2024–2025
Professional Learning Plan

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Notice of Non-discrimination

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

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

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Introduction

Professional learning is the process of improving staff skills and competencies to produce outstanding educational results for students. Research has shown educator quality to be the most influential factor upon student achievement. Enhanced teaching and learning are the foundation upon which individual districts should plan the content of all professional learning. High quality professional learning is essential to increase educators' knowledge, skills, attitudes and beliefs. The goal of all efforts in this area is to increase the capacity of teachers so that they may enable and assist all students to higher academic achievement and independence.

As required by the NYSED Commissioner's Regulation 100.2(dd), annually by September 1 of each school year thereafter, each school district and Board of Cooperative Educational Services (BOCES) shall adopt a Professional Learning Plan (PLP).

Professional Learning Plan Committee

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

Committee Members

- **Holley Boor**—Teacher
- **Marne Brady**—Instructional Specialist (Teacher)
- **Nicole Burgess**—Instructional Specialist & Mentor Program Coordinator & Teacher Center Director (Teacher)
- **Danielle Conover**—Administrator
- **Melissa Curtis**—Para Support Specialist
- **Christina Gaines**—Associate Teacher
- **William Gregory**—Administrator
- **Cathleen Hauber**—Administrator
- **Eric Kohl**—Teacher
- **Cara Lavine**—School Counselor
- **John Livingston**—Crisis Intervener
- **Gina Lord**—Teacher
- **Katrina Lublin**—Teacher
- **Erik Nixon**—Parent Representative
- **Doreen Pietrantoni**—Instructional Specialist (Teacher)
- **Elissa Schipper**—Teacher

Mission Statement

The Professional Learning Committee guides the Monroe One BOCES Professional Learning Community by developing the overarching goal of the professional learning plan based on New York State Education Department regulations and student data. The Professional Learning Committee supports collaborative teams to implement professional learning that align with the goals.

Vision Statement

Professional Learning is the process of improving staff skills and competencies needed to produce outstanding results for students. This process provides:

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

The Goal of the Professional Learning Plan:

The goal of the Monroe One BOCES' Professional Learning Plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional learning to remain current within their profession and meet the needs of their students.

Professional Learning Opportunities and Requirements

Professional Learning Opportunities for Certified staff:

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

Contractual Professional Learning Requirements:

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

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

Continuing Teacher and Leader Education (CTLE) Requirements

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

Acceptable CTLE:

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

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

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

According to CR Section 154-2.3(k) such districts may "seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements." For the 2024-2025 school year, teachers, and Level III Teaching Assistants at Monroe One BOCES are exempt from the minimum number of professional development hours required by CR Part 154 (15% of total required for classroom pedagogues and 50% of total required for those with a certificate in ESOL or who hold a bilingual extension) based on ELLs making up less than 5% of the district's total student population.

Planning for Professional Learning

Standard 1: Designing Professional Development

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

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

- January—The Department of Curriculum, Instruction, and Professional Learning and the Monroe One BOCES Teacher Center work collaboratively to develop a professional learning needs survey based on Monroe One BOCES goals, initiatives, and focus areas.

- February—Professional learning survey is sent to all instructional staff.

- March—Professional learning survey results are analyzed by the Professional Learning Plan Committee. The committee makes recommendations for professional learning sessions and offerings for the next school year.

- April—The professional learning plan is updated and sent to the Board of Education for initial review.

- May—Edits and revisions are made to the professional learning plan.

- June—The final professional learning plan for the upcoming school year is sent to the Board of Education for approval.

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

Planning for Internal Professional Learning Needs at Monroe One BOCES through the Office of Curriculum, Instruction and Professional Learning		
Monroe One BOCES Board of Education Goals	Program Development Initiative Goals and Focus Areas	Professional Learning Needs Survey Data

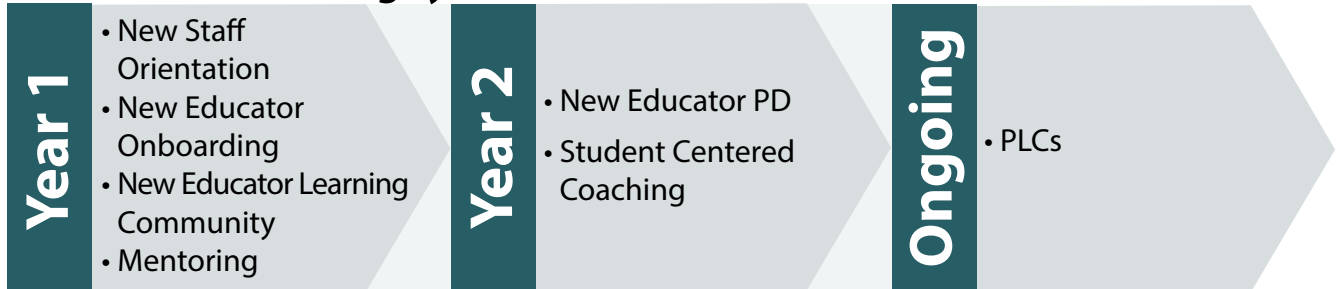**The goals and data from the areas above are used to:**

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

Monroe One Professional Learning Cycles

Professional Learning Cycle for Teachers

Year 1
- New Staff Orientation & TCI
- New Educator PD
- Mentoring

Year 2
- Teacher as Leader & Student Centered Coaching

Ongoing
- PLCs

Professional Learning Cycle for C.T.E. Teachers

Year 1
- New Staff Orientation
- New Educator Onboarding
- New Educator Learning Community
- Mentoring

Year 2
- New Educator PD
- Student Centered Coaching

Ongoing
- PLCs

Professional Learning Cycle for Associate Teachers

Year 1
- New Staff Orientation
- TCI

Year 2
- Teacher as Leader (when applicable)

Ongoing
- PLCs (when applicable)
- Professional Learning related to position and program
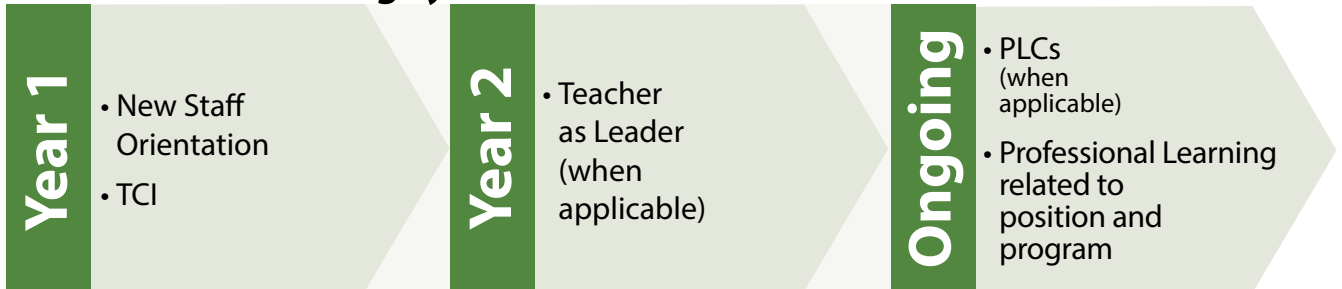
Professional Learning Cycle for Related Service Professionals

Year 1
- New Staff Orientation & TCI
- New Educator PD
- Mentoring

Year 2
- Professional Learning related to your position & program

Ongoing
- Ongoing learning

Professional Learning Cycle for Para Educators

Year 1
- New Staff Orientation
- New Para Orientation
- TCI

Ongoing
- Ongoing Targeted Para Trainings

Ongoing
- Ongoing learning

Monroe One Professional Learning Structures

Standard 3: Research-based Professional Learning
Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Standard 4: Collaboration
Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

New Staff Orientation

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

Provider
- Teacher Center Director
- Monroe One BOCES

Evaluation
Professional Learning Evaluation

New Educator PD for Classroom Teachers and Related Service Providers

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

Provider
Teacher Center Director

Evaluation
Professional Learning Evaluation

New Educator Onboarding and New Educator Learning Community

Participants will…
- Engage in community building with each other and learn how to build a classroom community.
- Learn and develop classroom management, instructional, and assessment routines and strategies.
- Learn how to work as a collaborative classroom team.

Mentoring Program

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

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

Provider
Monroe One BOCES

Evaluation
- Professional Learning Evaluation
- Mentoring Logs

Teacher as Leader (TAL)

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

Provider
Instructional Specialists

Evaluation
- TAL self-assessments
- TAL surveys

Student Centered Coaching (SSC)

Second year teachers will enhance and increase student learning experiences through focused goal setting with the guidance of a student-centered coach.

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

Provider
Instructional Specialists

Evaluation
- Observations
- Logs
- Professional Learning Evaluation

Professional Learning Communities (PLC)

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

Providers
- Teachers
- Instructional Specialists
- Administrators

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

Instructional Faculty Meetings

Participants will…
Work toward specific program level goals and objectives determined by administrators and/or program staff.

Providers
- Program Administrators
- Staff

Evaluation
Professional Learning Evaluation

Monroe One Professional Learning Structures for Paraprofessionals

New Paraprofessional Orientation

To assist new paraeducators with an understanding of their role in supporting students, as well as the expectations and procedures at Monroe One,
New paras will…
- Gain understanding of gradual and immediate expectations.
- Build understanding around student behavior and using good judgement.
- Build understanding of effective communication.

Providers
- Para Support Specialists
- Instructional Specialists

Evaluation
Professional Learning Evaluation

Paraprofessional Professional Learning Days

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

Providers
- Instructional Specialists
- Certified Staff
- Para Support Specialists

Evaluation
Professional Learning Evaluation

Paraprofessional Professional Learning Series

Paraeducators will...
Engage in research, learning and application of essential knowledge and skills needed when working with students with disabilities. Sessions will be planned on a yearly basis based on paraprofessional professional learning needs data.

Providers
- Instructional Specialists
- Coordinator of C, I & PL
- Certified Staff
- Para Support Specialists

Evaluation
Professional Learning Evaluation

Monroe One BOCES Teacher Center Professional Learning Structures

Teacher Center Micro-credentials

Participants will...

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

Teacher Center Study Groups

Facilitators and participants will...

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

Providers

- Teachers
- Related service providers
- ATs

Evaluation

Professional Learning Evaluation

Teacher Center Workshops

Participants will...

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

Evaluation

Professional Learning Evaluation

Monroe One BOCES Teacher Center External Consultant Offerings

Mike Anderson

Participants will learn how the language they use with students, whether they praise or discipline, give directions or ask questions, and introduce concepts or share stories affect student learning and behaviors. Participants will examine their own language habits and intentionally improve their classroom practice so their language matches and supports their goals.

Evaluation
Professional Learning Evaluation

Pat Mullikin and Juanita Henry

Participants will learn the tenants of Cognitive Coaching. This includes how to work with others to develop trust and rapport and how to utilize conversation structures for planning, reflecting, and problem resolving.

Evaluation
Professional Learning Evaluation

Jeanette Adams-Price

Participants will engage in Safe-Zone Training. This training focuses on building ally skills, developing welcoming and affirming learning spaces through the use of inclusive and respectful language, terminology, pronouns, and discourse, assessing the physical environment for inclusivity and creating inclusive learning opportunities.

Evaluation
Professional Learning Evaluation

Monroe One BOCES Professional Learning Opportunities Internal Providers

Curriculum & Instruction

Standard 2: Content Knowledge and Quality Teaching
Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning
Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Language Essentials for Teachers of Reading and Spelling

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

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

Internal Provider
Internal Certified Trainers

Evaluation
Professional Learning Evaluation

Curriculum Mapping

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

Provider
Instructional Specialists

Evaluation
Professional Learning Evaluation

Next Generation Standards Implementation

Participants will…
Understand and internalize the Next Generation Learning Standards in order to apply the standards when planning and delivering instruction and assessing student knowledge.

Provider
Instructional Specialists

Evaluation
Professional Learning Evaluation

NYSAA Training

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

Provider
Certified NYSAA Trainer, Jamie Schnaus

Evaluation
Professional Learning Evaluation

Diversity, Equity, & Inclusion

Standard 5: Diverse Learning
Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

As an educational organization, Monroe One actively engages in fostering an equitable, diverse, and inclusive culture that will empower every student, family, and staff to grow and thrive. To support this work, staff will participate in the following professional learning sessions:

- Diversity, Equity, and Inclusion Fundamental Terminology
- Cultural Competency
- Unconscious Bias
- Multiple Dimensions of Identity
- Culturally Responsive Sustaining Education Framework
- Courageous Conversations

Provider
Instructional Specialists

Student Behaviors, Management & Relationships

Standard 6: Student Learning Environments
Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement
Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Therapeutic Crisis Intervention (TCI)

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

Provider
Certified TCI Trainers

Evaluation
Professional Learning Evaluation

Restorative Practices

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

Provider
Internal Certified Trainers

Evaluation
Professional Learning Evaluation

Boundaries Training

Participants will…
- Know professional boundary areas and the Zones of Helpfulness.
- Collaboratively problem-solve common boundary scenarios.
- Self-assess their professional boundaries with students.
- Develop and implement a strategy for maintaining professional boundaries.

Provider
Instructional Specialist

Evaluation
Professional Learning Evaluation

Trauma 101

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

Provider
Certified Internal Trainers

Evaluation
Professional Learning Evaluation

Zones of Regulation

Participants will...
Be able to use the Zones of Regulation Curriculum strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts.

Provider
Lead Specialists

Evaluation
Professional Learning Evaluation

Skill Streaming

Participants will...
Employ this four-part training approach to teach essential prosocial skills to children and adolescents.

Provider
Lead Specialists

Evaluation
Professional Learning Evaluation

Technology

Standard 9: Technology
Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Office 365

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

Provider
Instructional Specialists

Evaluation
Professional Learning Evaluation

Instructional Technology Offerings

Participants will...
Learn how to utilize technology in order to enhance classroom instruction. They will apply the SAMR and TPACK models of technology integration.

Provider
Instructional Specialists

Evaluation
Professional Learning Evaluation

Personalized Learning

Participants will...
Learn how to use technology to optimize the pace and focus of learning for the needs of each learner.

Provider
Instructional Specialists

Evaluation
Professional Learning Evaluation

Monroe One BOCES Professional Learning External Consultant Offerings

Language Essentials for Teachers of Reading and Spelling

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

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

External Provider
Voyager Sopris

Evaluation
Professional Learning Evaluation

Cognitive Coaching

Participants will...
- Understand the components of Cognitive Coaching.
- Use structures and environments that promote rapport and higher-level cognitive thinking.
- Use planning, reflecting and problem resolving conversations structures (maps) to coach colleagues.

External Provider
Thinking Collaborative Approved Trainer

Evaluation
Professional Learning Evaluation

Partners in Restorative Initiatives (PIRI)

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

External Provider

Evaluation
Professional Learning Evaluation

Get Set for School (Learning Without Tears, Handwriting Without Tears)

External Provider
Get Set For School
Approved Trainer

Evaluation
Professional Learning
Evaluation

Participants will...
- Learn the components of a Pre-K readiness curriculum that consists of developmentally appropriate activities that teach children about letters, body awareness, numbers, sequencing, and sharing in a fun, engaging, and informal manner.
- Learn the components of a Pre-K Literacy & Math curriculum that consists of developmentally appropriate activities.
- Learn how to use tools and strategies can help you transform potentially complex concepts so they are relevant and enticing for young learners.
- Learn components of a handwriting curriculum that contains engaging multi-sensory techniques and research-based methods.

Picture Exchange Communication System (PECS)

External Provider
Dr. Anthony
Castrogiovanni,
Pyramid Educational
Consultants

Participants will...
Learn to support the individual needs of each learner through the use and development of functional communication skills.

Get Ready to Learn

External Provider
Get Ready to Learn
Lead Specialist

Evaluation
Professional Learning
Evaluation

The clinician will...
Be able to use a series of developmentally sequential floor yoga routines as well as a series of seated routines with adaptations for specific challenges, and the implementation of a series of 5 Get Ready To Learn Classrooms Breaks.

Monroe One BOCES
Model Schools Offerings

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

Understanding Chat GPT

Have you heard of the new AI sensation ChatGPT?
We may not be ready for it, but it is here and the AI invasion is growing.

Participants will...
Explore ChatGPT and the implications for classroom learning. Strategies will be shared on how to use ChatGPT to simplify tasks for educators.

Provider
Model Schools

Evaluation
Professional Learning Evaluation

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

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

- Book Creator
- Code.org
- Esports for Inclusion
- Nearpod
- PBS Learning Media
- Wonderful Wakelet
- Gamification in the Classroom
- NYSCSDF Standards Awareness series
- STEAM Across the Curriculum with Makey Makey
- Apple Native Apps
- Virtual Reality
- Interactive Digital Worksheets
- Social Media Learning Activities
- SEL & Technology
- Student Interest Surveys
- Creating in Canva
- Summer Conference

Provider
Model Schools

Evaluation
Professional Learning Evaluation

Breakout EDU/Digital Escape

Participants will...
Create a student-centered learning experience in which students collaborate, investigate, communicate, and use critical thinking skills.

Provider
Model Schools

Evaluation
Professional Learning Evaluation

Instructional Technology Specialist Regional Leadership Support

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

Provider
Model Schools

Evaluation
Professional Learning Evaluation

Microsoft Education Digital Tools for Reading Instruction and Support

Participants will...
Understand and apply apps/tools within Office 365 for Education including, but not limited to:

- Immersive Reader
- Reading Coach
- Reading Progress

Provider
Model Schools

Evaluation
Professional Learning Evaluation

New York State Computer Science Digital Fluency Standards - Awareness Series

The standards are here and ready to implement into all grade levels and curricular areas. The State Ed expectations are to implement the standards into Computer Science courses starting fall 2023 and fall 2024 for other curricular areas. Learn about the standards and how they apply to your curricular area through this series of Awareness sessions.

Participants will...
Have learning experiences with the following:
- Background and the Why
- Impacts of Computing
- Computational Thinking
- Networks & Systems Design
- Cybersecurity
- Digital Literacy

Provider
Model Schools

Evaluation
Professional Learning Evaluation

STEAM and Makerspace Visioning

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

Provider
Model Schools

Evaluation
Professional Learning Evaluation

User Groups

Participants will...
- Experience an open forum for ideas, best practices, problem solving and information sharing
- Develop a team with a common goal to share and care about others by problem solving

Each user group will focus on a specific tool/technology including, but not limited to:

- IXL
- Teams
- Makerspace
- Google Classroom
- Schoology
- Microsoft Office 365
- SeeSaw

Provider
Model Schools

Evaluation
Professional Learning Evaluation

The AI Infused Classroom

Participants will...
Understand the basics of AI and how the tool can be leveraged as a powerful tool for educators. In addition, attendees will explore AI tools specific to education and create artifacts to use in the classroom.

Provider
Model Schools

Evaluation
Professional Learning Evaluation

The A.I. Roadmap Human Learning in the age of smart machines by Dr. John Spencer Book Study

Participants will...
Explore Dr. John Spencer's book and blog post to better understand the impact of AI on our lives and student learning. Through Dr. Spencer's insight, participants will interact with current Ed Law 2d approved AI tools, and create collegial conversations focused on your classrooms, school culture, and experiences with AI.

Provider
Model Schools

Evaluation
Professional Learning Evaluation

Streamlining Project-Based Learning: Effective Strategies with Sprints and Mini Projects Series

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

Provider
Model Schools

Evaluation
Professional Learning Evaluation

Creating Graphic Artists with Canva—Newbies

Participants will…
Explore Canva for teacher and student use by unlocking their creativity and transform teaching materials. We will dive into the world of graphic design and guide educators through the basics of Canva, from creating eye-catching presentations to designing visually appealing worksheets. Participants will discover how to harness the power of this user-friendly platform and captivate students with vibrant, interactive, and educational resources that will make learning a truly unforgettable experience.

Provider
Model Schools

Evaluation
Professional Learning Evaluation

Become a Canva Pro (Intermediate/Advanced)

Participants will…
Embark on a dive deep into the creative possibilities of Canva and explore advanced design techniques, graphic elements, and the art of visual storytelling. With hands-on practice and expert guidance, participants will gain the confidence and expertise to craft striking visuals that stand out in a crowded digital landscape. Attendees will harness the power of Canva to create stunning graphics that leave a lasting impression.

Provider
Model Schools

Evaluation
Professional Learning Evaluation

Summer Asynchronous Learning: Gamified for Educators

Each summer, we offer gamified, asynchronous professional development experiences for educators, blending personal growth with fun and flexibility.

Participants will…
- Explore timely topics like student engagement, tech integration, and the NYS Computer Science and Digital Fluency Standards from our SHINE board game, reading book brackets, and themed learning environments like the Beach Bash.
- Engage in interactive sessions, creative challenges, and opportunities to earn CTLE credits, all while having the freedom to tailor their learning to fit their needs.

Provider
Model Schools

Evaluation
Professional Learning Evaluation

Monroe One BOCES Office of School Improvement Offerings

The Office of School Improvement:

- Provides sustained, customized, and impactful professional development including workshops, coaching, model lessons, feedback, and other deeper learning experiences.

- Coordinates and provides Shared Services to support district initiatives and goals.

- Provides regional professional learning opportunities on topics of interest to districts (facilitated by BOCES staff or outside consultants).

- Provides technical assistance, coordinating professional learning groups, and managing billing for aidable supports and services (Basic Service).

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

Regional Leadership Forums

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

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

Provider
Office of School Improvement

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

Building Your Skills as an Instructional Coach

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

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LETRS
LETRS Teacher Training, Volume 1&2
LETRS for Administrators
LETRS for Early Childhood Educators

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

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

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LETRS Work Group

This work group is for educators who have gone through LETRS training and want to continue to discuss and learn more about the Science of Reading. The group formulates the work plan for each session (monthly virtual meeting).

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Professional Learning Evaluation

Excellence Through the Math Practices Project

Provider
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Evaluation
Professional Learning Evaluation

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

Creating Math Assessments Aligned to the NYS Next Generation Standards

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This workshop will focus on the changes the NGLS bring, including reviewing current resources and tasks to best prepare students.

Participants will...
Leave with a bank of aligned questions and tasks for immediate implementation. Time will be given to collaborate in teams.

Redefining Smart in the Math Classroom

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Participants will...
Consider the assumptions that we make about being smart in mathematics and begin to redefine the word smart to help foster mathematical agency in all students in order to reduce math anxiety and support all students as doers of mathematics.

Creating Equity in the Math Classroom

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Participants will...
Dive into instructional strategies to increase how engagement creates equity in the math classroom. We will also explore how equity naturally occurs in the math practice standards.

Geometry:
Assessment Writing to Align to the Next Generation Learning Standards

The Next Generation Mathematics Standards are here. The new standards call for ensuring our assessments align with them. Join area districts to explore different forms of assessment and plan to prepare our students for the NGLS Geometry Regents exam.

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Algebra 2:
Preparing for Implementation of the Next Generation Learning Standards

The Next Generation Mathematics Learning Standards are here. With the Next Generation Algebra 2 Regents exam quickly approaching in June of 2026, now is the time to dive into the changes that the Next Generation Learning Standards will bring next year. Participants will be guided to do such and explore tasks that help align instruction to the Mathematical Practice Standards.

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Building Thinking Classrooms Regional Collaboration

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

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Effective Techniques for Scaffolding Students' Mathematical Problem Solving

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Professional Learning Evaluation

Participants will...
Focus on practical, effective and specific tier 1 techniques for content scaffolding of word problems, to help build confidence and reduce anxiety. Focus will be placed on the structure of the word problem, and both content and practice standards. Although this session will benefit all math educators, specific emphasis will be placed on grades 1–6.

Getting to Know the Updated NYSED SEL Goals Benchmarks

- **K–5 Sessions**
- **6–8 Sessions**
- **9–12 Sessions**

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Evaluation
Professional Learning Evaluation

Participants will...
Unpack the newly updated NYSED SEL goals and benchmarks. We will get familiar with the updated NYSED SEL goals and benchmarks and plan for next steps back in home districts.

Assessing Systemic SEL Implementation

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Evaluation
Professional Learning Evaluation

Examine CASEL's SEL Systemic Implementation Rubric and become familiar with the criteria of the four focus areas of this rubric.

Participants will...
- Build Foundational Support and Plan;
- Strengthen Adult SEL Competencies and Capacity;
- Promote SEL for Students; and
- Reflect on Data for Continuous Improvement so that we can more accurately apply the rubric to our own settings. Participants will map out existing policies, procedures, and protocols in our districts that align with the focus areas of the rubric as well as identifying next steps.

Book Studies

Book selections include, but are not limited to:
- **SEL Every Day: Integrating Social and Emotional Learning with Instruction in Secondary Classrooms**
- **The Savvy Ally**
- **Belonging Through a Culture of Dignity**
- **Tiny Humans, Big Emotions**

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

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

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Evaluation
Professional Learning Evaluation

SEL and Play in Elementary Learning Environments

Play is at the core of our creativity, innovation, and socialization. It's the vehicle for how we learn to cooperate and co-create. It provides opportunities to model and practice self-regulation and interpersonal sensitivity. Through play, kids are able to develop their social and emotional skills by building their sense of identity and self-esteem; learning helpful strategies for navigating peer conflict, solving problems, fostering relationships, and managing their own emotions; becoming more self-aware; developing fostering empathy and belonging (being seen, heard, and valued); and using self-control. Participants can join in on a fun-filled day focused on incorporating play in meaningful ways that help students not only build those SEL skills but get to know one another better, while creating a positive climate in which to learn and grow.

Provider
Office of School Improvement

Evaluation
Professional Learning Evaluation

Becoming a Culturally Responsive Educator

The NYS Culturally Responsive-Sustaining Education Framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

Participants will...
- Dig deeply into the NYSED CR-SE framework principles of **Welcoming & Affirming Environment, High Expectations & Rigorous Instruction**, and **Inclusive Curriculum and Assessment** by analyzing the student and teacher guidelines outlined in the framework and exploring examples of what this looks like and sounds like in practice.
- Reflect on their classroom practice and develop a plan of action to further incorporate the principles within their setting.

Provider
Office of School Improvement

Evaluation
Professional Learning Evaluation

Understanding & Cultivating Well-Being through Positive Psychology

Participants will...
- Learn ways to build optimism and fortify resilience. A new language around flourishing and a fresh perspective on well-being will be introduced by working with these ideas during course activities.
- Leave with tools to utilize personally and to help others.
- Cultivate wellness by working through eight modules over the course of two full days.

Day 1 modules include: Focus on Self-Awareness; Mindfulness & Personal Character Strengths; Build on Our Strengths & Strength Spotting in Others; Positive Emotions: Leverage Seligman's Scientific PERMA Model of Well-Being; Engagement & Flow: Leverage Seligman's Scientific PERMA Model of Well-Being

Day 2 modules include: Relationships: Leverage Seligman's Scientific PERMA Model of Well-Being; Meaning: Leverage Seligman's Scientific PERMA Model of Well-Being; Achievement: Leverage Seligman's Scientific PERMA Model of Well-Being; Deepen Your Understanding of Resilience & Optimism

Provider
Peacefull Kids

Evaluation
Professional Learning Evaluation

Monroe One BOCES
Educational Partnership Offerings

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

Special Education Process, Equity and Family Engagement

Participants will...
Develop an understanding of the Part 200 regulations and the special education process
- EI to CPSE for Parents and Professionals
- CPSE/CSE Chairperson training
- Family Engagement: Communication and Culture
- Special Education 101: Training of the Parent Member
- Creating the IEP

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

Evaluation
Feedback and evaluation forms

Transition

Participants will...
Understand and examine best practices related to State Performance Plan (SPP) Indicator 13, graduation requirements and diploma and credential options
- Self-Determination
- Transition Assessment
- Transition in the IEP
- Navigating Adult Services
- Transition for families
- Agency 101
- Diploma and Credential Options

Providers
- RPC
- FACE Center

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

Behavior

Participants will...
Understand and examine best practices related to developing and implementing evidence-based practices for behavior related topics including:
- Classroom Management
- Discipline Procedures for Students with Disabilities
- Alternatives to Suspension
- Function-Based Thinking
- Creating Welcoming and Affirming Learning Environments
- FBA, BIP and Progress Monitoring
- Disproportionality

Providers
- RPC
- FACE Center

Evaluation
Feedback and evaluation forms

Academic and Instructional Practices

Participants will...
Develop an understanding of evidence-based practices on topics including:
- Specially Designed Instruction (SDI)
- Explicit Direct Instruction
- Identifying and Intensifying Intervention
- Fostering High Expectations and Rigorous Instruction
- Foundations of Effective Reading Instruction: Understanding the Science of Reading

Providers
- RPC
- FACE Center

Evaluation
Feedback and evaluation forms

The Mentor Program for BOCES United Professionals (BUP)
(teachers and professional related service providers):

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

The Mission and Vision of the Mentor Program for BUP:

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

The goals of the Mentor Program for BUP:

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

2. To retain highly effective new educators through consulting, collaborating and coaching.

The Role of the Mentor:

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

The Role of the Mentee:

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

The Role of the Supervisor:

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

Mentor Preparation:

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

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

Procedure for Selecting Mentors:

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

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

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

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

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

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

Purpose of the Monroe One BOCES Administrative Mentor Program:

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

Mentor and Mentee Expectations:

- Time: Each pair may have weekly contact by phone, e-mail, or virtual meetings. The pair is required to meet in person for at least 30 minutes per week or one hour every two weeks, in addition to attendance at group sessions.

- Documentation: Each mentor will assist the mentee in the development of a written learning/leadership plan, which reflects the mentee's needs and guides their discussion. Evidence of their work should be documented as a baseline survey, action plan, log, reflection and feedback.

- Activities: Each mentor may visit the mentee's school/department/program. Visitations by the mentor may include attending a faculty meeting as an observer and giving feedback; observing a teacher/employee evaluation cycle and giving feedback; reviewing and discussing intervention strategies based on student achievement data; and other mutually agreed upon activities that are determined by the mentee.

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

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

monroe one
EDUCATIONAL SERVICES

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