

## TeachNY - Summary of Leadership Task Force Discussions

### Induction, Continuing Professional Development, and Teacher Leadership

	Challenges	Best Practices	New York State Policy Implications	SUNY Policy Implications	
				SUNY "New" Vision for Teacher Education	Proposed TeachNY SUNY Policy
Induction	<ul style="list-style-type: none"> <li>Isolation of new teachers</li> <li>Lack of opportunity for reflection/peer support during school day/week</li> <li>Higher education and K-12 systems are not integrated for induction.</li> <li>We cannot do this alone, need support of partners.</li> <li>Environment is more competitive/less cooperative than it should/could be.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection taught in schools carried into practice</li> <li>Mentoring of novice teachers by experts / Master teachers</li> <li>Peer support / networking</li> <li>Online resources for practicing teachers (e.g., American Federation of Teachers' Share my Lesson)</li> <li>Early and consistent exposure of teacher candidates to classrooms</li> <li>Use of pilot programs</li> </ul>	<ul style="list-style-type: none"> <li>Create a framework that requires an induction program at every district but allows for local control over how that program is designed.</li> <li>Involve expert teachers and administrators in developing induction curricula and active mentoring of novice teachers.</li> <li>SED will support and encourage action/field research as a key component of induction.</li> </ul>		<ul style="list-style-type: none"> <li>Engage with SED, districts, and schools to support action research, local flexibility and experimentation.</li> <li>Provide menu of possible elements within a framework for the development of induction programs/curricula.</li> <li>Acknowledge shared responsibility between K-12 and Higher Education for continuum of development from Pre-Service, to Induction, to ongoing Professional Development.</li> <li>SUNY institutions to partner with districts in creating co-learning communities based on the needs of their region.</li> <li>SUNY will maintain a role in a new teachers' education post-graduation.</li> </ul>
Continuing Professional Development	<ul style="list-style-type: none"> <li>Not enough time in the school day for PD</li> <li>PD funds are sometimes not well directed and utilized.</li> <li>Lack of alignment with regulations of state, system, and school districts</li> <li>Role of the teacher is changing to be more of a facilitator.</li> <li>Learning community needs to be a safe environment to support growth and development.</li> <li>Technology is constantly changing, making it difficult to train teachers on new technology.</li> <li>Professional learning communities are not driven by key needs that teachers identify.</li> </ul>	<ul style="list-style-type: none"> <li>NYC 80 minute PD model</li> <li>Access to a strong learning community</li> <li>Coordinated efforts between universities, schools, and districts</li> <li>Virtual learning communities</li> <li>Method of sharing successful practices</li> <li>Gain buy-in from teachers on PD</li> <li>Provide every teacher with a mentor.</li> <li>Better utilize mandates like 175 hour PD requirement.</li> </ul>	<ul style="list-style-type: none"> <li>Provide local districts and schools the ability to experiment with new approaches to teacher/principal development and evaluation through their professional learning communities.</li> <li>Specify some elements of professional development and leave others to local control.</li> <li>Involve expert teachers and administrators in developing Professional Development curriculum.</li> <li>SED will be very public about its intention to support the discovery and scale-up of evidence-based best practices.</li> </ul>	<ul style="list-style-type: none"> <li>Promote the involvement and recognition of professional contributions of classroom teachers and schools in educating new teachers.</li> <li>Work with State Education Department to develop new ways to involve school districts and teachers in educating new teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Create professional learning communities that are inquiry and research-based.</li> <li>Single integrated system of teacher development between universities and school districts - collaborate and leverage resources across P-20.</li> <li>Foster and incentivize teacher distribution of knowledge (i.e. field teacher action research).</li> <li>Provide appropriate/differentiated supports and resources across the continuum of novice to expert teachers.</li> <li>Provide opportunities and support for P-12 teacher research, including joint projects among faculty, teachers, and students.</li> <li>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.</li> <li>Increase exposure of higher education faculty to professional development presented to teachers and principals.</li> </ul>
Teacher Leadership	<ul style="list-style-type: none"> <li>Isolation of school leaders</li> <li>Need to secure administrator buy-in early</li> <li>Perception that Schools of Education conduct significant research but not in partnership with local districts, schools, and teachers in the field (Ivory Tower reputation).</li> <li>Expectations exceeding authority</li> <li>Lack of clear and consistent expectations and authority, created by administrators and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Train teachers and principals together.</li> <li>Instructional rounds that focus on reciprocal feedback and enhancing learning, not evaluation</li> <li>Regional round tables with Master Teachers</li> <li>Critical friends networks for peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>Require/incentivize peer review visitations/feedback for improved performance and effectiveness.</li> <li>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.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Schools of Education will redesign teacher and school leader programs to train teachers and school principals together.</li> <li>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.</li> </ul>