

# New York State Teacher Center Standards



Presented by  
the Evaluation  
Strategy Committee  
on behalf of  
New York State Teacher Resource  
and Computer Training Centers  
2002

# Introduction

New York State Teacher Resource and Computer Training Centers support New York State's efforts to encourage higher learning standards.

**Over 100 Centers, networked across the state, are uniquely positioned to initiate and sustain professional inquiry. Through their mission, governance and personnel, the Centers promote the professional growth of teachers and other educators.**

Teacher Centers are governed by Policy Boards composed of teachers, administrators, representatives of post-secondary education, business, cultural, community organizations, and parents. The Centers are linked by seven regional networks that provide teachers and school districts the opportunities to share resources, plan collaboratively, and respond to regional as well

as to individual needs and initiatives. Since beginning as a state program in 1984, the Teacher Centers have become a vital and essential institution for teacher growth.

Because organizations grow and prosper by learning from their own work, the New York State Teacher Centers have undertaken the responsibility of setting standards for professional development practice. This document, developed by the Teacher Center Evaluation and Strategy Advisory Committee, results from the collaboration of Teacher Center directors and Policy Board members throughout the State.

**Through their collaborations with one another, school districts and other educational and community organizations, the Centers have provided sustained, immediate, cost-effective and efficient professional development for educators.**

These standards reflect the experience and insight gained in the long history of Teacher Centers. The purpose of this document is to guide those working with Centers, their constituents, and others interested in effective professional development.

# Professional Development

*New York State Teacher Centers have developed criteria for professional development based upon research and experience.*

## Professional development

- is driven by clear coherent individual and organizational goals.
- focuses on individual and organizational growth.
- is designed and facilitated by those who participate.
- respects and nurtures the leadership and intellectual capacities of educators.
- facilitates continuous inquiry and reflection embedded in the daily life of schools.
- is supported by research and institutional resources such as time, staffing, and funding.
- addresses current issues in curriculum, instruction, and assessment.
- provides opportunities for the application of technology to instruction.
- supports and encourages greater teacher effectiveness that can lead to improved student learning.

# Governance

*New York State Teacher Centers are governed by Policy Boards composed of the multiple constituencies set forth in Education Law 316.*

## Policy Board members and staff

- are elected and/or appointed by their respective constituencies.
- apply high standards for professional development in carrying out their roles.
- recruit, retain, and support personnel necessary to carry out the Center's mission.
- work collaboratively with school districts and other constituent organizations and agencies.
- ensure that the Center fulfills state and local requirements.

# Management

*New York State Teacher Centers must comply with statute, regulation, and local policy.*

Policy Board members and staff

- establish and maintain a professional working environment with appropriate resources.
- employ a variety of communication strategies to ensure the full participation of constituents.
- maintain electronic communication facilities linking individual Centers and the statewide network.
- establish and maintain sound fiscal policies and practices.
- seek resources in addition to New York State funding.
- comply with New York State records management regulations and guidelines.
- provide required documentation to the New York State Education Department.
- operate in accordance with Education Law 316.

# Program

*New York State Teacher Center programs promote continuous inquiry and growth.*

Policy Board members and staff

- apply knowledge of current research in professional development.
- use a variety of strategies and techniques for identifying the professional growth needs of constituents.
- design and implement a variety of activities and programs responsive to needs assessment and evaluation data.
- align local needs with state initiatives, standards and assessments.
- enable teachers to participate in collaborative program design.
- address teachers' needs at different stages of their careers by providing opportunities for reflection and inquiry.
- collaborate with school districts and other organizations and agencies to enhance the range of program opportunities.

# Evaluation

*New York State Teacher Centers use program evaluation data collected in a variety of ways.*

Policy Board members and staff

- use individual program evaluation to assist in the development of new activities and refine continuing programs.
- employ a variety of evaluation strategies to assess the impact of the Center's activities and programs.
- include both quantitative and qualitative data in evaluation design.
- examine the impact of programs on teacher effectiveness and student learning.
- share evaluation findings broadly to build awareness of Teacher Center work.

# Conclusion

Political and educational leaders of New York State support Teacher Centers as an essential institution for the sustained professional growth of New York State's teachers and other educators. These leaders place their confidence in school practitioners, in partnership with others, to identify, plan, and implement comprehensive professional development to assure that the State's elementary and secondary school students have the benefit of the most current and effective instruction available.

*The organizational structures, programs and services of the New York State Teacher Centers reflect the standards for professional development.*

Teacher Centers

- recognize that professional growth is integral to teachers' work.
- embed professional growth in the daily lives of schools.
- model for teachers and students the importance of life-long learning.
- promote the growth of communities of learners.
- encourage teachers to assume leadership roles.

# Effective Teacher Center Professional Development

Organizations succeed by learning from their own work. New York State Teacher Centers use annual documentation from an independent evaluator and reports from each individual Teacher Center to build their own capacity for growth and improvement.

Teacher Center professional growth activities are customized for constituent educators and schools. These programs can be accessed through the New York State Education Department, the regional networks, individual Centers, and on the worldwide web.

- **Seven regional networks create opportunities for Center Policy Board members and staff to consult and learn from each other.**
- **Five advisory committees (Evaluation, Strategy, Higher Education, Planning, Technology and Public Relations) assist the New York State Education Department and report results of their efforts through regional network representatives and online.**
- **Ad hoc task groups with representatives from all the regional networks are convened as needed to address issues of immediate importance.**
- **Electronic networking among all Centers is required and supported by State Education Department and by the New York Institute for Technology.**
- **Many Centers maintain their own worldwide web sites with local, regional, statewide, national, and international links.**
- **Three annual statewide Teacher Center conferences address growth and capacity of Centers. These conferences provide opportunities for sharing effective practice and staying current with recent research.**
- **A handbook for Center Policy Board members and staff, designed and continually refined by the Teacher Center directors is distributed to each Center to achieve effective program development, evaluation, governance, and management.**

# Statutory Purposes

The purposes and expectations for Teacher Resource and Computer Training Centers are delineated in Education Law 316 and Commissioner's Regulations (Part 81).

Teacher Centers are established to provide professional support services to teachers within the state in order to

- assist educators in assessing and meeting the learning needs of students
- provide computer demonstration and training sites and programs for educators
- promote educators' use of an involvement in educational research to develop and produce curricula and curricular material
- provide educators with training for the improvement of teaching skills
- provide a location and atmosphere to foster sharing and increased understanding of resources, ideas, methods, approaches, information and materials among educators
- train educators to prepare students to use high technology and to teach the critical thinking and related skills needed for the changing world community.

# Strategic Plan

The Teacher Center Strategic Plan has six goals.

- Teacher Centers will create a bridge between state and local teacher professional development initiatives by working collaboratively with educators, and state and local leaders.
- Teacher Center personnel and policy board members will become informed and articulate about New York State Teacher Center Standards, State and national initiatives, and research on professional development.
- Teacher Centers will advocate for high quality professional development and policies and practices that will ensure a high level of achievement for all students.
- Teacher Centers will define committee and network structures, functions and methods of communication.
- Teacher Centers will implement means by which Center personnel and other audiences become informed and articulate about the vision and goals of the statewide Teacher Center program and the philosophy and rationale of the Teacher Center movement.
- The Evaluation Strategy Committee will coordinate the development of a process for mentoring new directors and new centers and for developing leaders.

# New York State Teacher Center Regional Networks

[www.teachercenters.org](http://www.teachercenters.org)

Adirondack Teacher Center	E a s t e r n  U p s t a t e
Cayuga-Onondaga Teacher Center	
Central New York Teaching Center	
Center State Teacher Center	
Greater Capital Region Teacher Center	
Holland-Patent Teaching and Learning Center	
Jamesville DeWitt/Syracuse University Teaching Center	
Jefferson Lewis Teacher Center	
Mid-State Teacher Resource Center	
Mohawk Regional Teacher Center	
New Hartford Teacher Center	
North Country Teacher Resource Center	
Oswego County Teacher Center	
Remsen Teacher Center	
Rome Teacher Center	
St. Lawrence Valley Teachers' Learning Center	
Schalmont Teachers Institute	
Schenectady Center for Professional Development	
Syracuse Teacher Center	
Utica Teacher Center	
West Genesee/Syracuse University Teaching Center	
Whitesboro Teacher Center	

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Alden Teacher Center	F a r  W e s t
Buffalo Teacher Center	
Cattaraugus-Allegany Teacher Center	
Chautauqua County Teachers Center	
Cheektowaga, The Teacher Center of	
Erie 1 Institute for Professional Advancement	
Erie-Catt Teacher Center	
Kenmore Staff Development Center	
Lackawanna Teacher Center	
Niagara-Falls Teacher Center	
Orleans Niagara Teacher Center	
Pioneer Teacher Center	
Southtown Teachers Center	
Sweet Home Betty Summers Teacher Center	
Tonawanda/Grand Island Teacher Center	
West Seneca Teacher Center	
Williamsville Education Center	

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Baldwin Teacher Center	L o n g  I s l a n d
Brentwood Teacher Center	
Connetquot Teacher Center	
East Meadow Teacher Center	
East Williston Teacher Center	
Farmingdale Teacher Center	
Freeport Teacher Center	
Great Neck Teaching Center	
Hempstead TRCTC	
Herricks Teacher Center Consortium	
Huntington Teacher Center	
Intercounty Teacher Resource Center	
Islips, Staff Development Center of the	
Levittown Teacher Center	
Long Beach Teacher Center	
Malverne Teachers' Center	
Manhasset Teacher Resource Center	
Massapequa Teacher Center	



Middle Country Teacher Center	L o n g  I s l a n d	
Mid-East Suffolk Teacher Center		
Nassau TRACT Teacher Center		
North Bellmore Teacher Center		
Oceanside Teacher Center		
OWL Teacher Center at Lindenhurst		
Peconic Teacher Center		
Plainedge Teacher Center		
Port Washington Teacher Center		
Rockville Centre Teacher Center		
Roslyn Teacher Center		
Sachem Teacher Center		
Smithtown Teacher Center		
South Country Teacher Center		
South Huntington Parent Teacher Resource Center		
Suffolk's Edge Teacher Center	L o w e r  H u d s o n	
Syosset TRACT Center		
Valley Stream Teacher Resource Center		
Wantagh Seaford Teacher Center		
Western Hamptons, The Teacher Center of		
William Floyd Teacher Center		
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Bedford Staff Development Center		
BEPT Teacher Center Consortium		
Bronxville School Staff Development Center		
East Ramapo Teacher Center		
Hudson River CHHOP Teacher Center at BOCES		
Mamaroneck, Teacher Institute of		
Middletown Teacher Center		
Mid-Hudson Teacher Center		
Newburgh Teacher Center		
New Rochelle Staff Resource Center		
Northern Westchester Putnam Teacher Center		
Nyack Staff Development Center		
Ossining Staff Development Center		
Purchase College, The Teacher Center at		
Rockland Teachers' Center		
Scarsdale Teachers Institute		
Sullivan County Teacher Center		
Westchester Teacher Center		
White Plains Teacher Center		
Yonkers, Richard Gazzola Teacher Center of		
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Brighton Teacher Center	R o c h e s t e r	
Fairport Teacher Center		
Genesee Region Teacher Center		
Greece Teaching & Learning Center		
Monroe #1 BOCES Teacher Center		
Pittsford Teacher Center		
Rochester Teaching Center		
Rush Henrietta Teacher Center		
Tri-County Teacher Center		
Victor Teaching Center		
Waterloo Teacher Center		
Wayne-Finger Lakes Teacher Center		
Webster Teacher Center		
West Irondequoit Teaching/Learning Center		
Wheatland-Chili Teacher Center		
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Broome County, Teacher Center of	S T o i e r  h e r n	
Catskill Regional Teacher Center		
Cincinnatus Teachers' Center		
Cortland-Homer Teacher Center		
Dryden Teachers Center		
Endicott Educational Resource Center		
Johnson City Teacher Center		
Owego-Apalachin Teacher Resource Center		
Schuyler Chemung Tioga/Corning Teacher Center		
Southern Tier School/Community Network		
Tioga County Teacher Center		

*Presented and revised by the Evaluation Strategy Committee on behalf of New York State Teacher Resource and Computer Training Centers. Many more Teacher Center directors, policy board members and staff contributed to this document than are listed here.*

Robert Hazen, Co-Chair  
Orleans-Niagara Teacher Center

Judith Schwartz, Co-Chair  
Scarsdale Teachers Institute

C. Thomas Beaudoin  
NY State United Teachers

Douglas Beers  
Tri-County Teacher Center

Ellen Campion  
Endicott Educational Resource Center

Larrilee Capps-Jemiola  
Peconic Teacher Center

Mary Diaz  
New York City Teacher Centers Consortium

Patricia Galimi  
Central New York Teaching Center

Charlotte Galluccio  
OWL Teacher Center at Lindenhurst

Rosemary Harrigan  
Greater Capital Region Teacher Center

Ruth Hollis  
Pittsford Teacher Center

Jane Lombardo  
Suffolk's Edge Teacher Center

Mary Ann Luciano  
Catskill Regional Teacher Center

Isabel Pickett  
New York State Education Department,  
Teacher Center Program Office

Barbara Scaros  
The Edith Winthrop Teacher Center  
of Westchester

Victoria Shepardson  
Cayuga-Onondaga Teacher Center

Barbara Steinfeldt  
Erie-Catt Teacher Center

Lynn Van Eseltine (Sarda)  
Mid-Hudson Teacher Center

For more information,  
New York State Teacher Center office 518-473-1234  
[www.teachercenters.org](http://www.teachercenters.org)  
[www.programevaluation.org](http://www.programevaluation.org)



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