCES Teachers' Association Representative
Howard Hamilton	BOCES Teachers' Association Representative
Karen Canino	BOCES Teachers' Association Representative
Julie Crosier	BOCES Teachers' Association Representative
Colleen Connolly	Parent Representative

Mission, Vision, and Core Values

Mission – Southern Westchester BOCES supports students, districts and communities across our region through innovative, future-focused services, and forward-thinking leadership, centered on equity, access, and opportunity for all.

Vision – We aspire to be a proactive, responsive, student-centered, and centralized hub of support, expertise and innovation, that serves as a model for our regional and state-wide partners.

Core Values – We believe that we can achieve our vision and accomplish our mission if, in all of our work, we strive to uphold the following core values:

Service- We support our educational partners and stakeholders by maintaining the highest levels of responsiveness, expertise, and collaboration.

Integrity- We are committed to maintaining trusting and respectful relationships with all stakeholders.

Equity, Opportunity, and Access- We embrace the importance of wellness, inclusivity, and dignity for each individual

Purpose

The core purpose of the Professional Learning Plan (PLP) at SWBOCES is to improve outcomes and experiences for students. Educator professional support and our strategic plan are designed to develop a culture of continuous learning and high expectations.

This PLP meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional learning opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts and BOCES are required to have a professional learning plan which describes how the organization will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional learning opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional learning for teachers and 100 hours for teaching assistants every five years.

Needs Analysis

To provide professional learning responsive to the needs of our students, a needs analysis may include, but is not limited to a review of the following:

- Results of SWBOCES Comprehensive School Counseling Plan (Special Services/ Career Services) :
 - Report Card data
 - Student Attendance
 - Response Team Calls
 - Discipline data (referrals, in-school suspensions, out of school suspensions)
 - NYS 3-8 Scores
 - NYS Alternate Assessment Scores
 - Regents Exam Scores
 - Technical Assessments Scores
 - Graduation Rates
- Comprehensive Local Needs Assessment (Career Services)
- GED subtest scores (Incarcerated Youth Program)
- Student work samples
- Teacher feedback from professional learning
- Parent feedback from surveys
- Instructional staff feedback on Panorama survey
- Information from teacher and principal observations and evaluations
- Changes in state standards
- New York State Education Department's Portrait of a Graduate

NYS STEPS Plan

Needs analysis for the NYS STEPS (Standards-based Educator Evaluation and Professional Support) plan combines feedback & surveys, academic achievement data, demographic data and strategic plan and creates goals for growth for teachers and principals. The information collected in this needs analysis also informs the Professional Learning Plan.

STRATEGIC PLAN

The SWBOCES Board of Education adopted the “Blueprint for Excellence, Strategic Plan, 2025-2028” and has identified three priority area goals. The priority areas are **The Student Experience, Operations and Maintenance** and **The Staff Experience**. Planning sessions included the SWBOCES Board of Education, staff, parents, and community members.

Priority Area: The Student Experience

Goal- Southern Westchester BOCES will foster an inclusive and equitable environment where all

students feel empowered, valued, and supported through rigorous, outcome-driven programs aligned with workforce and employment needs, high expectations, and strong stakeholder collaboration to ensure success for all.

Action steps in the priority area, ***The Student Experience/Diversity, Equity and Inclusivity*** are intended to support students reaching their full potential. This action step includes:

- Being informed and at the forefront of changes in New York State Graduation requirements
- Fostering a welcoming, affirming learning environment
- Ensuring staff are highly trained in culturally responsive teaching and inclusive practices
- Reviewing grading practices
- Providing mental health support and related professional learning

Action steps in the priority area, ***The Student Experience/Professional Learning to Support Students*** include:

- Developing a structured and intentional professional learning plan aligned with yearly goals and aligned with the the Strategic Plan
- Providing a “menu” of differentiated options for various fields based on the unique needs of educators, staff, and students
- Utilizing student performance data from SWBOCES and home districts to identify gaps and need for further professional learning
- Providing staff with professional learning on student feedback/formative assessment and its importance for student growth

Priority Area: The Staff Experience

Goal- Southern Westchester BOCES will advance organizational excellence by promoting a work environment characterized by open communication, collaboration, and commitment to professional growth while embodying our core values.

Action steps in the priority area, ***The Staff/ Workplace Supports*** include:

- Offering diverse professional learning opportunities to support career growth and skill development with connections to the Mentor program
- Surveying staff for their interests and needs and targeting learning opportunities to those specific interests and needs.

Strategies and Activities

The SWBOCES PLP will serve as a guidance document in the provision of Continuing Teacher and Leader Education (CTLE) eligible activities during scheduled Superintendent's Conference Days, extended school days and other opportunities approved by Center leadership (e.g., conferences, workshops, and local district training programs including instructional technology offerings). *The Committee recommends that all teachers receive a minimum of twenty (20) hours of professional learning per year and, as required by Part 100 Commissioner's Regulations, a minimum of one hundred (100) hours of professional learning every five (5) years.* The New York State Learning Standards, industry standards appropriate to the teaching assignment, and the [New York State Professional Development/Learning Standards](#) will each be considered in the planning and review of professional learning. This PLP supports teachers and teaching assistants in each grade level served by SWBOCES. In addition, it supports all New York State-certified teachers and administrators currently working in Centers or Programs that do not provide direct service to students. For example, certified staff in all other SWBOCES Centers and Programs (e.g., the Center for Professional Learning and Curriculum Support (PLCS), the Center for Interscholastic Athletics, the Lower Hudson Regional Information Center (LHRIC) may also be required to register every five (5) years in NYSED's TEACH system (Teacher Access and Authorization System) and track their 100 hours of professional learning to satisfy CTLE requirements.

Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities related to:

- Content area(s) of the certificate(s) held
- Pedagogy (including instructional technology)
- Language Acquisition- addressing the needs of English Language Learners (15% of CTLE hours must be directed at supporting ELL students for teachers and leaders, except ENL teachers who must earn 50% of their hours related to ENL instruction).

CTLE in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy will be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s).

[New York State Education Department Guidance on Acceptable CTLE Activity](#)

Teachers can also earn CTLE hours serving as a mentor to a new classroom teacher. This can be earned one time during each five-year Teacher Electronic Application for

Certification Hub (TEACH) registration period even if the teacher serves as a mentor multiple times.

A registered holder of a Professional Classroom Teaching Certificate, Educational Leadership Certificate, Level III Teaching Assistant Certificate, or Teaching Assistant Professional Certificate is required to complete the required clock hours during the registration period if they practice in a NYS School District. The CTLE requirement may be completed at any time during the registration period. CTLE completed in a prior registration period may not be carried over. CTLE hours will also be required for Teaching Assistant Initial Renewal applications. Permanent Classroom and School Leader Certificate holders will be subject to registration requirements but will not be subject to CTLE.

All CTLE will relate to our Mission, Vision, Core Values and/or Priority Areas, and must include professional learning opportunities which are related to student outcomes, align with New York teaching, leadership, and learning standards, assessments, student needs, adult learning theory, special needs, and culturally responsive practices. CTLE encompasses professional learning across grade levels using methods and approaches that are effective and appropriate for adult learners with measurement of impact.

Although, by regulation and law, SWBOCES annually requires all staff to complete the following Global Compliance Network (GCN) trainings, these trainings are not eligible for CTLE credit hours:

- Violence Prevention and Emergency Response in K-12 Schools
- Mental Illness & Disorders Awareness for Educators
- Bloodborne Pathogens
- Child Abuse Recognition
- Dignity for All Students Act/Code of Conduct
- Hazard Communications
- Sexual Harassment
- Workplace Violence in Schools
- Digital Security & Protection
- Student Data Privacy, NYS ED. Law 2D
- SWBOCES Annual Policy Review

The annual GCN trainings are periodically updated to comply with state and federal requirements.

Record Keeping

Enrollment, approval, and attendance in CTLE is managed through use of the *Frontline Professional Growth/My Learning Plan* on-line tool. Teachers and school leaders are responsible for keeping an ongoing record of their CTLE hours. The records should be kept

for at least three years from the end of the registration portion in which they completed the CTLE. Teachers and leaders must also keep copies of their CTLE certificate(s) for hours completed. Summaries of activities listed in *Frontline Professional Growth/My Learning Plan* are not accepted by NYSED as documentation of completion of CTLE hours. Maintenance of records and Certificates of Completion for CTLE activities are managed in Frontline and are available for review by the New York State Education Department upon request. Completed Professional Learning activities are recorded and archived for at least eight years.

Registration

All professional learning must be approved in advance. The process for those seeking CTLE includes:

- Consult with administrator/supervisor
- Register through Frontline Professional Growth/My Learning Plan
- Once approved, attend the course/workshop
- When course/workshop is done and attendance is verified by provider, CTLE recipient must “mark complete” in Frontline Professional Growth/My Learning Plan

Evaluation

SWBOCES will gather a variety of data using various strategies to evaluate the impact of professional learning. This will include student assessment data from standardized and state assessments, reviewing and analyzing student work samples, teacher feedback from professional Learning, reviewing information from teacher observations and evaluation, and organizing small focus groups. Changes in state standards, the new Portrait of a Graduate and high expectations for all staff and students, requires teacher and leader input and participation in gathering information to evaluate professional learning.

Mentoring Program

In addition to the mentoring required by the NYSED Office of Teaching Initiatives, members of the BOCES Association of School Administrators (BASA) and members of the BOCES Teachers’ Association (BTA) who hold initial certification in a teaching field, Speech, School Counseling, School Social Work, or School Psychology, or are new to the professions of Occupational Therapist or Physical Therapist, shall be provided mentoring. For the purposes of this document, the word “teacher” shall mean teachers as well as the titles listed above.

The development of the SWBOCES mentoring program is based on the 2022 [New York State Professional Standards and Practices Board Mentoring Standards and Program Guidance](#), and aligned with [the New York State Teaching Standards](#) and [the New York State version of the Professional Standards for Educational Leaders \(PSEL\)](#).

Philosophy and Purpose

The philosophy of the program upholds the belief that the mentoring process is a crucial component of the transition between teacher or administrative pre-service preparation and continuing professional learning.

The implementation of a mentoring program provides personalized and intensive support to new teachers and administrators as they are introduced to Southern Westchester BOCES ("SWBOCES") and to the teaching and administrative profession. Mentoring plays a significant role in a beginning teacher or administrator's learning as a skillful and reflective practitioner and builds their self-confidence in their role. The mentoring program facilitates the transition of the beginning teacher or administrator from success in preparation programs to effective practice in teaching and administration at SWBOCES.

The primary purpose of the program is to enhance the beginning teacher or administrator's skills related to addressing the unique needs of their students and improving student growth and performance. The mentoring program will have a positive impact on the new teacher or administrator in the following areas:

- Understanding the unique nature of our students
- Curriculum and instructional pedagogy
- Ability to assess individual student needs and differentiate
- Ability to work both independently and collaboratively
- Successful first year of employment
- Greater understanding of SWBOCES and its mission, vision, and core values
- Retention at SWBOCES

The mentoring program is designed to be a crucial component of a comprehensive support system for educators new to the profession.

Program Implementation

The mentoring program is designed to meet *The Professional Standard for Educational Leaders (PSEL)* and *The New York State Teaching Standards* and to sustain program activities that support the development of beginning administrators and teachers. At a minimum, mentoring activities will total at least 30 hours per year. Each mentor and mentee shall share five (5) full release days during the school year. These release days must be utilized in half or full-day increments. The program requires that there be classroom or site visits within the five-day shared allotment. These visits may be either reciprocal visits between mentor and mentee, or visits to other classrooms or programs arranged by the mentor for the mentee. SWBOCES will provide coverage for teachers as needed and when notified in advance. When either the mentor or mentee leaves their classroom for the purpose of this activity, they will follow the approval process for coverage. Meeting dates will be reviewed and approved by the mentor and the participants' supervisor(s) for the purpose of ensuring coverage and avoiding conflicts.

The mentor will be required to maintain and submit a record of mentor-mentee activities, and the time allotted to such activities. The record will become part of the personnel file

of the mentee, to be used to document one of the requirements for a professional certificate. The format is to be determined by the Human Resources Department and signatures will be required.

Mentor Selection Process and Criteria

A selection process for mentors is accomplished through two (2) separate steering committees, one for BASA and another for the BTA. Steering Committees are made up of three (3) BASA or BTA members and three (3) members of the administration.

The Mentoring Steering Committees collaboratively coordinate and monitor the SWBOCES Mentor Program. The Mentoring Steering Committees will review all mentor applications and select a pool of mentors to be in place for three (3) years to serve as mentors if called upon. The SWBOCES Human Resources Department reviews new hires and determines who among them requires mentoring. After a review of the needs for mentors and the programs in which new teachers or administrators may be assigned, the Mentoring Steering Committees will match mentors from the mentor pool with beginning teachers or administrators. If additional mentors are needed, the Mentoring Steering Committees will request a posting for the position and the BTA and BASA, with the assistance of supervisors, will be responsible for the recruitment of mentors. Training for mentors will be provided by SWBOCES and participation in such training will be a requirement to be a mentor.

Applicants must submit a written application and must meet the following criteria:

- Minimum of five (5) years successful experience at SWBOCES and be tenured
- Achieve an acceptable or higher rating on the candidate selection rubric, which is based on common reference points for effective teaching and leadership; the rubric format and substance will be determined by the steering committees.
- Evidence of continued professional learning
- Knowledge and understanding of SWBOCES and the diverse populations it serves
- Ability to work collaboratively
- Willingness to fulfill all roles and responsibilities as described in the mentoring plan

A simple majority of the members of the steering committee must approve of the mentors selected to participate in the program. The pool of mentors may include varying certification areas and experience in a wide range of SWBOCES programs.

The steering committees will match mentors from the mentor pool with mentees and will endeavor to match mentors and mentees as soon as possible after the date of hire. Any mentee hired during the school year will continue to be mentored in the successive school year until their one-year anniversary of hire.

The parties (mentor and mentee) shall make their best efforts to resolve any conflicts they may have. If a conflict cannot be resolved satisfactorily and the mentor is unable to

continue in their role, then the steering committee will make a change in the pairings.

Mentor Development

Training for mentors will be provided by SWBOCES. Participation in this training is required to be a mentor. The training will consist of at least one initial half-day training course and periodic follow-up sessions. Initial training of mentors will take place in the fall. Members of the steering committees are encouraged to attend. This Mentoring Plan is part of the SWBOCES Professional Learning Plan (PLP) which will be reviewed and revised as needed every three (3) years. In year one of the newly adopted PLP, all approved mentors are required to attend the initial training. In successive years of the plan, only those assigned as mentors in that year or new to the role of mentor will be required to attend. The training will include topics such as adult learning, peer-coaching techniques, elements of a mentoring-mentee relationship, observation techniques, safety issues, and other relevant topics.

Mentors Have Clearly Designed Roles and Responsibilities

The primary role of the mentor is facilitating the growth and development of the mentee. The mentor's role is one of guidance and support. Mentors will not participate in the process of evaluation, nor will information collected in the program be used in the evaluation process. The mentor's performance as a mentor shall not be considered within the evaluation process. However, any mentor is subject to and responsible for following BOCES policies and exercising professional judgment.

Mentors will:

- Consistently maintain professional conduct
- Assist in creating and facilitating a network of supportive collegial relationships
- Establish and maintain a relationship built on trust and confidentiality
- Participate in initial and ongoing professional learning
- Establish a plan for mutual peer classroom or site visitation
- Anticipate and respond to the various concerns and challenges facing the mentee
- Assist the mentee in the use of data to inform instruction and programming
- Document mentoring activities

Mentoring Skill and Knowledge

Mentors are expected to commit to the standards set forth by the New York State Education Department as follows:

1. **Qualities and Dispositions of an Effective Mentor.** An effective mentor's role is to onboard, engage, inspire, assist, encourage and advance the professional learning of a new administrator or teacher. The mentor serves as a model of professional conduct

and exemplifies excellence in teaching and administration:

- 1.1. Committed to the professional learning of all mentees.
- 1.2. Committed to their own professional learning as a reflective educator and active participant in the profession.
- 1.3. Connected to and aware of the educational landscape beyond the classroom.
- 1.4. Possesses effective interpersonal skills and a commitment to creating an inclusive environment.
- 1.5. Understands how to connect with people across differences in background, generations, experiences, and cultures.

2. Professional Practice. As accomplished and respected educators, mentors draw upon professional teaching and leadership standards and appropriate content area standards to focus on instructional growth and help mentees develop and improve their practice.

- 2.1. Support mentees in their continual professional growth
- 2.2. Connect mentees with other's expertise and resources.

3. Knowledge of Mentee. Mentors recognize that mentees bring valuable knowledge, skills and dispositions to their classrooms, schools, and districts. They use this knowledge to support their mentees.

- 3.1. Know and understand the needs of mentees
- 3.2 Assess and respond to mentee's needs.

4. Knowledge and Skills of Mentoring in Practice. Mentors must be familiar with policies, processes, and procedures that support the development of their mentees. These include, but are not limited to, familiarity with research-based and best practices of mentoring, adult learning theory, and technology.

- 4.1 Understand and communicate the roles and responsibilities of mentors and mentees.
- 4.2 Initiate visitations, observations, meetings, and other support as required.
- 4.3 Provide support through constructive feedback and recommendations regarding their mentees' instructional and leadership practice.
- 4.4 Identify and implement strategies to support the success and retention of mentees.

Shared Leadership and Administration

Leadership of the mentoring program is a shared responsibility among key stakeholders. Steering committees will collaboratively coordinate and monitor the SWBOCES Mentoring Program.

Steering Committees' Responsibilities:

- Develop and oversee the selection process, including periodic review and

- adjustment as needed
- Select the pool of mentors
- Establish mentor-mentee pairs
- Develop record-keeping forms and procedures with final approval by the Director of Human Resources
- Monitor the mentor-mentee relationship and make changes when necessary
- Develop a mechanism for program evaluation and adjust the program where needed
- Prepare status reports for the District Superintendent and Board of Education

Beginning Teacher/administrator Knowledge, Skills, and Disposition

It is the expectation that mentees actively engage in the mentoring process. The mentee must display a readiness to continue learning about their field and invite collaborative support and guidance from their mentor.

Program Evaluation

The steering committee will develop and conduct a yearly evaluation of the SWBOCES Mentoring Program which includes a survey of both active mentors and mentees and leads to substantive and continual improvements. The steering committee will also share the results of the survey with the District Superintendent and/or their designee and the Board of Education annually.

List of Professional Learning Providers for CTLE Requirements

Each SWBOCES Center may work with both internal and external professional learning providers to support their professionally licensed staff in meeting CTLE requirements. A list of providers will be maintained and may be amended at any time based on Board of Education approval of new provider contracts. Updated lists of providers in each SWBOCES Center will be re-submitted to NYSED in accordance with state guidelines.

The following SWBOCES Centers will work with professional learning providers:

- Center for Career Services
- Center for Professional Learning and Curriculum Support
- Center for Special Services
- Lower Hudson Regional Information Center

List of CTLE Providers for SWBOCES

(List not intended to be exhaustive.)

Consultant First Name	Consultant Last Name	Company Name	SWBOCES CoSER/ Program	Description of CTLE Offered
Leslie	Accardo	SWBOCES (LHRIC)	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Gregory	Ahlquist	Independent Consultant	555	<ul style="list-style-type: none"> • Social Studies: customized regional training as well as on-site workshops in the area of Social Studies
Raheela	Baig	SWBOCES (LHRIC)	611	<ul style="list-style-type: none"> • Data Privacy and Security Coaching
Thomas	Baker	Independent Consultant	555	<ul style="list-style-type: none"> • Athletics
Matthew	Baumoel	Independent Consultant	555	<ul style="list-style-type: none"> • Physical Education and Health; • Methods for Online, Hybrid, and In-Person Physical Education PE/HE; • NYSED PE Standards
Dina	Bertoline	Independent Consultant	555	<ul style="list-style-type: none"> • Inclusion: Building a Culture of Belonging Through Collaborative School Teams • Practical Strategies to Support Students with Disabilities and English Language Learners
Michael	Bluegrass	STEM Research Consulting	555	<ul style="list-style-type: none"> • Science: Supporting Science Research Students in the Summer Virtual Experience and Preparation for Fall; Growing/Strengthening Your Science Research Program

Richard	Bertrand	Consultant (LHRIC)	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Linda	Brandon	Independent Consultant	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Davia	Bugge	Independent Consultant	555	<ul style="list-style-type: none"> • Health: Teaching about substance use
Caroline	Calabrese	SWBOCES (LHRIC)	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Maisha	Campbell	SWBOCES (PLCS)	RECOVS	<ul style="list-style-type: none"> • Community-building/RP Circles • Trauma-Informed Practices • Social-Emotional Learning • MTSS • School-Based Mental Health <p>**Professional Learning with CEUs available for MSWs</p>
Anthony	Carrano	Independent Consultant	555	<ul style="list-style-type: none"> • Mindfulness and PE Best Practices
Carla	Ciamarra	SWBOCES	611	<ul style="list-style-type: none"> • Student Information Systems Coaching
Sadika	Clarke	SWBOCES (PLCS)	644/555	<ul style="list-style-type: none"> • Safe Schools: DASA, School Violence Prevention, Mandated Reporter, Autism • Nonviolent Crisis Intervention, Mandated Reporter • DASA Coordinator • Social Emotional Learning (SEL): Family and Community Engagement • Trauma Informed Education • Climate and Culture • Diversity, Equity, and Inclusion <p>**Professional Learning with CEUs available for Speech Pathologists</p>
Mary Lynn	Collins-Callanan	SWBOCES (LHRIC)	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching

Nicole	Colon	SWBOCES	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching (NWEA)
Denise	Consaga	SWBOCES (LHRIC)	611	<ul style="list-style-type: none"> • Data Services Coaching
Ernest	Coon	Regulatory Compliance	644	<ul style="list-style-type: none"> • CPR-AED • Hands Only CPR for Students • First Aid • Stop the Bleed • Narcan Training • Asbestos Awareness • Bloodborne Pathogens • Hazard Communication/Right to Know • Mold & Fungi Awareness • Lead Awareness • Indoor Air Quality Awareness • Lockout/Tagout Training • Confined Spaces Training • Lab Safety Training • OSHA Training
Laurie	Cousseau	Green River Literacy & Learning Center	555	<ul style="list-style-type: none"> • Literacy instructional support • OG Training
John	Coverdale	Center for Workplace Solutions	555	<ul style="list-style-type: none"> • Equitable hiring practices
Brandon	Cruz	SWBOCES (PLCS)	644/555	<ul style="list-style-type: none"> • Safe Schools: DASA; School Violence Prevention, Mandated Reporter, Autism • Nonviolent Crisis Intervention • Youth Mental Health First Aid • Parent Reunification • School Threat Assessment Teams
Jay	Dave	SWBOCES (LHRIC)	611	<ul style="list-style-type: none"> • Student Information Systems Coaching • Financial Services Coaching • Administrative Systems Coaching

Tim	Davis	Independent Consultant	555	<ul style="list-style-type: none"> • PE: Meeting the needs of all students
Lori	DeCarlo	Restorative Edge	555	<ul style="list-style-type: none"> • Restorative Practices • Restorative Circles
Jacqueline	Dipzinski	Independent Consultant	555	<ul style="list-style-type: none"> • Engaging Health curriculum unit planning
Jennifer	Eddy	World Language for Performance, LLC.	555	<ul style="list-style-type: none"> • Instructional Support and Coaching in World Language • ELA Mapping
Audrey	Erazo	Independent Consultant	555	<ul style="list-style-type: none"> • Trauma informed teaching
Josue	Falaise	GOMO Educational Services, LLC.	555	<ul style="list-style-type: none"> • Diversity, Equity, Inclusion
August	Fazzino	ACF Security Consulting, LLC	644	<ul style="list-style-type: none"> • Security Guard Training • 8 Hour Annual Class • MH Awareness • Drug Addiction & Opioid Awareness • General Crime Prevention
Christina	Feal	Independent Consultant	555	<ul style="list-style-type: none"> • Enhancing school culture and climate through collaboration
Tara	Finneran	SWBOCES	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Ryan	Fisk	Independent Consultant	555	<ul style="list-style-type: none"> • PE: Tech Tips & Tricks for PE & Health Educators and AI in Health & Physical Education
Deb	Fishman	Independent Consultant	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Heidi	Fontana	SWBOCES	611	<ul style="list-style-type: none"> • Financial Services Coaching
Paul	Forbes	Leading with Hearts and Minds	555	<ul style="list-style-type: none"> • Diversity, Equity, Inclusion

Bradley	Fredman	Independent Consultant	555	<ul style="list-style-type: none"> Enhancing School Climate & Culture through Collaboration
Margaret	Golden	Independent Consultant	555	<ul style="list-style-type: none"> Math instructional support and coaching
Lea	Graner Kennedy	Independent Consultant	555	<ul style="list-style-type: none"> World Languages
Catherine	Graybosch	SWBOCES (PLCS)	511, 512, 513	<ul style="list-style-type: none"> SLS: AI in Libraries, Diversifying your collection, coordination & council meetings, Library Leadership Arts/Culture in Education
Lisa	Grillo	Partners in Educational Excellence	555	<ul style="list-style-type: none"> Diversity, Equity, and Inclusion (DEI)
Beverly	Guity	SWBOCES (PLCS)	HV RBERN	<ul style="list-style-type: none"> ELL Identification ELL: Parent Resources/Parent Engagement Culturally Responsive Education Immigrant/Undocumented Students Supports
Vanessa	Gulfo	SWBOCES (PLCS)	HV RBERN	<ul style="list-style-type: none"> ELLs: Inclusive Instructional Strategies across Content Areas, Incorporating Technology in Instruction ELLs: Elementary Instruction Instructional Support: Dual Language Pedagogy: Culturally Responsive Education; Integrated Co-teaching Assessment: NYSESLAT
Mike	Gulino	Independent Consultant	555	<ul style="list-style-type: none"> Curriculum Support: Physical Education and Health; Methods for Online, Hybrid, and In-Person Physical Education PE/HE; NYS PE Standards

Brent	Heidorn	Independent Consultant	555	<ul style="list-style-type: none"> Curriculum Support: Physical Education and Health; Methods for Online, Hybrid, and In-Person Physical Education PE/HE; NYS PE Standards
Devorah	Heitner	Independent Consultant	554	<ul style="list-style-type: none"> Instructional Technology Integration Coaching
Melissa	Iamónico	Independent Consultant	513	<ul style="list-style-type: none"> SLS: Collection Development, SORA, OverDrive
Mae	Isaac	SWBOCES	554	<ul style="list-style-type: none"> Instructional Technology Integration Coaching
Danielle	Kennis	Independent Consultant	554	<ul style="list-style-type: none"> Instructional Technology Integration Coaching
Kaitlyn	Kosser	International Baccalaureate Organization	555	<ul style="list-style-type: none"> Curriculum Support: IB Curriculum (PYP, Primary Years Program; MYP, Middle Years Program; DP, Diploma Program)
William	Kovari	SWBOCE (LHRIC)	611	<ul style="list-style-type: none"> Data Services Coaching
Dr. Sheree	Krigsman	The Executive Search Group	Special Services	<ul style="list-style-type: none"> Conducts psychiatric observations/consultation of students; written observations with parental consent Consultation to program regarding student management, consultation Consultation with prescribing outside physicians, psychiatrists and families
Shawn	Ladda	Independent Consultant	555	<ul style="list-style-type: none"> PE: Social & Emotional Learning in Physical Education

John	LaPlaca	Altaris	644	<ul style="list-style-type: none"> • School Safety • Emergency Planning & Response • Building Response Team Training • Threat Assessment Training • Reunification Training • Building Safety Audits
Edward	Lawson	Family and Community Engagement Services	555	<ul style="list-style-type: none"> • Equity • Family Engagement
Dorothy	Leone	Dorothy Leone Therapy & Consulting	555	<ul style="list-style-type: none"> • Special Education, Speech, Autism Spectrum Disorders
Ellen	McDonnell	SWBOCES (LHRIC)	611	<ul style="list-style-type: none"> • Data Services Coaching • Instructional Technology Integration Coaching • Data Privacy and Security Coaching • Leadership
Donalyn	Miller	Independent Consultant	555	<ul style="list-style-type: none"> • SLS: The Science & Joy of Reading in the School Library
Elizabeth	Mirra	Liz Mirra Consulting, LLC.	555	<ul style="list-style-type: none"> • Science instruction
Todd	Moore	SWBOCES (LHRIC)	611	<ul style="list-style-type: none"> • Data Services Coaching
David	Mumper	SWBOCES (PLCS)	HV RBERN	<ul style="list-style-type: none"> • ELLs: Supporting ELLs in the PE and Health Curriculum PE/HE Consortium members only • Curriculum Support: Secondary (High School ELA, Humanities) • Pedagogy: Culturally Responsive pedagogy; Co-teaching for ELLs; PBL/PBA
Valarie	Nierman	Consultant	555	<ul style="list-style-type: none"> • Health: Teaching Kids About Addiction

Kelly	Nocca	SWBOCES	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Christine	Olsen	SWBOCES (PLCS)	HV RBERN	<ul style="list-style-type: none"> • ELL: Integrated ENL Co-Teaching • ELL: Newcomer Programs and Family and Student Orientation • ELL: Peer Mentoring • ELL: Middle School Content Area Instruction for ELLs • ELL: Literacy • ELL: Title III Support
Gordon	Palmer	TrueHeart	644	<ul style="list-style-type: none"> • CPR-AED • First Aid • Stop the Bleed
Lixdania	Perez	SWBOCES (PLCS)	HV RBERN	<ul style="list-style-type: none"> • ELL: Technology Integration • ELL: Technology Focused Professional Learning • ELL: Instructional Software/Digital Curriculum • ELL: ENL Stand-Alone Instruction • ELL: Integrated ENL Co-Teaching • ELL: Data Analysis
Heather	Pittore	SWBOCES	611	<ul style="list-style-type: none"> • Financial Services Coaching
Alison	Provencher	SW BOCES (PLCS)	HV RBERN	<ul style="list-style-type: none"> • Special Education: ELL Identification of SWDs • Literacy: Reading & Vocabulary • Pedagogy: Universal Design for Learning
John	Resanovich	SWBOCES	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
John	Rodriguez	SWBOCES (LHRIC)	611	<ul style="list-style-type: none"> • Student Information Systems Coaching • Administrative Systems Coaching

Madalyn	Romano	SWBOCES (LHRIC)	611	<ul style="list-style-type: none"> • Data Privacy and Security Coaching • Leadership • Strategic Planning
Jessica	Rosa	Independent Consultant	555	<ul style="list-style-type: none"> • PE: Women's Health
Sean	Rowan	SWBOCES (LHRIC)	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Tina	Russo	Independent Consultant	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Robert	Schmidlein	Independent Consultant		<ul style="list-style-type: none"> • Curriculum Support: Physical Education and Health; Methods for Online, Hybrid, and In-Person Physical Education PE/HE; NYS PE Standards
Amanda	Seewald	Independent Consultant	555	<ul style="list-style-type: none"> • World Language
Michael	Setaro	SWBOCES (PLCS)	555 RECOVS	<ul style="list-style-type: none"> • Leadership Development/Lead Evaluator • MTSS/MTSS-I • 504/CSE Chairperson Training • MHELP • Co-Teaching • SPED
Abby	Simon	SWBOCES	611	<ul style="list-style-type: none"> • Student Information Systems Coaching • Administrative Systems Coaching
Richard	Slesinski	Independent Consultant	555	<ul style="list-style-type: none"> • Science (Physics/Chemistry)
Jocelyn	Spielberger	Independent Consultant	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
	Stump	Consultant/SSI Associates	644	<ul style="list-style-type: none"> • Security Guards, monitors, school aide training • Emergency Preparedness • Active Shooter • Hall Monitor Training • De-Escalation & Conflict

				<ul style="list-style-type: none"> Resolution • Security for After School & Sporting Events • Report Writing and Management • Sexual Harassment
Jeff	Sun	Independent Consultant	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Ashley	Tarr	SWBOCES	554 611	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Cindy	Taran	SWBOCES (LHRIC)	611	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Jennyfere	Thomas	SWBOCES (PLCS)	RECOVS	<ul style="list-style-type: none"> • Community-building/RP circles • Trauma-Informed Practices • Social-Emotional Learning • MTSS • School-Based Mental Health <p>**Professional Learning with CEUs available for School Psychologists</p>
Julie	Termini	Independent Consultant	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Dana	Unger	Consultant (LHRIC)	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Rachael	Wasilewski	SWBOCES (PLCS)	HV RBERN	<ul style="list-style-type: none"> • NYS ELL Assessments • Instructional Strategies to support ELL Students • Strategies for Using AI Technology to support ELLs • ELL Data Analysis • ELL Accountability/ESSA • ELL Program Quality Reviews • Statewide Learning Standards and ELLs
Lee	Weber	Wren Media Group LLC	554 611	<ul style="list-style-type: none"> • Instructional Technology Coaching

Hope	Weinberg	SWBOCES (PLCS)	555	<ul style="list-style-type: none"> • Literacy • Early Learning • Science of Reading & SoR Pedagogy • Leadership/Lead Evaluator • Purposeful Play • ICT • Secondary Social Studies
Marisol	Weiner	Consultant	HV RBERN	<ul style="list-style-type: none"> • Spanish for Educators
Adam	Weinstock	SWBOCES (PLCS)	555 (RECOVS)	<ul style="list-style-type: none"> • Culturally Responsive Social Studies Instruction • Literacy/Science of Reading/AIS Reading/Advanced Literacies • Making Thinking Visible • Community-Building/RP Circles • Lead Evaluator • MTSS/MTSS-I • SEL • ICT • Social Studies
Dr. Mary Elizabeth	Wilson	SWBOCES (PLCS)	555	<ul style="list-style-type: none"> • PreK-20 Science/STEM Education • Portrait of a Graduate • Data Study • Instructional Technology • Culturally Responsive Sustaining Education • Leadership/APPR/STEPS Program • Research/Review/Design • Substantial Equivalency • Mandated Courses
Various Consultants		All Points Consultants Licensed Behavior Analysts	Special Services	<ul style="list-style-type: none"> • ABA services and consultation/coaching with teachers/providers for children with autism and other developmental disabilities • Training and support with implementation of Essentials for Living curriculum for NYSAA programs

Various Consultants	Amplify Education, Inc.	555	<ul style="list-style-type: none"> • K-12 Curriculum & Assessment
Various Consultants	AVID Center	555	<ul style="list-style-type: none"> • College & career readiness • SEL
Various Consultants	Blythedale Children's Hospital	Special Services	<ul style="list-style-type: none"> • Professional Learning with CEUs available for Physical Therapists, Occupational Therapists, and Speech Language Therapists on various topics to support the instructional and therapeutic needs of special education students
Various Consultants	Branching Minds	611	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Various Consultants	Brittanica	513	<ul style="list-style-type: none"> • SLS-Critical Media Literacy in the Age of AI
Various Consultants	CASEL	555	<ul style="list-style-type: none"> • SEL
Various Consultants	Cognitive Behavioral Consultants (CBC)	Special Services	<ul style="list-style-type: none"> • Support and training in mental health and therapeutic interventions, including DBT (Dialectical Behavior Therapy) in TSP and TSP-I programs
Various Consultants	Coordinated Care Services, Inc	555	<ul style="list-style-type: none"> • Trauma Informed Education • Crisis Response • Culturally Responsive-Sustaining Education
Various Consultants	Discovery Ed	555 511	<ul style="list-style-type: none"> • 3-D Science Teaching and Learning; STEM; Discovery Education Experience; Coding; and Math: Problem Solving
Various Consultants	Ed 3DAO	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching

Various Consultants	EdQuiddity, Inc.	555	<ul style="list-style-type: none"> • Virtual classrooms • Technology integration
Various Consultants	Edmentum	554	<ul style="list-style-type: none"> • Courseware & CTE Instructional Technology Integration and Coaching
Various Consultants	EdVista	611	<ul style="list-style-type: none"> • Instructional Technology Integration and Support for Platform
Various Consultants	Facing History and Ourselves, Inc.	555	<ul style="list-style-type: none"> • Curriculum and Instruction Support for Social Studies and ELA
Various Consultants	Franklin Covey, Co.	555	<ul style="list-style-type: none"> • Social Emotional Learning
Various Consultants	Finalsite	611	<ul style="list-style-type: none"> • Content management system technology integration coaching
Various Consultants	Frontline Learning	611	<ul style="list-style-type: none"> • EEM, PLM, Absence Manager, HR instructional technology integration coaching
Various Consultants	Generation Ready	555	<ul style="list-style-type: none"> • Literacy instructional support • Math instructional support
Various Consultants	G & R Inclusive Group	555	<ul style="list-style-type: none"> • Special education: Co-teaching instructional models and implementation
Various Consultants	Gravity Goldberg, LLC.	555	<ul style="list-style-type: none"> • English Language Arts (ELA): Literacy instructional support
Various Consultants	Houghton Mifflin Harcourt	555	<ul style="list-style-type: none"> • Curriculum Support/Pedagogy: literacy, math, social studies, and science. • Instructional Technology Integration Coaching (NWEA)
Various Consultants	IDE Corp	555	<ul style="list-style-type: none"> • Pedagogy: LATIC model
Various Consultants	Ignite Reading	555	<ul style="list-style-type: none"> • Literacy

Various Consultants	Imagine Learning	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Various Consultants	Jacob Burns Film Center	555	<ul style="list-style-type: none"> • Film • Storytelling • Creativity • Arts in Education
Various consultants	Learning A-Z	554	<ul style="list-style-type: none"> • Instructional Technology Integration Coaching
Various Consultants	Lexia Learning Systems, LLC.	555	<ul style="list-style-type: none"> • Literacy Instructional Support
Various Consultants	PowerSchool	554 611	<ul style="list-style-type: none"> • Schoology, Naviance, Performance Matters & Curriculum & Instruction technology integration and coaching
Various Consultants	Long Island Jewish Medical Center (Northwell Health)	563	<ul style="list-style-type: none"> • Schoology, Naviance, Performance Matters & Curriculum & Instruction technology integration and coaching
Various Consultants	McGraw Hill	555	<ul style="list-style-type: none"> • Instructional Support
Various Consultants	New Perspectives on Learning	555	<ul style="list-style-type: none"> • Math Instructional Support
Various Consultants	Ramapo for Children	555	<ul style="list-style-type: none"> • Positive Behavior Supports • Social and Emotional Skill Development • Belonging & Connectedness in Schools
Various Consultants	Readiness & Emergency Management for Schools	644	<ul style="list-style-type: none"> • Resilience Strategies for Educators

Various Consultants	Reading Writing Project Network, LLC.	555	<ul style="list-style-type: none"> Reading and Writing Curriculum
Various Consultants	Renaissance Learning	554 611	<ul style="list-style-type: none"> Instructional Technology Integration Coaching
Various Consultants	SCDN	555	<ul style="list-style-type: none"> Supporting BOCES in strengthen district capacities to meet New State Standards.
Various Consultants	School Counselors for MTSS	555	<ul style="list-style-type: none"> MTSS
Various Consultants	SchoolLINKs	554	<ul style="list-style-type: none"> Instructional Technology Integration Coaching
Various Consultants	Shelly Klein Consulting, LLC	555	<ul style="list-style-type: none"> English Language Arts (ELA): Literacy Instruction.
Various Consultants	Summit Professional	Special Services	<ul style="list-style-type: none"> Professional learning and CEUs available for Physical Therapists, Occupational Therapists, Speech Language Pathologists, Educators, and mental health professionals on various topics to support the instructional and therapeutic needs of special education students
Various Consultants	Strategic Inquiry Consulting, LLC	HV RBERN	<ul style="list-style-type: none"> Writing is Thinking (WIT) workshop series for educators of ELLs in all grades and content areas to leverage improved writing, oral language, content knowledge and reading comprehension simultaneously
Various Consultants	Teachercentric, Inc.	555	<ul style="list-style-type: none"> Supporting School Culture and Climate

Various Consultants	Teaching Works	555	<ul style="list-style-type: none"> • NYS Numeracy Initiative
Various Consultants	The Children's Institute	555	<ul style="list-style-type: none"> • Student Support: Helping Young Children Adjust and Thrive with Primary Project • A Play-Based Approach to Building Confidence, Social Skills, and School Readiness in Pre-K-3
Various Consultants	The Writing Revolution	555	<ul style="list-style-type: none"> • Curriculum Support: Writing Instruction
Various Consultants	Thinking Maps, Inc.	555	<ul style="list-style-type: none"> • Structures to Support Thinking
Various Consultants	Tri-State Consortium, Inc.	555	<ul style="list-style-type: none"> • Instructional and Leadership Support
Various Consultants	University of Florida	555	<ul style="list-style-type: none"> • Literacy
Various Consultants	Wilson Language Training Corps.	555	<ul style="list-style-type: none"> • Literacy • Language

Professional Learning Evaluation Form

Southern Westchester BOCES Professional Learning Feedback

In support of continuous improvement, please take a few minutes to provide feedback about your professional learning experience.

* Indicates required question

Which Professional Learning session did you attend? *

Your answer

Center/Department/School *

Your answer

I am a: *

- Teacher
- Teaching Assistant
- Teacher Aide
- Building Leader
- Center Leader
- SWBOCES Leader
- Related Service Provider
- Clinician
- Non-Instructional Support Staff
- Other: _____

I would describe the Professional Learning Experience as: *

- Not meeting my expectations
- Meeting my expectations
- Exceeding my expectations

This Professional Learning Experience provided me with the knowledge and skills * needed to advance my practice.

- 1 2 3 4
- The session(s) provided me with no knowledge. The session(s) provided me with substantial knowledge.

Name at least one idea from the Professional Learning Experience that you will use in your practice.

Your answer

What resources and supports do you need to take the next step in this work?

Your answer

Please share your ideas for future Professional Learning.

Your answer

Additional comments.

Your answer

Name (optional)

Your answer
