## TeachNY - Summary of Leadership Task Force Discussions
### Induction, Continuing Professional Development, and Teacher Leadership

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| Induction  | • Reflection taught in schools carried into practice  
• Mentoring of novice teachers by experts / Master teachers  
• Peer support / networking  
• Online resources for practicing teachers (e.g., American Federation of Teachers’ Share my Lesson)  
• Early and consistent exposure of teacher candidates to classrooms  
• Use of pilot programs | • Create a framework that requires an induction program at every district but allows for local control over how that program is designed.  
• Involve expert teachers and administrators in developing induction curricula and active mentoring of novice teachers.  
• SED will support and encourage action/field research as a key component of induction. | • Engage with SED, districts, and schools to support action research, local flexibility and experimentation.  
• Provide menu of possible elements within a framework for the development of induction programs/curricula.  
• Acknowledge shared responsibility between K-12 and Higher Education for continuum of development from Pre-Service, to Induction, to ongoing Professional Development.  
• SUNY institutions to partner with districts in creating co-learning communities based on the needs of their region.  
• SUNY will maintain a role in a new teachers’ education post-graduation. |
| Professional Development | • NYC 80 minute PD model  
• Access to a strong learning community  
• Coordinated efforts between universities, schools, and districts  
• Virtual learning communities  
• Method of sharing successful practices  
• Gain buy-in from teachers on PD  
• Provide every teacher with a mentor.  
• Better utilize mandates like 175 hour PD requirement. | • Provide local districts and schools the ability to experiment with new approaches to teacher/principal development and evaluation through their professional learning communities.  
• Specify some elements of professional development and leave others to local control.  
• Involve expert teachers and administrators in developing Professional Development curriculum.  
• SED will be very public about its intention to support the discovery and scale-up of evidence-based best practices. | • Promote the involvement and recognition of professional contributions of classroom teachers and schools in educating new teachers.  
• Work with State Education Department to develop new ways to involve school districts and teachers in educating new teachers. | • Create professional learning communities that are inquiry and research-based.  
• Single integrated system of teacher development between universities and school districts - collaborate and leverage resources across P-20.  
• Foster and incentivize teacher distribution of knowledge (i.e. field teacher action research).  
• Provide appropriate/differentiated supports and resources across the continuum of novice to expert teachers.  
• Provide opportunities and support for P-12 teacher research, including joint projects among faculty, teachers, and students.  
• Education schools will partner with the NYS Master Teacher Program to create a professional learning community of master teachers, education faculty, and pre-service teacher candidates.  
• Increase exposure of higher education faculty to professional development presented to teachers and principals. |
| Teacher Leadership | • Train teachers and principals together.  
• Instructional rounds that focus on reciprocal feedback and enhancing learning, not evaluation  
• Regional round tables with Master Teachers  
• Critical friends networks for peer feedback  
• Require/incentivize peer review visitations/feedback for improved performance and effectiveness.  
• Create a mechanism in which SED provides Schools of Education flexibility to train teachers and school leaders together based on the needs of their communities.  
• NYS and SUNY engage with communities to determine what programs are effective in order to impact policy that supports and sustains the most effective programs. | | • Schools of Education will redesign teacher and school leader programs to train teachers and school principals together.  
• Schools of Education will develop/support professional learning communities that include pre-service to novice to expert teachers, along with administrators and higher education faculty, to inform teaching, learning, and leadership. |