

**2012-2013**

**Teacher Resource  
and Computer  
Training Centers**

**Continuation  
Application**

THE  
UNIVERSITY  
OF THE  
STATE  
OF  
NEW YORK

THE STATE  
EDUCATION  
DEPARTMENT



**Application**

**Due: Postmarked June 15, 2012**

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## 2012-2013 Teacher Resource and Computer Training Center Continuation Grant Application

Existing Teacher Centers may apply for continuation funding using this application. The 144 continuing Teacher Centers, Networks, Committees and Activities should apply for half of the final grant amount they received for the 2011-12 project year. As required in Education Law 316, if the State Teacher Center appropriation is increased, continuing Centers will receive a proportionate increase and applications for new Centers will be considered. If funding is decreased, continuing Teacher Centers will receive a proportionate decrease. Existing individual Teacher Centers are allowed to form multi-district Centers under one LEA.

The program year is from July 1, 2012 to June 30, 2013. Existing Teacher Centers will be considered for continued funding in 2012-13 if their performance was satisfactory during the 2011-2012 grant period and they met all terms and conditions of the application. The Department has the right to recover funds if the services are not provided and or if the funds are expended inappropriately.

In order to receive funding, existing teacher centers must submit a complete application consisting of the following:

1. Application Cover Page
2. List of District Participation Members
3. Signed Declaration(s) of Participation
4. Signed Statement of Assurances
5. Signed Verification of Policy Board Composition
6. Policy Board By-Laws
7. Program Narrative/Work Plan Matrix
8. Description of the Evaluation Process
9. Original Signed FS-10 Budget and a Budget Narrative plus two copies of FS-10
10. One copy of the Teacher Center Policy Board minutes approving the budget.

## Program Narrative/Work Plan Matrix

Provide a description (five pages maximum) of the Center and its proposed program for the upcoming year. Include the following information:

- Brief overview of the Center and its program.
- Unique characteristics of the school community including that impact on Teacher Center program. Include program implications engendered by the special needs of the unique population served by the Teacher Center.
- Hours of operation of the Teacher Center and Center work hours of the Director.
- Specific proposed key activities the Center will focus on for the upcoming year using the work plan matrix provided.

### II. Collaborative Planning to Ensure Alignment with RttT Network Teams/Network Team Equivalents

One of the significant innovations created by the NYSED in its Race to the Top application was the concept of “Network Teams”. Through this vehicle (one 3 person team per 25 schools), the NYSED provides additional professional development capacity (in Instruction, Curriculum, and Data) to the district and school leaders charged with implementing these changes. Network teams, therefore, are tasked with turn-keying NYSED training on the RttT Assurance Areas, driving a cultural change in schools through professional development – particularly around what is being taught , how it’s being taught, and what to *do* about obstacles to student learning. These concerns surface as the key content areas for both Network Team professional development and the changes they will drive in schools:

1. The implementation of the Common Core State Standards
2. The training surrounding the implementation of the new Teacher evaluation system, most specifically evidence based observation aligned to the Teaching Standards
3. The Data Driven Instruction cycle and School Based Inquiry

The task before Network Teams is a challenging one and only through sustained and cohesive professional development can NYSED ensure that they truly affect change at the school and classroom level. The classroom is obviously the fulcrum of the Regents Reform Agenda and NYSED has an opportunity to significantly increase the capacity of teachers, principals, literacy coaches, math coaches, and district administrators - through Network Team members - to deliver on its promise.

It is critical that, in times of limited resources that Teacher Resource and Computer Training Centers collaboratively plan with established Network Teams/Network Team Equivalents to ensure alignment of efforts in these areas and efficient use of financial and human resources. Please provide a narrative statement articulating how your Teacher Resource and Computer Training Center will plan to coordinate with established Network Teams/ Network Team Equivalents in districts and/or BOCES to ensure alignment of the work in the areas outlined in the Work Plan (below).

### III. Work Plan

In the work plan matrix that follows, suggested Teacher Resource and Computer Training Center focus areas for 2012-2013 are organized under four general reform categories strongly aligned with current State and Federal initiatives, including the Regents Reform Agenda and RTTT, to improve teaching and learning. These reform categories are provided for the purpose of guiding Teacher Resource and Computer Training Center thinking and planning.

Use the work plan to identify those specific areas (#s 1-23) that will be primary foci of your 2012-13 Teacher Resource and Computer Training Center work by selecting at least three, and not more than five, foci from the work plan matrix, including the development and use of impact measures as noted. The five focus areas selected may fall under any of the general reform categories.

For each focus area selected:

- 1) Briefly describe the scope and types of activities and services you expect to provide that will support this focus.
- 2) Specify the anticipated size of the participant group(s); if different for different activities/services, specify the expected number of participants for each activity/service (you may indicate a possible range).
- 3) List the specific measures and/or rubrics you will use to assess the impact of this work on teacher practice and student achievement.

Do not “edit” the focus area language provided. If what you propose to address is a modification of a particular focus area, use the “other” category most closely aligned with one or more of the general reform categories to describe your focus, and the activities/services and measures that support it.

2012-13 Teacher Resource and Computer Training Center Work Plan Matrix			
Focus Area	Scope of Activities/Services	Anticipated # of participants	Measures to be used to assess impact on teacher practice and student achievement
<b>Providing Professional Development in Content and Pedagogy</b>			
1. Professional development to enhance and deepen teacher content knowledge (content-specific pedagogy) aligned with the NYS P-12 CCLS			
2. Professional development in understanding and applying the NYS P-12 CCLS to instruction and ongoing assessment of student learning			

**2012-13 Teacher Resource and Computer Training Center Work Plan Matrix**

Focus Area	Scope of Activities/Services	Anticipated # of participants	Measures to be used to assess impact on teacher practice and student achievement
3. Provide professional development and support for implementation of the State issued curriculum modules			
4. Curriculum development/implementation aligned with the NYS P-12 CCLS (curriculum mapping, planning vertical and horizontal alignment, lesson plan development, etc)			
5. Development and use of local assessments (including non-tested subjects) aligned to the NYS P-12 CCLS			
6. Provide professional development/support for Integrating technology into curriculum and instruction (including ThinkfinityNY, Intel, SAS, etc.) aligned to the NYS P-12 CCLS			
7. Provide professional development/support for enhancing educators' strategies/skills for adjusting instruction to meet student learning needs (differentiated instruction, RTI, formative assessment, etc.) as it supports the NYS P-12 CCLS			
8. Other			
<b>Using Data to Inform District, Building and Classroom Instruction</b>			
9. Provide professional development/support for collecting/analyzing multiple data sources to inform instructional needs (Data Driven Instruction, School-Based Inquiry)			

**2012-13 Teacher Resource and Computer Training Center Work Plan Matrix**

Focus Area	Scope of Activities/Services	Anticipated # of participants	Measures to be used to assess impact on teacher practice and student achievement
10. Provide professional development/support for collaboratively analyzing and discussing student work, learning, and assessments to inform instruction and practice (Data Driven Instruction, School-Based Inquiry)			
11. Provide professional development/support for the use of technology to support Data Driven Instruction/School-Based Inquiry)			
12. Support school leadership teams in planning and implementing high quality professional development informed by student learning needs and other data (Data Driven Instruction/School-Based Inquiry)			
13. Other			
<b>Developing Highly Effective Teachers</b>			
14. Support/facilitate stakeholder understanding and implementation of NYS Professional Development Standards, NYS Professional Teaching Standards, and/or Annual Professional Performance Review			
15. Support/provide professional development aligned with teacher improvement needs as informed by the APPR process, Teacher Improvement Plans, etc.			
16. Provide professional development/support for teacher leaders/ support the implementation of teacher career ladders (including National Board Certification and other			

2012-13 Teacher Resource and Computer Training Center Work Plan Matrix			
Focus Area	Scope of Activities/Services	Anticipated # of participants	Measures to be used to assess impact on teacher practice and student achievement
research-based leader development activities)			
17. Provide professional development/support for mentors/coaches/peer reviewers			
18. Partnerships to support enhanced teacher and leader pre-service preparation; provision of opportunities for immersion of pre-service candidates in schools; development of pre-service and in-service continuum models			
19. Provide professional development/support for using technology to support the teacher evaluation system			
20. Other			
Planning and Goal-Setting - Developing and Sustaining Coherent Approaches for Continuous Improvement of Teaching and Learning			
21. Support/facilitate goal-setting, planning, PD evaluation sessions and/or retreats (such as PDP, CEP, and CDEP development; and/or other school and/or district collaborative needs assessment, planning and evaluating activities) ensuring alignment of those plans/activities with RttT priorities and the Regents Reform Agenda			
22. Provide professional development/support for using technology to support planning and goal-setting			
23. Other			

## **Evaluation Process**

Describe the process (two pages maximum) to be used to assess the effectiveness of the overall program. Include a description of the Policy Board's role in the evaluation process.

Describe the plan to measure the impact of a selected Teacher Center program on:

- Change in teacher practice.
- Increase in student performance.

Do not include samples of data collection instruments. Please have samples available upon request.

## **FS-10 and Budget Narrative**

Submit one original plus two copies of a thoroughly completed FS-10. If needed, include a budget narrative (two pages maximum) outlining specific expenditures that have not been detailed in the FS-10.

The FS-10 should not exceed the amount indicated in the allocation spreadsheet. A budget amendment later will be required to document any additional funds appropriated for proportional raises to existing Centers. Include a copy of the Policy Board minutes showing their approval of the budget.

**End of 2011-2012 Year Program Documentation**

**Due by July 31, 2012**

All required end of year documentation must be submitted by July 31, 2012 and before a continuation project can be approved. This may be submitted separately from the application.

Send the original Continuing Application, Work Plan, and all Assurances, with all required information and all required signatures by authorized signatories in blue ink, postmarked no later than June 15, 2012 to:

Gail S. Moon, Teacher Center Program Director  
Office of Curriculum and Instruction  
Room 320 EB  
89 Washington Avenue  
Albany, NY 12234

Maintain one copy of this document for your Teacher Center records.

2012-2013 Teacher Resource and Computer Training Centers

Continuation Application Cover Page

Teacher Center Name:

LEA Name

LEA BEDS Code:

Director/Contact Name:

Contact Phone &E-mail:

- Center Category:
- Single District Center: > 1000 Teachers
  - Single District Center: 500 - 999 Teachers
  - Single District Center: < 500 Teachers
  - Single BOCES Center
  - Consortium (2 or more districts and/or BOCES)

Number of Total Teacher Served: \_\_\_\_\_

Number of Total Teacher Assistants Served: \_\_\_\_\_

Statutory Purpose(s) Addressed: \_\_\_\_\_

(Indicate #1, #2, #3, #4, #5, and/or #6 – from Education Law 316, Paragraph 1a)

(For SED use only)

Project Number

2012-2013 Grant Amount: \_\_\_\_\_

## List of Participating Members

(Duplicate as needed or customize your own form.)

Note: A District or BOCES can only participate in one Teacher Center.

List Name(s) of Participating Public School District(s):

List Name(s) of Participating BOCES:

List Name(s) of Participating Non-Public and/or Charter School(s):

If there are no non-public schools within the area served by your district(s), check here:

If there are no charter schools within the area served by your district(s), check here:

If all non-public schools have declined participation in your Teacher Center, check here:

If all charter schools have declined participation in your Teacher Center, check here:

List Name(s) of Participating Institution(s) of Higher Education:

**Declaration of Participation**  
(Duplicate as Needed)

This agreement must be completed and signed by each participating Public School District and BOCES, and Non-Public and Charter Schools. You may submit copies from last year, if no changes.

Teacher Center Name

Name of participating  
District/BOCES or  
Non-Public/Charter school

Number of teachers in district/school: \_\_\_\_\_ Number of teaching assistants \_\_\_\_\_

Check here if this District or BOCES is acting as the LEA for this Teacher Center.

On behalf of the Board of Education, I hereby indicate our intention to be a member of the above-named Teacher Center, and to support its operation in accordance with Education Law 316.

Check here if

the Teacher Center is included in the district's professional development plan (PDP).

the Teacher Center is included in the district's Comprehensive District Education Plan (CDEP).

Superintendent's Name

Date

Superintendent's  
Signature

On behalf of my constituency, I hereby indicate our intention to be a member of the above-named Teacher Center, to support its operation in accordance with Education Law 316, and to designate teacher representatives to the policy board as stipulated in the Center's by-laws. (Teacher bargaining agent signature for public school districts only.)

Teacher Bargaining Agent  
President's Name

Date

President's Signature

(Signature not required for non-public schools)

## Statement of Assurances

As part of the conditions and requirements for accepting a grant under the Teacher Resource and Computer Training Center program, the following must be agreed to by the LEA's Chief School Officer, Teacher Association President, Teacher Center Policy Board Chair, and Director of the Teacher Center. Please sign with original signatures at the bottom of the page.

1. Operating the Teacher Center in accordance with Education Law Section 316 and Commissioner's Regulations (Part 81).
2. Enabling the Policy Board as the governing body of the Teacher Center, exercising all rights and responsibilities afforded by the Law.
3. Engaging a Director to administer the program.
4. Complying with all reporting requirements in a satisfactory and timely manner, including, but not limited to:
  - Submission of an FS-10 approved by the Policy Board and signed by the LEA's Chief School Officer.
  - Regular periodic submission to SED of Policy Board meeting minutes and program materials.
  - Improving areas deemed to be unsatisfactory or in need of improvement.
  - Responding to requests for information from the SED Program Office.
  - Submission of End of Year reporting documents by July 31.
5. Assuring Center representation at Statewide Teacher Center meetings that may include an Annual Meeting, a Spring Retreat, and/or a Summer Institute.
6. Assuring regular attendance at meetings of the Teacher Center Regional Network.
7. Assuring regular participation in the Teacher Center telecommunications network (Caucus).

*On behalf of my constituency for the Teacher Center, I agree to the above terms and conditions for the 2012-2013 Program Year.*

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LEA Chief School Officer

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LEA Teacher Association President

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Teacher Center Policy Board Chair

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Teacher Center Director

**Verification of Policy Board Composition**  
(Duplicate as Needed)

Note: Teacher Centers without proper policy board composition will not be funded. Do not include alternates.

Teacher Center Name

Number	Constituency	Member Name	Affiliation
	Public School Teachers designated by the bargaining agent. <b>Must be at least 51% of board membership.</b>		
	Policy Board Member(s) designated by the Board of Education or the Board of Cooperative Educational Services (BOCES).		
	College or University Representative(s).		
	Business and Industry Representative(s).		
	Non-Public School Representative(s).		
	Parent Representative(s)		
	Other Representative(s), if any		
	<b>Total Number</b>		

Chairperson's Name

Affiliation

Date Term Expires

As chairperson of the Teacher Center's Policy Board, I hereby attest that the above composition of the policy board is correct and in compliance with Education Law 316 and the Center's by-laws.

Chairperson's Signature