In 1984, Teacher Resource and Computer Training Centers were established and funded by the New York State Legislature under Education Law 316. This law called for the provision of systematic, ongoing professional education services to New York State teachers. The enabling legislation introduced an innovative approach to staff development across the state, and created a unique relationship between Teacher Centers and schools.

There were 44 Centers that opened that first year. Today, the New York State Teacher Center Network is a vibrant organization of 126 Teacher Centers, divided into 7 regional networks, that support over 650 public school districts as well as non-public and charter schools. For over 30 years, Teacher Centers have influenced teacher education in New York State. Our Centers partner with regional and national Professional Learning Associations; BOCES; Higher Education Institutions; and a myriad of Private/Public Technology organizations.

Following are a sampling of programs that highlight the important and essential work that Teacher Centers are doing across the state. Each program has positively impacted teaching and learning in the classroom and provided opportunities for educators to grow as professionals. For more information on any of these programs, or to learn more about Teacher Centers, please visit our website at www.nysteachercenters.org.

**Eastern Upstate: Poverty Simulation—PD for Struggling Schools**

The Poverty Simulation is a unique tool that helps the school community begin to understand what life is like with a shortage of money and an abundance of stress. A simulation enables participants to view poverty from different angles and then discuss the potential for change within our school community. The Eastern Upstate Regional Network participated in a Poverty Simulation at Albany Elementary in Utica, NY in conjunction with the Utica City Schools and the Missouri Association for Community Action. Following the simulation experience, the Utica Teacher Center equipped the area educators with an instructional strategies guide, based on Eric Jensen’s Engaging Students with Poverty in Mind. Data was then collected that provided indicators of success and impact on student achievement.

**Far West: The Justice Project—A Partnership with Higher Education**

Through a grant from the Department of Education’s Justice Project, the Buffalo Teacher Center and Canisius College offered a professional development opportunity for pre and in-service teachers to work collaboratively to find best practices for Students with Disabilities. The lecture series acts as a springboard for action research projects that are designed and carried out by the teachers during the 9 month program. Teachers target an area for improvement in their classrooms and create research questions and methodology based on this area. They implement the strategies and make conclusions based on the outcomes they receive.
Greater Rochester: Habits of Mind—Partnership with Learning Organization

Habits of Mind is offered by GRTC & TCTRC’s directors who are Nationally Certified Trainers with The Institute for Habits of Mind. Developed by Art Costa and Bena Kallick, Habits of Mind are an identified set of 16 problem solving, life-related skills that are necessary in order to become a self-directed learner. These are learnable skills that promote strategic reasoning and problem solving, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide students and adults with trans-disciplinary skills that enhance both academic achievement and allow people to work through real life situations, especially when facing new problems whose solutions are not immediately known. The Habits of Mind include dispositions including persisting, managing impulsivity, striving for accuracy and precision, communicating with clarity and precision, and listening with understanding and empathy.

Long Island: Technology Conference—Partnership with Higher Education

Nassau TRACT, in collaboration with Hofstra University held a full day Technology Conference at Hofstra University with 145 teachers. Our presenter, Jennie Magiera, is the Chief Technology Officer for Des Plaines Public School District in Illinois. Participants had the opportunity to explore and try out various K-12 appropriate, cross platform ideas and free web-based resources. The morning session focused on tools to better assess students and differentiate instruction, and how these tools can address or solve common problems of practice around assessment and differentiation. The afternoon session explored Google Apps that promote student creation and engagement. Participants learned how to find space for creation in an already busy school day. From a digital map maker to virtual field trips to video creation tools, participants learned and practiced with new tools and concrete ideas to try with their students.

Lower Hudson: Technology Choice—Program with Evidence of Teacher Impact

Working with District Technology Directors and Curriculum Directors, the Edith Winthrop Teacher Center designed a summer Technology Choice Program that has run for two years. Teachers are offered an array of technology courses, on different topics at varying mastery levels. Teachers have the option of combining various workshops to equal one in-service credit. This model allows teachers to select the specific workshops that best meet their needs. Over the last two summers, close to 200 teachers have participated in this program. In a preliminary follow-up survey, 59% of teachers report that they have observed positive changes in student performance and/or achievement and 70% of teachers indicate that they are implementing what they learned in their classroom practice. In addition, 88% of respondents report that they have learned at least one new technology application they are using in their classrooms.

NYC: School Based Instructional Coaching—CCLS and Instructional Shifts

School-based Instructional Coaches bring evidence-based practices into classrooms by working with teachers and other school leaders. The NYC UFT Teacher Center’s instructional coaching program responds to state and school system priorities, school-based initiatives, and the needs of individual practitioners. With a focus on addressing the instructional shifts required to reach the NYS P-12 Common Core Learning Standards, UFTTC’s work is designed to deepen content knowledge and enhance pedagogical skills, including the integration of instructional technology. School-based Teacher Center coaches at 125 Partner Schools are engaged in student-centered coaching; focused on student learning, not “fixing the teacher”. Coaching cycles begin with a standards-based goal for students with ongoing planning, teaching and assessment. Through the collaborative analysis of student work, instructional practices are identified to move student learning forward.

Southern Tier: Collaborate, Reflect, & Share—Literacy Research with Higher Ed

SUNY Cortland graduate students of Dr. Nance Wilson’s literacy class teamed up with the Lansing-Groton Teacher Center and School District teachers to create a platform to share Literacy Focused Research Projects. The teachers helped create a positive learning environment for graduate students to present their research. This mutually beneficial learning environment helped highlight key literacy topics for our tenured teachers and helped bring the importance of reflective dialogue to life for our graduate students. The two sessions included group presentations that paved the way for rich conversations during and after each topic. Engaging research topics, such as the impact of SES on literacy development, increasing effectiveness of informational texts in the primary grades and developing reading independence through intrinsic motivation, helped motivate participants to reflect on their own practices and refine their current teaching practices.