



**REVISED  
PROFESSIONAL DEVELOPMENT PLAN  
2017-18**

**4937 Spring Road  
Verona, New York 13478  
(315) 361-5550**

**BOE Approved August 3, 2017**

The University of the State of New York  
The State Education Department  
Albany, NY 12234

<b>MADISON-ONEIDA BOCES</b> <b>PROFESSIONAL DEVELOPMENT PLAN</b>
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District Name	<b>Madison-Oneida BOCES</b>	
BEDS Code	<b>259- 000-000-000</b>	
Superintendent	<b>Jacklin Starks</b>	
Address	<b>4937 Spring Road P.O. Box 168 Verona, NY 13478</b>	
Phone <b>(315) 361-5510</b>	Fax <b>(315) 361-5517</b>	Email <a href="mailto:jstarks@moboces.org">jstarks@moboces.org</a>
Year(s) Plan is effective	<b>2017-18</b>	

**COMPOSITION OF PROFESSIONAL DEVELOPMENT TEAM**

- District Superintendent/ Assistant Superintendent of Instruction
- Teacher Center Director
- Director of Staff and Curriculum Development
- Director of CTE
- Director of Alternative and Special Programs
- Director of Early Childhood
- Special Education Teacher
- Teacher
- Teacher
- Association President
- Teaching Assistant
- College Representative

## **INTRODUCTION**

The Professional Development Planning Team was appointed by the Assistant Superintendent for Curriculum and Instruction. The team met throughout the summer to discuss the enclosed finalized plan in compliance with the Commissioners Regulations. Staff members on the District Professional Development Team represent all instructional divisions.

In accordance with certification requirements requiring continuing teacher and leader education, each holder of a Professional certificate (Teacher/ Level III Teaching Assistant) must complete 100 hours of CTLE every five years in order to maintain certification.

## **2017-18 MADISON-ONEIDA BOCES BOARD OF EDUCATION GOALS**

- Goal 1: Instructional and administrative support programs offered by Madison-Oneida BOCES are aligned with best practices, current research, and component districts' needs.
  - Goal 2: Operational procedures of Madison-Oneida BOCES will make effective and efficient use of all available resources.
  - Goal 3: Technology services available by Madison-Oneida BOCES are aligned with best practices and provide cutting edge opportunities to meet component districts' needs.
  - Goal 4: Collaborate with regional leaders and utilize data to increase the performance of all students, respond to statewide initiatives, and achieve efficiency in their operations.
  - Goal 5: Systematically communicate with various publics the roles, needs, and accomplishments of the BOCES in support of the component school districts with regard to the achievement of state and federal standards for students and schools.
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## 2017-18 MADISON-ONEIDA BOCES BOARD OF EDUCATION PRIORITIES

- Successful implementation of the Alternative & Special Education Vision Plan: Focus on Mental Health
- Early Intervention & Pre-School Special Education
- CTE Multiple Opportunities: STEM, STEAM, Nanotech, Project Based Learning, Advanced Manufacturing, Early CTE Options
- Staff & Curriculum Development: Increased online learning, distance learning opportunities
- Adult & Continuing Education: Increased public relations, trends in Business & Industry and Career Pathways, new program development (Vet Tech)
- Legal Services: Expansion to a Regional Service
- Facilities: Exploration of new energy sources, space plan, future programming
- Public Relations: Increased awareness of BOCES programs and services (particular focus School Guidance Counselors)
- Management Services: Increased shared service opportunities, Business Official, Regional Transportation, Shared Maintenance, Others

## PROFESSIONAL DEVELOPMENT PROCESS

The process of professional development of the Madison-Oneida BOCES is as follows:

### 1. **Identify common district/building goals.**

- Analyze student achievement data: past, present, projected trends
- Diagnose needs using needs assessment tools.
- Establish improvement with measurable goals expressed in terms of student outcomes and within the context of the learning standards and the district's mission statement.
- Determine assessment tools representing a "collective body of evidence"

### 2. **Plan for implementation.**

- Outline flexible and integrated professional development strategies that address the needs as identified through the district/building goals

### 3. **Implement professional development strategies.**

- Integrate learning models that provide choice, differentiated learning opportunities, and ongoing support

### 4. **Monitor progress.**

- Collect staff implementation data and student achievement data

### 5. **Evaluate impact.**

- Analyze data to determine subsequent professional development efforts (Attachment A)

## **THE MADISON-ONEIDA BOCES PROFESSIONAL DEVELOPMENT IS ALIGNED TO THE NYSED CTLE STANDARDS, NEW YORK STATE TEACHING STANDARDS AND ISLLC STANDARDS**

### **CTLE Standards**

#### **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.

#### **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.

#### **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.

#### **STANDARD 5: DIVERSE LEARNING**

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

#### **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.

#### **STANDARD 8: DATA-DRIVEN PROFESSIONAL PRACTICE**

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

#### **STANDARD 9: TECHNOLOGY**

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

#### **STANDARD 10: EVALUATION**

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

## New York State Teaching Standards

STANDARD 1: Knowledge of Students & Student Learning

STANDARD 2: Knowledge of Content and Instructional Planning

STANDARD 3: Instructional Practice

STANDARD 4: Learning Environment

STANDARD 5: Assessment for Students

STANDARD 6: Professional Responsibilities

STANDARD 7: Professional Growth

## ISLLC Standards

<p style="text-align: center;"><b>Standard 1</b></p> <p>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<p style="text-align: center;"><b>Standard 4</b></p> <p>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>
<p style="text-align: center;"><b>Standard 2</b></p> <p>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p style="text-align: center;"><b>Standard 5</b></p> <p>A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p>
<p style="text-align: center;"><b>Standard 3</b></p> <p>A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<p style="text-align: center;"><b>Standard 6</b></p> <p>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>

## TEACHER MENTORING

### STATEMENT OF PURPOSE

The Mentoring Program is a joint effort between the Madison-Oneida BOCES Teachers' Association and the Madison-Oneida BOCES designed to meet the professional needs of beginning teachers. The program has the following goals:

1. To assist beginning teachers transition from preparation to practice, thus increasing the retention of teachers;
2. To provide guidance and support for new teachers in the classroom;
3. To increase the skills of new teachers, and in turn, improve student achievement in accordance with Common Core State Standards.

### GOVERNANCE OF THE PROGRAM

A Mentor Program Committee consisting of four teachers (selected by the association president), the association president and two administrators (the Assistant Superintendent for Instruction, the Teacher Center Director and Mentor Program Coordinator) governs the Mentor Program.

- ***Procedure for Selection of Mentors***

The program directors and the association president will use the following criteria to recommend interested teachers to become mentors and will submit a list of proposed mentor-intern matches to the District Superintendent for approval. The District Superintendent or his/her designee will notify mentors of their selection. Assignment as a mentor is on an annual basis.

- ***Criteria for Selection***

1. Mastery of pedagogical skills
2. Mastery of subject matter information and skills
3. Superior teaching abilities
4. Ability to develop positive interpersonal relationships
5. Demonstrates willingness to fulfill all program requirements.

The appropriate program director (CTE, ECE, Special Programs, Alternative Education) and the association president will pair the new BOCES teachers with mentor teachers before the first day of school. Any teacher hired after the beginning of the school year will be paired with a mentor teacher within two weeks of their start date.

The program director and the association president will make every effort to match the mentor with the intern in the same or similar subject areas. However, because in some instructional programs only one or two positions exist in each certification area, it is possible that no qualified mentor will be available in the certification area needed for an intern. Should that be the case, the Madison-Oneida BOCES District Superintendent will decide the mentor-intern pairing based on recommendations of the appropriate director.

If the mentor/intern pair needs to be adjusted, the Teacher Center Director/Mentor Program Coordinator, association president, and the program director will set up a meeting to determine if the change is appropriate and to choose a new mentor if necessary. Mentors will be selected from the list of approved trained mentors.

- ***Role of the Mentors***

The primary role of the mentor is to provide guidance and support to the intern. Confidentiality is of the utmost importance, and mentors are not to provide information to other parties that will be used for evaluating or disciplining the intern, unless such information poses a danger to the life, health or safety of an individual, including students and staff or unless the information indicates that the new teacher has been convicted of a crime or has committed an act which calls into question the teacher's moral character.

- ***Mentor Training and Preparation***

First year mentors will be required to attend 12 hours of professional development specific to mentoring. This training will take place during the school year unless otherwise authorized by the District Superintendent.

- ***Types of Mentoring Activities***

The unique relationship between the mentor and intern grows out of the needs of the teacher and the BOCES. In this collegial relationship, a mentor may help with curriculum and instructional needs, data analysis, goal setting, self-reflection, classroom management, in-house building procedures and district policies. The mentor and intern have the freedom to develop a working relationship beneficial to both of them. Some mentoring activities that will occur are:

1. Modeling instruction for the new teacher
2. Observing instruction and providing feedback
3. Peer coaching by mentor teacher
4. Visitations to classrooms both in and out of the BOCES component schools and other BOCES Centers
5. Team teaching
6. Instructional planning with the new teacher
7. Orienting the new teacher to the school culture
8. Sharing teaching and classroom management techniques
9. Attending Professional Development Conferences and workshops
10. Development of strategies for individual student behavior

Mentors and new teachers can use these training activities to fulfill continuing professional development requirements for maintenance of professional certification.



- ***Selection of Interns***

New teachers with an initial certificate will participate in the mentoring program in their first year of employment, as prescribed in Part 100.2 (dd) of the Commissioner's Regulations. Teachers new to Madison-Oneida BOCES but not mandated under Part 100.2 to receive a mentored experience will also participate in the mentoring program, as funds permit. As deemed appropriate by the Assistant Superintendent for Instruction, interns will be engaged in continued informal mentoring during year two of their employment.

## **NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN**

### **NEEDS ASSESSMENT SOURCES USED**

BOCES Report Card

Regional Data provided by MORIC

Student attendance rates

BEDS data

Attendance rates of students and staff

Graduation and drop-out rates

Student/teacher ratios

Teacher turnover rate

Number of uncertified teachers

Number of teachers teaching out-of-field

Teacher proficiency data

Teacher self-assessment

Curriculum surveys

Community employment opportunities

The data used supports the goals, objectives, strategies and activities in the professional development plan by offering diverse opportunities to teachers and staff to address these deficiencies through pedagogical and content-based training. Additional training is available to address behavioral and violence prevention

## MODELS FOR PROFESSIONAL DEVELOPMENT DELIVERY

*Professional development is more than conference days and workshops.....*

Acceptable CTLE shall mean activities designed to improve the teacher of leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities.

**Listed below are examples of CTLE credit:**

- Superintendent Conference Days maximum of 18 hours annually as approved by the Director via a certificate:
  - ❖ *Day 1 September – 6 hours*
  - ❖ *Day 2 September to be approved by the Director and Assistant Superintendent*
  - ❖ *Day 3 Fall 6 hours*
  - ❖ *Day 4 Spring 6 hours*
- Professional development at Faculty Meetings
- Study Groups approved by the Director
- Curriculum Development approved by BOE
- Conferences approved by the Superintendent
- PLC meetings
- National Board Professional Teaching Certification
- Faculty Meetings where a new learning takes place as approved by the director
- Shared Decision Making Meetings
- CPI training
- Mentor training/Mentor-intern activity
- Consultants/Other CTLE Providers (Attachment B)

## **ATTACHMENT A – EVALUATION PLAN**

**Goal:** Enhance and develop professional skills and knowledge of the staff to increase student achievement and to remain current with their profession.

**Objective 1:** Assist staff in developing pedagogical skills that support student achievement.

<b>Performance Measure</b>	<b>Data Source</b>	<b>Timeline</b>
Increased teacher skill in the design/implementation of formative assessments.	Grade 5-8 ELA and Math Milestone results Self-Assessment Rubrics	Every ten weeks during the school year After workshops, discussion groups, meetings, reading, observations
Increased teacher skill in collecting, analyzing, and utilizing data to inform instruction.	Workshop feedback forms Curriculum maps/ revised unit plans	Ongoing
Increased opportunities for mentorship.	Monthly log sheets End of year mentoring program evaluation Workshop feedback	Monthly End of year  Ongoing
Increased staff ability to apply appropriate technology in the learning process.	Workshop feedback forms Curriculum maps/ revised unit plans Attendance/Participation in training	Ongoing
Development of effective learning environments.	Discipline referrals Workshop feedback Notes from discussion group Student achievement data	Ongoing
Implementation of research-based instructional strategies.	Student achievement data Workshop feedback forms Teacher/administrator meeting Grade level meetings	Ongoing  End of year  Ongoing
Increased skills in curriculum design, refinement, and alignment with NYS and industry standards.	Prioritized curricula Content and curricula maps	Ongoing

**Objective 2:** Assist staff in developing content knowledge appropriate to their area of instruction or assignment.

<b>Performance Measure</b>	<b>Data Source</b>	<b>Timeline</b>
Increased content-related knowledge.	Student achievement data Workshop and class feedback forms End of year teacher and/or administrator meetings Grade level meetings	Ongoing
Increased knowledge in professionally appropriate content outside of specialty area.	Student achievement data Workshop and class feedback forms End of year teacher and/or administrator meetings Grade level meetings	Ongoing

## ATTACHMENT B – CONSULTANTS

COMPANY	CONSULTANT(S)	TOPIC(S)
DataWorks	John Hollingsworth Jim Riedl	Leadership, Special Education, EDI, Literacy
APL Associates, Inc.	Dr. Jean Anastasio and David Perry	Teaching Methodologies
Robin Fogarty Associates	Brian Pete	Literacy, Leadership
Staff Development Workshops	Olivia Wahl Amy Benjamin	K-12 Literacy, Writing
FPI Attention Disorder clinic	Dr. Charles Monastra	ADHD, Special Education
Understanding by Design	Elizabeth Rossini	Pedagogy
International Center for Leadership in Education	Bill Daggett, Dick Jones	Pedagogy
Greenwood Publishing, Heinemann	Dr. Kylee Beers and Bob Probst	Literacy
EduTron Corporation	Dr. Andrew Chen	Math
Common Core – Great Minds	Robin Ramos Susan Midlarsky	Math
Learning Thru Movement, Inc.	Suzy Koontz	Math
Inclusive Schooling	Dr. Julie Causton	Special Education
Parrett Associates	Dr. Kathleen Budge	Poverty
Staff Development for Educators (SDE)	Dr. Jean Feldman Jody Polleck Melissa Dickson Katharine McKnight Johanna Siebert Fred Wolff Kim Adsit Anni Stipek Rolfe Christensen Laureen Reynolds Jim Grant	Literacy, Math, Leadership, Assessment, Effective Teaching
Learner Centered Initiatives (LCI)	Jonelle Rocke Joanne Picone-Zocchia	Leadership, Assessment
Premiere Speaker Bureau	Mawi Asgedom	Poverty, Pedagogy
Woodcock Johnson	John Garruto	Special Education
Discipline Associates	Brian Mendler, Allen Mendler	Behavior Management
Jensen Learning Corporation	Dr. Eric Jensen	Poverty, Brain Research
Appelstein Training Resources, LLC	Charles Appelstein	Behavior Management
Write On Inc	Tanya Schnabel	Writing
Corporate Strategies by Skill Path		
Buck Institute		Project-Based Learning
	Juanita Davies	Professional Learning Communities
	Malachi Pancoast	Leadership
	Yong Zhao	Pedagogy
	Otis Jennings	Leadership
LSCI	Donna Riter	Behavior Management
	Seth Aldrich	Rtl
Math Solutions		Math
	Cindy Riedl	Literacy
Conscious Discipline	Elizabeth Montero-Cefalo	Behavior
PBIS		Behavior
Kelberman Center	Mara Vanderzell	Behavior
Kids Oneida	Lauren Mastrangelo Carri Conte	

COMPANY	CONSULTANT(S)	TOPIC(S)
	Ellen Arnold	Literacy
	Taylor Mali	Literacy
	Dr. David Hicks	Social Studies
	Dr. John Lee	Social Studies
	Dr. Thomas Guskey	Standards-Based Grading
	Dr. Lee Ann Jung	Standards-Based Grading
	Kate Gerson	Literacy
	Steven Hauprich	Social Studies
Principal Kafale Consulting	Baruti Kafele	Leadership
Public Education & Business Coalition		Literacy
Reading and Writing Network		Literacy
ASCD Professional Learning Institute		Literacy, Math, Social Studies, Science, Leadership , Pedagogy
	Elizabeth Montero-Cefalo	Special Education
	Rebecca Hines	Co-Teaching
	John Maag	
International Center for Leadership in Education	Eric Sheninger	Technology Leadership
Education Service Center Region 1	Kasey Bell	Digital Literacy and Technology
Harvard School of Education	Dr. Elizabeth City	Data Driven Instruction
November Learning, Inc.	Alan November	Technology in Education
Lavin Agency	Elizabeth Green	Data Driven Instruction
	Thomas Murray	Technology Leadership
	Alex Couros	Digital Literacy and Technology
Premiere Speakers Bureau	Kurt Schewengel	Technology Leadership
	Kim Bearden	Technology Leadership
	George Couros	Technology Leadership
	Angela Maiers	Digital Literacy and Technology
	Tony Wagner	Educational Innovation
	Milton Chen	Technology Leadership
	Will Richardson	Technology Leadership
CoSN	Bob Moore	Data Privacy and Trusted Learning Environment
	Kristina Holzweiss	STEM/STEAM
	Pam Berger	Library Media, Inquiry
Groupwerk, Inc.	Doug McIntosh	Collaborative Learning
Anti-Defamation League	Yad Vashem	Social Studies
Code.org	Code.org	Coding
	Faith Rogow	Media Literacy
	Dr. Kenneth Shore	Classroom Management
	Shannon McClintock Miller	Library Media
	Sharon Burstein	Leadership
	Jim Donovan	Autism
	Christopher Grethel	ELA
International Center. For Leadership in Education	Eric Sheninger	Technology Leadership
	Nasser Chanda	Writing
	Tom Varano	Character Ed.
Teachers College	Lucy Calkins	Reading and Writing
	Jack Berkemeyer	Effective Middle Schools
Loving Guidance Inc.	Elizabeth Montero-Cefalo	Conscious Discipline
Kagan Publishing	Associates	Cooperative Learning
Aha! Process Inc.	Jo Seidel	Poverty
PLC Associates Inc.	Associates	Strategic Planning
	Peg Dawson	Executive Functions
Harvard School of Education	Dr. Liz City	Educational/Data Leadership
	Kasey Bell	Technology Integration

COMPANY	CONSULTANT(S)	TOPIC(S)
	Alan November	Education Technology Innovation
Kelberman Center	Dr. Mara Vanderzelle	Special Education
Dave Burgess Consulting Inc.	Dave Burgess George Couros	Student Engagement Innovative Mindset
	Gina Seymour	Makerspaces
RIC Network Operations Center	Timothy O'Brien	CISCO
Meg Ormiston	Meg Ormiston	Digital Literacy & Technology
	Carol Kosnitsky	Least Restrictive Environment
Hogan, Sarzynski, Lynch, DeWind & Gregory, LLC	Ed Sarzynski	Special Education Law
	Mary Zdrojewski	Library Media STEM
	Rebecca Rosas	Library Media, Literacy
	Ruth Smith	Library Media, Literacy
	Deborah Caldwell-Stone	Library Media, Intellectual Freedom

### OTHER PROVIDERS OF CTLE

Mid-State Teacher Center  
 NYSUT  
 NYSSCOS  
 RBERN  
 NYS Institutes of Higher Education (IHEs)  
 ASCD  
 ISTE  
 CoSN  
 CPI  
 NYSCATE  
 Gartner  
 SESIS  
 RSE TASC  
 NY State Technical Assistance Centers  
 Center for Instructional Support  
 Early Childhood  
 Utica National  
 Ferrara Law Firm

NYS BOCES
Albany-Schoharie-Schenectady-Saratoga Counties and BOCES (Capitol Region)
Broome-Delaware-Tioga Counties and BOCES
Cattaraugus-Allegany-Erie-Wyoming Counties and BOCES
Cayuga-Onondaga Counties and BOCES
Clinton-Essex-Warren-Washington Counties and BOCES (Champlain Valley)
Delaware-Chenango-Madison-Otsego Counties and BOCES
Dutchess County and BOCES

<b>NYS BOCES</b>
Erie County and BOCES (Erie One)
Erie-Chautauqua-Cattaraugus Counties and BOCES (Erie Two)
Franklin-Essex-Hamilton Counties and BOCES
Genesee-Livingston-Steuben-Wyoming Counties and BOCES (Genesee Valley)
Hamilton-Fulton-Montgomery Counties and BOCES
Jefferson-Lewis-Hamilton-Herkimer-Oneida Counties and BOCES
Monroe County BOCES (Monroe One)
Monroe-Orleans Counties and BOCES (Monroe Two)
Nassau County and BOCES
Oneida-Herkimer-Madison Counties and BOCES
Onondaga-Cortland-Madison Counties and BOCES
Ontario-Seneca-Yates-Cayuga-Wayne Counties and BOCES (Wayne-Finger Lakes)
Orange-Ulster Counties and BOCES
Orleans-Niagara Counties and BOCES
Oswego County and BOCES
Otsego Northern Catskills BOCES
Putnam-Westchester Counties and BOCES (Putnam-Northern Westchester)
Rensselaer-Columbia-Greene Counties and BOCES (Questar III)
Rockland County and BOCES
St. Lawrence-Lewis Counties and BOCES
Schuyler-Steuben-Chemung-Tioga-Allegany Counties and BOCES (Greater Southern Tier)
Suffolk County and BOCES (Eastern Suffolk)
Suffolk County and BOCES (Western Suffolk)
Sullivan County and BOCES
Tompkins-Seneca-Tioga Counties and BOCES
Ulster County and BOCES
Washington-Saratoga-Warren-Hamilton-Essex Counties and BOCES
Westchester County and BOCES (Southern Westchester)

## **VENDOR PROVIDERS OF CTLE**

Achieve 3000

Adobe

Apex

AV Rover

Blackboard

Brain Hurricane

Bridges

BrightBytes by Clarity

Cambium

Canvas

Centris Group

Certica

Classlink

Collaborative Learning

Compass Learning

Connection Education

Curriculum Associates

Edmentum (Plato)

eDoctrina

FastBridge Learning

Florida Virtual School

Fuel Education

Hobson

Hot Math

Houghton Mifflin Harcourt

IXL

Learning Sciences International

Learning.com

LEGO

Lexia

Lightsail

LinkIt

Mastery Connect

McGraw Hill

Modular Robotics

My Learning Plan

NAO

Newsela

NWEA

Odysseyware

Pearson Digital Learning

Pearson (Grad Point)

READ 180

Renaissance Learning

Rosetta Stone

Rubicon West, Inc.

Scholastic, Inc.

Schoology



Scientific Learning  
Sungard  
Teq  
Think Through Math  
Waterford  
Apple  
Google  
Microsoft  
Intel  
SMART  
CISCO  
Dell  
Mindex  
Finance Manager