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. 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**

More than 100 teachers and school staff from all over the region participated in a poverty simulation put on by the Syracuse Teachers Center. The training forced teachers to literally “walk for a day” in the lives of their poor students. Teachers were assigned to different roles as family members or agency workers, and given about an hour to see what a month in the life of a low-income person is like. "The object of the experience is to sensitize participants to the realities faced by low-income people," said Brenda Aull-Klaben, director of the Syracuse Teachers Center. This type of professional learning represents a "whole child" approach to educating kids and educating the teachers who teach them. The idea is that children don’t learn -- and won’t be career and college-ready -- unless schools address underlying problems and barriers like poverty and trauma.

**Far West: Partnership with Higher Education—Google Academy**

In August 2016, the Far West Network partnered with Niagara University to offer a Google Academy conference. The conference provided P-20 educators with an introduction to some of the educational resources available through Google. The conference included a keynote; 15 breakout sessions; and a Flash Share Out. The Academy was attended by over 100 educators from across Western NY and received rave reviews from participants. Our Network believes these types of conferences offer an opportunity to reach a large diverse audience and introduce them to new technologies that can enhance their instructional practice and improve student learning. Partnerships with Higher Education that provide research-based, current professional development programs help bridge the gap between P-20 educators and ensure teachers are well prepared for the classroom and students are well prepared for college and careers.
Greater Rochester: Reaching Students of Poverty

In October 2016, Eric Jensen, former teacher and educational leader and author of 29 books visited Rochester for an engaging, fast-moving, results-oriented program during which he taught more than 240 educators in our network to differentiate their teaching and school environment in ways that successfully reach students of poverty. The Greater Rochester Teacher Center Network and the Genesee Valley ASCD co-sponsored the all-day session with Dr. Jensen. This powerful professional learning session included: (1) Secrets to how the brains of students from poverty are vastly different; (2) Seven golden maximizers that can make significant, positive changes in their brains (true enrichment); and (3) Strategies you can use to get proven, consistently positive, results!

Long Island: Meeting the Needs of ENL Students

The Long Island TC Network offered a full day workshop which targeted specific methodologies that our teachers can use to improve the effectiveness of instruction and enhance the ability of English Language Learners to succeed in class. Dr. Annette Shideler, interim Director of the TESOL Education Program @ SUNY Stony Brook, explored trend analysis of standardized tests in content areas; prioritized concepts most accessible for ENLs and reviewed the specific language demands faced by ENL students in our classrooms. Participants in the workshop generated language as well as content objectives for upcoming lessons. This event was so successful it was duplicated to address the specific needs of teachers of ELA & Math and ELA & Social Studies. Teachers returned to their classrooms with specific activities to guide students in mastering the academic concepts needed for success.

Lower Hudson: National Board Certification Support

The Lower Hudson Network of Teacher Centers is working collaboratively to provide support for National Board Certification candidates in our geographical region. In addition to the cadre of support providers who are working with teachers engaged in the National Board Certification process throughout the Network, representatives from several Centers have participated in Candidate Support Provider training sessions. Our Network candidates have an opportunity to work both independently and with partners and have a chance to share and discuss issues particular to their unique work. In addition, they receive critical feedback and support from the candidate providers as they work towards building a successful portfolio.

NYC: Student-Centered Coaching

The New York City UFT Teacher Center (UFTTC) provides comprehensive professional development that promotes teacher excellence and academic achievement for all students in school-based sites throughout New York City. UFTTC instructional coaching program is focused on Student-Centered Coaching, which shifts the conversation to collaborating with teachers toward a common goal of improving student outcomes according to a set of seven core practices. During each six-week coaching cycle, coaches use a Results-based Coaching Tool to summarize the instructional and coaching practices implemented in the classroom. To continue our school-based instructional coaching work, UFTTC designs professional learning opportunities to enhance skills for learning-focused coaching. Site based professional learning for coaches include: learning-focused conversations to align teacher practice to identified teaching and learning standards and provide feedback to address student learning needs.

Southern Tier: Mark Twain Summer Teachers’ Institute

Mark Twain wrote and received thousands of letters – some funny, some practical, some poignant, and always illuminating. The participants drew examples from Twain’s letters to and from friends and family, critics and contemporary fans. They read fictional works in which letters served an important role, often assaulting the complacency of the community that receives them including the community of readers. The teachers were invited to consider the way letters and letter writing may figure into their own work. Our faculty consisted of Kerry Driscoll, a Professor of English at the University of St. Joseph in W. Hartford, Connecticut, the current Vice President of the Mark Twain Circle of American and Ann Ryan Professor of English at LeMoyne College.