

2002-2003 Teacher Resource and Computer Training Center New Application Patchogue-Medford Teacher Center

A. ABSTRACT: CENTER and PROGRAM DESCRIPTION

Patchogue-Medford school community has certain unique characteristics that impact the learning needs of the professional staff including administrators and support staff, but especially teachers, who are directly responsible for helping students learn, achieve high standards, and succeed on state assessments. These groups, and parents in the community who serve on district committees, in parent support organizations, in community organizations, and parents who work for the district as teacher aides can be served by establishing teacher resource and computer training center in the Patchogue-Medford School District. A local teacher center in the Patchogue-Medford community must understand the special nature of the school community's changing population and look to provide the professional staff with learning opportunities to respond appropriately and grow with those changes. As teacher retirements increase significantly year to year, a local teacher center in the Patchogue-Medford community must be prepared to support the professional development of new teachers.

These unique characteristics of the school community include the following:

- English Language Learner (ELL) population that has steadily grown over the last several years.
- Families who undervalue education and within which are parents who have not completed high school or who face learning and/or literacy challenges.
- Significant numbers of children and families living under the poverty line; increased percentages of children receiving free or reduced lunches.
- Growing numbers of new teachers in the district with projections for an even greater number of new teachers as retirements increase.
- Significant overall growth of school population.

High needs schools in the population to be served are the following:

South Ocean Middle School has growing ELL student population and also serves the adult ELL population in the evenings. NYS School Report Card estimates indicate that 31-40% of the school population receives public assistance and 23% are receiving free or reduced lunch. Eighth graders have struggled with the ELA and Math assessments. The school did not achieve state standards in English or Math the past two years. Zero percent of minority students achieved 3 or above on the Math assessment, but 19% have been able to achieve 3 or above on the ELA. Bay Elementary School, River Elementary School, Eagle Elementary School all have school populations with growing ELL groups and students living in poverty. Differentiating learning for these groups is essential for continued success.

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A. ABSTRACT: CENTER and PROGRAM DESCRIPTION, CONT'D

Oregon Middle School has introduced a middle-level inclusion program. Patchogue-Medford High School currently functions as a large comprehensive high school of 2100, but the district seeks to enact a program of school change and reform when the ninth grade moves to the HS as it is expanded in the next three years

Mission Statement:

The mission of the Patchogue-Medford Teacher Resource and Computer Training Center is to elevate the teachers, educational professionals, and parents of the school community through increased respect for shared leadership, educational planning, and opportunities for intellectual pursuits and research that benefit the teachers, students and families of the community. The Patchogue-Medford Teacher Center is dedicated to the continuous improvement of the learning and civic capacity of all people in the community for the greater good of the students, families, and schools.

Goals:

- Develop a program of study of best practices for learning: comprehension strategies that are brain-research compatible; reading, writing and comprehension strategies; classroom and social environment management strategies.
- Provide meeting space for collegial gatherings, research, and study as well as peer-to-peer and small group computer technology professional development.
- Increase the capacity and awareness of the professional staff with regard to learning needs of culturally diverse students who are English language learners.
- Broaden community understanding of the value and importance of education while aiding the professional staff in compassion toward students from households that undervalue or ignore education.
- Increase the capacity and awareness of the professional staff to address the learning needs of impoverished students with appropriate strategies in a supportive social environment.
- Provide ongoing support and professional development for teachers entering the profession for the first time with particular focus on standards-aligned curriculum designing using the Grant Wiggins's *Understanding by Design* model.
- Offer teachers opportunities for professional growth through mini-grants for classroom research, projects, speakers, technology innovation, and visitations.
- Support the school district's efforts and programs for inservice education, contractually required professional development alternative, literacy and math initiatives, school culture change learning, professional book study circles.

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A. ABSTRACT: CENTER and PROGRAM DESCRIPTION, CONT'D

Proposed Key Activities:

Overall, the teacher center hopes to be identified with the idea of developing the learning capacity of all people in the school community and to promote a vision of continuous improvement and lifelong learning. The key activities of the Patchogue-Medford Teacher Center in the initial year 2002-2003 will be to **support the school district's professional development programs**, in particular, K-8 literacy initiatives, the already established inservice course program working in concert with the Patchogue-Medford Congress of Teachers, and the District's curriculum design initiative using the Understanding By Design model.

The teacher center will **initiate an ongoing series of best practices and strategies workshops** and inclusion/differentiation workshops focusing on the learning needs of ELL students and students living in impoverished families or families that undervalue education. The teacher center hopes to provide an active support network for new teachers working with both the District and the Union.

The teacher center will **serve as both a resource and learning space** for teachers and members of the school community to gather, to read, to share ideas, to research and write, to use the computer for personal learning and curriculum technology integration.

The teacher center will **provide money to teachers** for shared resource materials as well as research and study, classroom projects, site visitation, and technology integration, and **provide money to parent organizations** for effective student/parent learning strategy programs and family literacy programs.

The policy board intends to collaborate with the Patchogue-Medford School District, the Patchogue-Medford Congress of Teachers, the Patchogue Head Start (family literacy), Dowling College (educational leadership and teacher preparation), St. Joseph's College (teacher preparation), St. John's University in Oakdale (school culture and change), Leading Learning, Inc., (technology in education). All key activities, program offerings, grant opportunities, workshop opportunities, and speaker presentations will be evaluated specifically by obtaining survey and informal feedback that will be presented regularly to the policy board by the teacher center director for their reflection, evaluation and recommendation.

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B. Bylaws:

See separate document attached.

C. Teacher Center Staff:

The proposed staffing of the teacher center in the initial year 2002-2003 will be a part-time director who will be released from .4 teaching duties. It is anticipated that the director will be available on a varied and flexible schedule during part of the school day, after school when teachers are available, two evenings per week, and Saturday mornings as necessary. A specific schedule of availability and communication will be published.

The duties of the director of the teacher center will be as follows:

- To insure that professional development is aligned with NSDC Standards for Staff Development, NYS Teacher Center Standards, and intends to improve the learning of all students.
- To manage and maintain ongoing program offerings and activities, and resources, facilities and equipment
- To communicate actively and effectively with various constituencies and the policy board members. To develop and maintain collaborations with other teacher centers and various agencies that will support the teacher center, professional development and student achievement.
- To develop and oversee budget and finances to operate the center and its programs; to seek means of additional funding.
- To assess and interpret needs of teachers and other constituencies regularly with various means and methods
- To evaluate outcomes in terms of teacher center standards for teachers and other groups who may use the center or its programs and activities, and to evaluate the overall effectiveness of the teacher center in terms of its stated mission and goals.
- To meet all state requirements particularly the re-application of the teacher center for continued funding from New York State.

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C. Teacher Center Staff:

The interim acting director will be Victor Montemurro, a teacher of English and staff developer of twenty-seven years experience in the Patchogue-Medford School. He is a drama and theater specialist and a technology integration specialist. His curriculum vita is attached. Mr. Montemurro has agreed to volunteer to be acting director until the policy board appoints a director. Mr. Montemurro will serve on the policy board as well.

The director will submit both reports and self-reflection evaluations to the policy board. These communications may be informal, electronic, at meetings, and an end-of-the year report. The policy board will use these communications to evaluate the director and the center. A discussion of the alignment of the teacher center goals for the year and the programs to reach the goals will be conducted. A review of the teacher center standards with the online tool available at: <http://www.lefthandlogic.com/standrd.htm>. Instructor, workshop leaders, and speaker will be evaluated with survey forms after meetings. Additional materials for evaluation will be used from <http://www.programevaluation.org>.

D. Resources and Facilities:

The Patchogue-Medford Teacher Center will be located in regular classroom in the Tremont Elementary School, Tremont Avenue, Medford, New York 11763, Main Office: (631) 758-1090. The space of approximately 500 square feet will be divided into the following areas: storage, small group computer access, small group meeting, and single desk office spaces. Additional space in classrooms and computer labs in the district will be used on an as needed basis.

In-kind support from the school district will include custodial maintenance, telephone, furniture, computers, and photocopying; technical and clerical support will be provided on an as needed basis. The Patchogue-Medford Congress of Teachers will provide clerical support as well. During the initial year 2002-2003 the policy board and director will seek other sources of fiscal and in-kind support.

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E. Policy Board Involvement:

Meeting Dates and Timeframe:	Groups and Individuals Involved:	Nature of Communication:
June 17, 2002	Paul Pecorale (teacher), Victor Montemurro (staff developer), and Dr. Regina Cohn (Assistant Superintendent for Instruction)	Meeting at Oregon Middle School
June 19, 2002	Paul Pecorale (teacher), Victor Montemurro (staff developer), and Jane Conetta (President of Patchogue-Medford Congress of Teachers)	Meeting at Oregon Middle School
June 24, 2002	Paul Pecorale (teacher), Victor Montemurro (staff developer), Jane Conetta (President of Patchogue-Medford Congress of Teachers), Dr. Regina Cohn (Assistant Superintendent for Instruction), and Dr. Veronica McDermott (Patchogue-Medford Superintendent of Schools)	Meeting at Superintendent's Office.
July 18 to August 5, 2002	Paul Pecorale (Acting Chairperson) and Victor Montemurro (Acting Interim Director of PMTC) begin writing process of teacher center proposal: research and information gathering, drafting, and budget development.	Phone and e-mail communication.
August 6 to August 15, 2002	Paul Pecorale (Acting Chairperson) and Victor Montemurro (Acting Interim Director of PMTC) finalize budget, write bylaws, establish Web site for PMTC policy board members, and e-mail completed document to members for suggestions and approval. Suggestions for revision are incorporated into final draft.	Phone, e-mail, and Internet based communication. Temporary Web site: http://www.vicmont.org/PMTC
August 14, 2002	Members of the Policy Board	Bylaws and budget approved by electronic communication with policy board.
August 15, 2002	Superintendent of Schools and PMCT President meet with Victor Montemurro for final review and signatures. Building level vice-presidents on policy board review final document as well.	Meeting at District Office and Union Office

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E. Policy Board Involvement:

As required by law, a policy board of teachers, administrators and community members will govern the Patchogue-Medford Teacher Center. The policy board will meet four times a year (October, December, February, April) to set Teacher Center policy, goals and procedures; a fifth meeting will be held in June if a summer program is to be developed. Additionally, the teacher center director will be directly answerable to the board by means electronic communication both e-mail and web site posting during those periods when the board does not meet.

The board will serve as the liaison between the professional development services provided by the center and the needs of school personnel. Policy board committees will include:

- Professional development
- Technology
- New teacher support
- Teacher mini-grants
- Budget and fundraising
- Program and activities

The director of the teacher center will assume responsibility in the initial year 2002-2003 of the teacher center to educate the policy board member about the NYS Teacher Center Standards, and the National Staff Development Council Standards for Staff Development, as well as various means of needs assessment, and program evaluation. Policy board members will encourage each other to recognize the role of inquiry and reflection in the organizational life and learning of school and to support all teachers, but especially the new teacher, to develop best practices and strategies for greater effectiveness that can lead to increased student achievement.

Policy board members are already leaders in their schools or communities and should expect to find ways to share their leadership capacities working to secure other members of the school community to help carry out the teacher center's mission.

As school community leaders, policy board members will naturally seek effective and varied communication strategies, in particular electronic communication, to encourage full participation by all constituencies of the teacher center.

Policy board members will encourage and support the director in seeking additional sources of funding to facilitate the continuous improvement of the professional development program and activities of the center.

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F. Needs Assessment Process and Results:

For the purposes of the application proposal, the process used to identify needs of teachers, administrators, parents and others who will be served by the Patchogue-Medford Teacher Center is based on the following:

- Analysis of the NYS Report Card of the schools of the district.
- Current district Professional Development Plan (PDP) that will be rewritten and renewed during 2002-2003
- Experience and judgment of technology and curriculum staff developers.
- Informal feedback from teachers of English language learners, subject area teachers, elementary classroom teachers, special education teachers, directors, principals, central office administrators, and union leadership.
- *Annual Performance Review Plan (APPRP), page six: Professional Development Alternative.
- *Eastern Suffolk BOCES 2002-2003 Elementary Staff Development Needs Assessment Survey
- The interim acting teacher center director's knowledge of recognized national initiatives for professional development standards: International Society for Technology in Education, Standards for Teachers, Administrators, and Students; National Staff Development Council's Standards for Staff Development.

* Supporting sample documents attached.

The above sources of needs assessment were the basis of discussion begun during the school year between the Superintendent and the President of the Patchogue-Medford Congress of teachers about the need for a teacher center. In June, Dr. Regina Cohn, Assistant Superintendent for Instruction met with Victor Montemurro and Paul Pecorale to begin the discuss the feasibility of applying for a teacher center. Dr. Cohn provided documents and advice; Victor Montemurro brought experience as a teacher of twenty-seven years and most recently as a staff developer. Paul Pecorale offered his experience as a special education inclusion teacher and as a policy board member for MESTRACT.

A process was begun that included research, writing, and discussion to identify quickly the immediate needs of the district that could be supported by a teacher center. Also considered were the impact a teacher center would have on successful, existing district initiatives such as an active inservice program, literacy professional development initiatives, support for collegial circles, and an *Understanding by Design* (UbD) curriculum developers' cohort, technology staff development, and school reform study (Senge's *Schools That Learn* & Barth's *Learning By Heart*), begun by administrators and a middle school faculty.

The initial group met again in June two days before the close of school with Dr. Veronica McDermott and Jane Conetta to present ideas about support for ongoing programs as well as ways the teacher center could meet the needs of diverse learners such

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F. Needs Assessment Process and Results:

as English language learners, socially and economically deprived students, and students with learning and developmental challenges. The group saw a need to help teachers find best ways to cause all students to be able to know and do whatever is presented by a standards-aligned curriculum.

The following five needs have been identified:

- Academic and social/emotional needs of diverse learners.
- The need of teachers to know and be able to use research, best practices, effective strategies, and well-designed curriculum to help all students achieve.
- Teachers' need for opportunities of reflective practice.
- Teachers' need to work collaboratively in a community of life-long learners.
- Parents' need to understand how to support the developing learner and encourage lifelong learning.

G. Expected Outcomes for Participants:

- Teachers will have an increased knowledge of and compassion toward the community of diverse learners.
- Teachers will know and be able to use research-based best practices.
- Teachers will model learning with their students and report on strategies.
- Teachers will participate in the development of a best practices online database.
- Teachers will gather at the teacher center for collegial exchanges, book study, peer-to-peer support with computer technology, lesson design, professional development projects. Teachers will support new teachers through the center.
- Parent groups will take advantage of the mini-grant program to encourage and educate the parents in their school community to support learning and developmental needs of school-age children and teenagers.

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G. Expected Outcomes for Participants:

Need:	Outcome:	Statutory Purpose:	Teacher Center Standard:
<p>Academic and social/emotional needs of diverse learners.</p>	<p>Teachers will have an increased knowledge of and compassion toward the community of diverse learners.</p>	<p>Provide training to improve the skills of teachers in order to enable such teachers to meet the special educational needs of the pupils they serve, and to familiarize such teachers with developments in curriculum formulation and educational research, including the manner in which the research can be used to improve teaching skills.</p>	<p>Professional Development:</p> <p>Focuses on individual and organizational growth.</p> <p>Respects and nurtures the leadership and intellectual capacities of educators.</p> <p>Facilitates continuous inquiry and reflection embedded in the daily life of schools.</p>
<p>The need of teachers to know and be able to use research, best practices, effective strategies, and well-designed curriculum to help all students achieve.</p>	<p>Teachers will know and be able to use research-based best practices.</p> <p>Teachers will model learning with their students and report on strategies.</p> <p>Teachers will participate in the development of a best practices online</p>	<p>Assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess student outcomes, assess staff development needs and plans, and train other school personnel in effective pedagogical approaches.</p> <p>Develop and produce curricula and curricular materials designed to meet the educational needs of students being served through application of educational research or new or improved methods, practices, and techniques.</p>	<p>Professional Development:</p> <p>Is supported by research and institutional resources such as time, staffing, and funding.</p> <p>Addresses current issues in curriculum, instruction, and assessment.</p> <p>Program:</p> <p>Apply knowledge of current research in professional development.</p> <p>Enable teachers to participate in collaborative program design.</p> <p>Address teachers' needs at different stages of their careers by providing opportunities for reflection and inquiry.</p>

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G. Expected Outcomes for Participants:

Need:	Outcome:	Statutory Purpose:	Teacher Center Standard:
<p>Teachers' need for opportunities of reflective practice.</p> <p>Teachers' need to work collaboratively in a community of life-long learners.</p>	<p>Teachers will participate in the development of a best practices online database.</p> <p>Teachers will gather at the teacher center for collegial exchanges, book study, peer-to-peer support with computer technology, lesson design, professional development projects.</p> <p>Teachers will support new teachers through the center.</p>	<p>Provide a location where teachers may share resources, ideas, methods and approaches directly related to classroom instruction and become familiar with current teaching materials and products for use in their classrooms.</p>	<p>Teacher Centers:</p> <p>Recognize that professional growth is integral to teachers' work.</p> <p>Embed professional growth in the daily lives of schools.</p> <p>Model for teachers and students the importance of life-long learning.</p> <p>Promote the growth of communities of learners.</p> <p>Encourage teachers to assume leadership roles.</p>
<p>Parents' need to understand how to support the developing learner and encourage life-long learning.</p>	<p>Parent groups will take advantage of the mini-grant program to encourage and educate the parents in their school community to support learning and developmental needs of school-age children and teenagers.</p>	<p>Assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess student outcomes, assess staff development needs and plans, <i>and train other school personnel in effective pedagogical approaches.</i></p>	<p>Teacher Centers:</p> <p>Promote the growth of communities of learners.</p> <p>Program:</p> <p>Collaborate with school districts and other organizations and agencies to enhance the range of program opportunities.</p>

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Each outcome is expected to contribute to higher State standards and to have a positive impact on improving teaching and learning. Teachers who understand diverse learners seek to find ways to include all learners and to differentiate strategies for learning. When teachers have an opportunity to learn together in a defined community of learners, reflect on practice, access and use research-based best practices, their pedagogical approaches change and skills teaching skills improve. Teachers welcome and need not only a location dedicated to supporting professional development, but also philosophy and approach that includes their learning needs as professionals. A teacher center, in accordance with the law and standards, provides opportunities for professional growth, use of technology, understanding research issues, reflection and inquiry, and development of leadership and intellectual capacities.

Outcome:	Improvement in Teaching and Learning:	Evaluation and/or Measure:
Teachers will have an increased knowledge of and compassion toward the community of diverse learners.	Improvement in teaching and learning will be seen in new awareness, change of classroom practice, change of attitude, and shared collegial experience.	For each of the stated outcomes of the teacher center program, the following evidence may be collected:
Teachers will know and be able to use research-based best practices.		
Teachers will model learning with their students and report on strategies.		
Teachers will participate in the development of a best practices online database.		
Teachers will gather at the teacher center for collegial exchanges, book study, peer-to-peer support with computer technology, lesson design, professional development projects. Teachers will support new teachers through the center.		
Parent groups will take advantage of the mini-grant program to encourage and educate the parents in their school community to support learning and developmental needs of school-age children and teenagers.	Students will benefit from the classroom instruction of teachers who use research-based best practice, who demonstrate caring and understanding towards all learners, in particular learners with diverse needs.	<p>Specific outcome-aligned devices will be developed for the top three outcome priorities:</p> <ul style="list-style-type: none"> • Informal feedback • Interviews • Reports • Surveys • Workshop evaluation forms • Inservice course evaluation forms • Questionnaires <ul style="list-style-type: none"> • Diverse learners • Best practices • Modeled learning

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H. Activities:

Patchogue-Medford Teacher Center Program Offerings and Key Activities

1. Grants:

- Collegial circle grants
- Action research grants
- Mini-grants for teacher classroom projects
- Mini-grants for technology integration projects
- Parent association grants
- Conference grants

2. Technology Resources:

- Computers on site
- One-to-one computer assistance and training
- Web-based teacher tools assistance
- Digital cameras for loan
- Notebook computers for loan
- CD burner on site
- Internet research assistance

3. Course offerings:

- Single class technology workshops
- On site study groups
- Curriculum and standards workshops
- Best practices and strategies workshops
- Support under-registered P-M district inservice courses

4. Professional development opportunities:

- Peer to peer support, mentoring, and lesson study
- Evening hours for professional gatherings
- Personal assistance with research, curriculum design and planning, and computer technology in education
- Study groups, book clubs, and collegial circles
- Speakers and presenters
- Research, reference, teaching materials available

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H. Activities:

Patchogue-Medford Teacher Center Program Offerings and Key Activities

Teacher Center Statutory Purposes from Ed Law 316, Paragraph 1 and Related Teacher Center Activities:

- Assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess student outcomes, assess staff development needs and plans, and train other school personnel in effective pedagogical approaches.

Best Practices and Strategies Workshops

Activities for Understanding and Including Diverse Learners

Backwards Design/UbD Curriculum Development Workshops

- Provide demonstration and training sites where teachers are trained, specifically in the use of computers as teaching aids; the criteria for school acquisition and use of computer equipment and software; and the evaluation of computer-related materials.

Peer to Peer/Small Group Computer Training

Technology Integration Workshops and Mini-grants

- Develop and produce curricula and curricular materials designed to meet the educational needs of students being served through application of educational research or new or improved methods, practices, and techniques.

Best Practices and Strategies Workshops

Backwards Design/UbD Curriculum Development Workshops

Technology Integration Workshops and Mini-grants

- Provide training to improve the skills of teachers in order to enable such teachers to meet the special educational needs of the pupils they serve, and to familiarize such teachers with developments in curriculum formulation and educational research, including the manner in which the research can be used to improve teaching skills.

Best Practices and Strategies Workshops

Activities for Understanding and Including Diverse Learners

School Reform and Culture Change Discussion Group

- Provide a location where teachers may share resources, ideas, methods and approaches directly related to classroom instruction and become familiar with current teaching materials and products for use in their classrooms.

Teacher Center: Flexible Hours and Meeting Space for:

Resource, Reference, and Research Materials and Support

Collegial Sharing, Study, and Book Circles

School Reform and Culture Change Discussion Group

Peer to Peer/Small Group Computer Training

- Retrain teachers and other educational personnel to become better qualified to teach in subject areas necessary to prepare students for the developing high technology era, in the disciplines of mathematics, science and computer technology.

Peer to Peer/Small Group Computer Training

Technology Integration Workshops and Mini-grants

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I. Evaluation:

Level 1 – Activities:

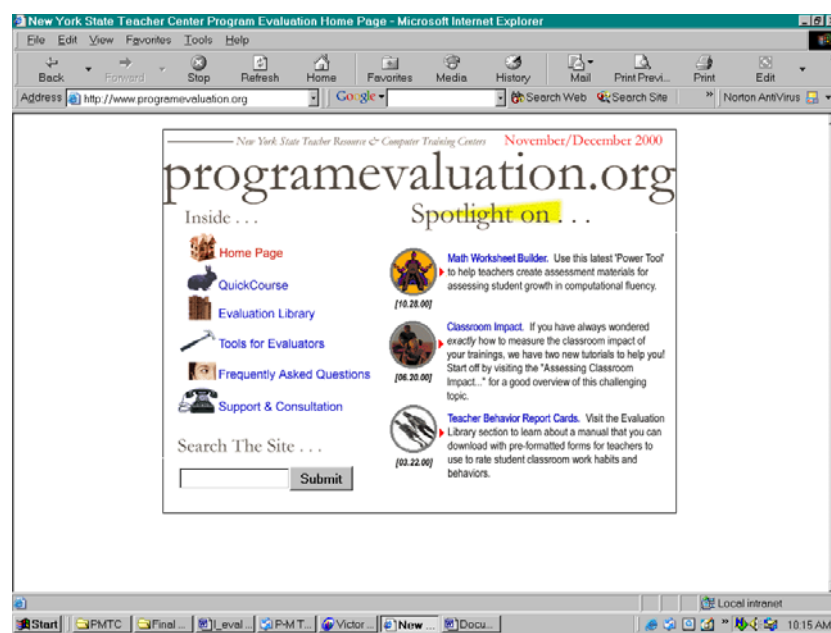
The director will be responsible for summarizing the results of all activities and programs offered by the center whether successfully completed or not. The director is encouraged to consider the evaluation of attempted programs or activities as well. The director will maintain a sign-in log at the teacher center. Program satisfaction will be determined by questionnaire responses. Frequency of center facilities use, computer use, and library of materials use will be recorded. The director will report all program results and record keeping to the policy board.

The following methods of program evaluation will be used:

- Existing Inservice Course Evaluation Forms used by the P-M school district (see attached)
- Mankato Scale Technology Integration Self-Evaluation (see attached).
- Workshop Survey (see attached sample)

Valuable resources for evaluating program offerings and activities may be found on the Internet. The following Web site has resources and materials to support teacher center program evaluation. New York State Teacher Resource & Computer Training Center Program Evaluation Web site can be found at the following link:

<http://www.programevaluation.org>



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I. Evaluation:

Level 2 – Expected Outcomes for Participants:

The director should seek feedback regarding expected outcomes from teachers who participate in the center's program. Such methods as informal feedback, frequency of use of the center's facilities, interviews, teacher participation in the development of an online data base of best practices, reports on implementation of effective strategies, reports on increased use of technology in education, reports on changes of attitude or behavior all have value in determining whether or not, or to what degree, expected outcomes have been met. Various methods and techniques of receiving feedback about expected outcomes

Criteria:	Rationale:	Supporting Evidence
Degree of satisfaction.	<p>The rationale for all categories of criteria is based upon the NYS Teacher Center Standards and the NSDC Standards for Staff Development.</p> <p>Research has indicated that teachers, and all adult learners, have unique learning needs that include:</p> <ul style="list-style-type: none"> • Personal satisfaction • Practical application • Authenticity • Collaboration • Membership in a community of learners 	<p>For each of the stated outcomes of the teacher center program, the following evidence may be collected:</p> <ul style="list-style-type: none"> • Informal feedback • Interviews • Reports • Surveys • Workshop evaluation forms • Inservice course evaluation forms • Questionnaires <p>Specific outcome-aligned devices will be developed for the top three outcome priorities:</p> <ul style="list-style-type: none"> • Diverse learners • Best practices • Modeled learning
Degree of practical application to the classroom.		
Degree of value for personal learning or study.		
Extent of opportunity for reflection, inquiry, and collegial sharing, or demonstration.		
Extent of participation in reporting, i.e. online database, e-mail communication, self-study reports, mini-grant reports, additional comments or suggestions, etc.		
Extent of use of the center's facilities, computers, equipment, materials, and library.		

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I. Evaluation:

Level 3 – Overall Effectiveness:

The policy board of the teacher center and the director will use the following on line rating tool to determine the overall effectiveness of the Center in terms of its stated mission, and its probable impact on teaching and learning.

New York State Teacher Resource & Computer Training Centers: Standards Document

<http://www.lefthandlogic.com/standrd.htm>

From the Web site above:

“The New York State Teacher Center Standards were presented in 1999 by the Evaluation Strategy Committee on behalf of New York State's Teacher Resource and Computer Training Centers. These standards reflect the experience and insight gained in the long history of Teacher Centers. The purpose of the Standards Document is to guide those working with Centers, their constituents, and others interested in effective professional development.”

The information above describes the online rating tool that can be used by teacher center stakeholders, in particular policy board members, to rate the center's overall effectiveness in meeting the various categories of the NYS Teacher Center Standards. The user endorses form checkbox for each category of the Teacher Centers Standards Document, which he or she would like to rate with regard to the teacher center. When the user is finished, clicking on the 'Display Forms' button will allow viewing the form to begin rating. Once the form is displayed the user may rate the individual aspects of the standards category in terms of progress towards goal and priority of the goal. Users may enter additional comments on ways to measure progress and may check off a box to indicate that a particular goal is a top or “keystone” priority.

Policy board members may wish use the above on line tool as a vehicle to begin discussion about the center's effectiveness in meeting its mission and goals. The online rating tool may be the basis for further self study on the part of the policy board to determine the extent to which the board has capacity for supporting for the center's programs.

The director should seek feedback from teachers who participate in the program with regard to the center's overall effectiveness. Such methods as informal feedback, frequency of use of the center's facilities, interviews, teacher participation in the development of an online data base of best practices, reports on implementation of effective strategies, reports on increased use of technology in education, reports on changes of attitude or behavior all have value in determining the overall effectiveness of the teacher center.

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I. Evaluation:

The Staff Development Impact Planner and Survey from the web site indicated above: www.programevaluation.org may be used to begin the process of assessing the impact on teaching and learning. The policy board may wish to consider was that the teacher center has demonstrated increased recognition and support throughout the school and community.

At the final meeting of the year, policy board members will share the results of their online survey to foster a discussion of the center's strengths and weaknesses. Other feedback received by members of the policy board should be included as well. The chairpersons of the policy board and the director will be responsible for the end of the year evaluation which will occur near the end of the school year prior to the final meeting. The director will be responsible for making an end of the year summary based on input from the policy board and other sources of the overall effectiveness of the teacher center. The chairpersons will be responsible for completing and end of the year self study report of the policy board. Prior to the final meeting of the year, the policy board will receive copies of the self-study and director's end of the year summary for the purposes of considering adjustment of the Center's program, goals, and or mission. Any adjustment will be recorded by the director and incorporated into planning for the following year's program offerings and key activities.

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J. Collaborations:

Proposed collaborations are intended with the following organizations:

Patchogue-Medford School District	professional development initiatives and existing inservice course program
Patchogue-Medford Congress of Teachers	mentoring program and existing inservice course program
Patchogue Head Start	family literacy
Dowling College	educational leadership and teacher preparation
St. Joseph's College	teacher preparation
St. John's University in Oakdale	school culture and change
Leading Learning, Inc.,	technology in education

Bylaws

Patchogue-Medford Teacher Center

Article I

Name:

The name of the organization shall be PATCHOGUE-MEDFORD TEACHER CENTER

Authorization:

The Policy Board and Teacher Center shall be authorized by NYS Education Law 316, Chapter 53 of the Laws of 1984, Section 9, "Teacher Resource and Computer Training Centers" and the Commissioner's Regulations, Part 81

Article II

Statement of Purpose:

The purpose of the Teacher Center is to provide "professional support services to teachers" according to the six subsections of NYS Education Law 316, Item 1:

- Assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess student outcomes, assess staff development needs and plans, and train other school personnel in effective pedagogical approaches.
- Provide demonstration and training sites where teachers are trained, specifically in the use of computers as teaching aids; the criteria for school acquisition and use of computer equipment and software; and the evaluation of computer-related materials.
- Develop and produce curricula and curricular materials designed to meet the educational needs of students being served through application of educational research or new or improved methods, practices, and techniques.
- Provide training to improve the skills of teachers in order to enable such teachers to meet the special educational needs of the pupils they serve, and to familiarize such teachers with developments in curriculum formulation and educational research, including the manner in which the research can be used to improve teaching skills.

Bylaws of the Patchogue-Medford Teacher Center

- Provide a location where teachers may share resources, ideas, methods and approaches directly related to classroom instruction and become familiar with current teaching materials and products for use in their classrooms.
- Retrain teachers and other educational personnel to become better qualified to teach in subject areas necessary to prepare students for the developing high technology era, in the disciplines of mathematics, science and computer technology.

Article III

Funding:

(1) Funding for basic operations and programming of the Teacher Center shall be provided by the New York State Education Department under NYS Education Law 316, Chapter 53 of the Laws of 1984, Section 9, and in accordance with the Commissioner's Regulations, Part 81.

(2) The Policy Board and Teacher Center may participate in mutually beneficial programs that are entirely or jointly funded by other public or private agencies, institutions, or corporations.

Article IV

Board Membership:

(1) Membership on the Center's Board is determined by NYS Education Law 316, Chapter 53 of the Laws of 1984, Section 9.6.

(2) Board members shall consist of:

- a) One (1) teacher representative from each of the public schools in the Patchogue-Medford School District served by the Center that elect to have a representative.
- b) One (1) administrators' representative designated by the Patchogue-Medford Board of Education.
- c) One (1) representative from an institution of higher education, which provides undergraduate and/or graduate degree programs.

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- d) One (1) parent of an elementary or secondary school pupil
- e) One (1) representative of business or industry that uses, produces, or is involved with computer equipment, training and support, and software.
- f) One (1) representative from nonpublic schools

(3) Should a board member resign, a replacement to serve out the term of office will be appointed in accordance with the membership categories in Article V, Section 2

Article V

Officers:

- (1) The Officers of the Board shall consist of two Co-Chairpersons.
- (2) At the annual meeting (October), officers shall be elected by a majority vote and shall serve for one year.

Article VI

Duties of Officers/Board:

- (1) The Co-Chairpersons shall provide guidance to the Director of the Teacher Center and shall call meetings of the Policy Board.
- (2) The Board shall function as a planning and policy making body in the following ways:
 - (a) Employment of staff or consultants in conjunction with the LEA.
 - (b) Budget control and expenditure to accomplish the purpose of the Center.
 - (c) Recommendations for subcontracting, grant awarding, resource development.
 - (d) Program needs assessment and evaluation.
 - (e) Any other managerial or supervisory activities not prohibited by State or local law or Regulations of the Commissioner of Education.

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Article VII

Meetings:

- (1) A minimum of four (4) regular meetings of the Board shall be held each year, one of

which shall be an annual meeting. The annual meeting will be during the month of October each year.

- (2) Ten (10)-calendar days' advance notice of each meeting date shall be given the members.
- (3) The Agenda for each regular meeting shall include the following:
 - (a) Call to order
 - (b) Minutes of the previous meeting
 - (c) Old Business
 - (d) New Business
 - (e) Financial Report
 - (f) Director/Staff Report
 - (g) Committee Reports
- (4) Special meetings of the Board may be called by the Co-Chairpersons, or at the written request of five (5) members of the Board delivered to the Teacher Center Director, who must give notice. Notice of each Special Meeting shall, if possible, be given ten (10) days prior to the meeting to each member, and such notice shall specify the purpose thereof. However, if it is the judgment of the Co-Chairpersons, an immediate Special Meeting may be held on 48 hours notice. A member's attendance at a special meeting shall constitute a waiver of notice.
- (5) One more than half the total Board membership shall constitute a quorum provided that one more than half the total of those present are public school teachers.
- (6) All meetings shall be open to the public; the Board may move to executive session to discuss personnel, status of negotiations, or other topics consistent with federal and state law.
- (7) If, at any meeting, a Policy Board member must leave the meeting, then the Policy Board Member may leave a proxy vote with the Co-Chairperson(s) for only the item under discussion when the Policy Board Member left the meeting.
- (8) A member will notify the Teacher Center's office in case of absence, and may appoint a substitute to attend the meeting in the member's place. Such substitute shall not be included in determining a quorum at the meeting, nor shall be permitted to vote.
- (9) The director can obtain a vote by electronic communication (phone, e-mail, or fax) under special circumstances and given advance notice.

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Article VIII

Committees:

- (1) Committees needed to carry out the purposes of the Center shall be established and ratified by the Board.

(2) The Policy Board Co-Chairpersons shall designate the membership and Chairperson of each committee and shall specify the charge to each committee.

Article IX

Amendments:

(1) These Bylaws may be amended, repealed, or altered whole or in part by a majority vote at any regular or special meeting of the Board.

(2) A copy of the proposed amendment shall be mailed to members ten (10) days before presentation at a meeting.

(3) The vote on said proposed amendment should take place at the meeting of the Board that follows such presentation. Voted changes in Bylaws shall become effective immediately.

Article X

Rules of Order:

Items not included in these Bylaws shall conform to Roberts' Rules of Order, as shall Policy Board meetings.

Adopted: August 14, 2002

**2002-2003 Teacher Resource and Computer Training Center New Application
Patchogue-Medford Teacher Center**

2002-2003 Budget Proposal for Patchogue-Medford Teacher Center

Professional Salary (FS10 Code 15)	\$20,000.
Mini-Grant Program (FS10 Code 40)	\$16,000.
Professional Development Programs and Activities (FS10 Code 40)	\$10,268.
Parent Association Mini-Grant (FS10 Code 40)	\$ 2,000.
Supplies and Materials (FS10 Code 45)	\$ 4,900.
Travel Expenses (FS10 Code 46)	\$ 300.
SUB TOTAL	\$53,468.
Indirect Cost (FS10 Code 90 at 2.5% of above items cost: \$53,468)	\$ 1,337.
Equipment Purchasing (FS10 Code 20)	\$ 5,195.
Total Projected Budgetary Expenses	\$60,000

Approved: August 14, 2002

2002-2003 Teacher Resource and Computer Training Center New Application Patchogue-Medford Teacher Center

Item: Equipment FS10 Code 20	Quantity:	Cost:	Total Cost:
IBM NetVista M41 P4 1.8GHz 256MB 40GB 48X CD-ROM NIC Embedded Security Desktop 2000	3	\$899.00	\$2697.00
IBM ThinkPad R31 Celeron 1.13GHz 128MB 20GB 24X CD- ROM 56K Modem NIC 13.3 XP Home	2	\$1249.00	\$2498.00
Equipment Total		▶ Total:	\$5195.00
Item: Supplies and Materials FS10 Code 45			
Brother MFC-7300C 5 in 1 Print/Fax/Copier/Scanner/Video Capture	1	\$ 229.95	\$ 229.95
Sony Mavica FD75 Digital Camera 640x480 VGA 10X Zoom	4	\$ 349.95	\$1399.60
QMS-Minolta MagiColor 2 DeskLaser Color 600dpi Laser Network	1	\$ 699.95	\$ 699.95
QMS BLACK TONER CART F/MAGICOLOR 2 SERIES	1	\$ 152.99	\$ 152.99
QMS YELLOW TONER CART F/MAGICOLOR 2 SERIES 6000YLD	1	\$ 164.99	\$ 164.99
PRN BROTHER LX-1200 COOL LAMINATOR W/BUILT-IN AUTO	1	\$ 269.95	\$ 269.95
		Sub Total:	\$2917.43
Computer Software			\$ 500.00
Professional Development Materials: books, videos, teaching materials, subscriptions			\$ 1482.57
		Sub Total:	\$ 1982.57
Supplies and Materials Total		▶ Total:	\$ 4900.00

Patchogue-Medford Teacher Center Policy Board				
Designated Teachers:	Name:	School:	E-mail:	Phone #:
Secondary Social Studies Teacher	William Carpluk	High School	carpluk@hotmail.com	
Fourth Grade Elementary Teacher	Denise Chendemi	Tremont Elem	dchendemi@admin.pat-med.k12.ny.us	631-447-0993 (Home)
Elementary Vice-President, P-M Congress of Teachers	Lenore Graham	Tremont Elem	lgraham@admin.pat-med.k12.ny.us	
Middle School Vice-President, P-M Congress of Teachers	Jeanne Kessel	South Ocean Middle School	jkessel@admin.pat-med.k12.ny.us	631-331-2196 (Home)
ESL Teacher	Regina McAleavey	South Ocean Middle School	rmcmc@aol.com	631-878-3667 (Home)
Secondary English Teacher (Technology Staff Development)	Victor Montemurro	South Ocean Middle School	vicmont@optonline.net vmontemurro@admin.pat-med.k12.ny.us	631-924-9276 (Home)
Sixth Grade Special Education Teacher	Paul Pecorale	Oregon Middle School	ppecorale@admin.pat-med.k12.ny.us	631-669-1513 (Home)
High School Vice President, P-M Congress of Teachers	Dr. Gail Shafer	High School	gtshafer@aol.com	631-289-4015 (Home)
Sixth Grade Teacher (Technology Staff Development)	Michael Sweezy	Saxton Middle School	kms375@aol.com	631-878-3667 (Home)
Other Constituencies:	Name:	Affiliation	E-mail	Phone #:
Board of Education Designee	Dr. Regina Cohn	P-M Assistant Superintendent	rcohn@admin.pat-med.k12.ny.us	631-758-1019 (Work)
College/University Representative	Dr. Clyde Payne	Associate Provost, School of Education Dowling College	paynec@dowling.edu	631-244-3404 (Work)
Business/Industry Representative	Elizabeth Combs	President, Leading Learning, Inc.	ecombs@leadinglearning.com	631-859-9770 (Work)
Non-Public School Representative	Laurie Joerz	Principal, Emmanuel Luthern School	emanluth@aol.com	631-758-2240 (Work)
Parent Representative	Judy Minkin	Community	bocefied@aol.com	631-475-5620 (Home)
Support Staff Representative	Lorraine Wheeler	Community	lwheeler@admin.pat-med.k12.ny.us	631-758-1010 (Work)
Resource Expert (Non-voting)	Dr. Joan Daly-Lewis	Eastern Suffolk BOCES	jdalylew@sriceboces.org	(631) 244-4024 (Work)

