

Title: New York Consortium for Professional Development: Promoting Equity in Classrooms

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The New York Consortium for Professional Development (NYCPD) is a professional development network of currently funded Teacher Leadership Quality Programs (formerly Eisenhower projects) that support the placement and professional development of teachers in high need urban school districts. The consortium was formed to share effective practices and materials; develop a network and support system to promote holistic, systemic approaches to teaching and learning in New York State's high need urban schools and districts.

The NYCPD evolved from the Eisenhower Professional Development Network that started in 1997. In the spring of 2000, the group representing SUNY, Oswego, Hunter College, City College of New York and Lehman College, CUNY, three independents, Pace, New York University and Manhattan College and a non-profit educational organization, the K-16 Alliance began meeting to provide support to each other. At monthly meetings the group discussed strategies for improving teaching and learning in high need urban schools and districts. The projects serve New York City's high need, urban school teachers and their students. Even though the eight projects differ in focus, they share successes, challenges, needs, goals and strategies and critically reflect on limitations and possible solutions. The members of the NYCPD collaborate and support each others' efforts.

Through a system wide coordination of its grants, the NYCPD works toward renewal and reform of the partner schools and teacher education programs. The consortium recruits and provides support for well qualified teachers for high need urban schools to ensure that all students receive high standards of teaching, learning and development. The NYCPD is identifying, piloting, evaluating, and disseminating effective tools and strategies that have been informed by best practices that currently exist, nationally and internationally. Increasing student leadership, improving teacher and student attitudes, perceptions and knowledge, and informing educational policy are included.

The Teacher Leadership Quality Programs (formerly Eisenhower projects) are similar in purpose and goals, however each program is distinct in its design and the population it services. Some programs target in service, others pre service teachers and are graduate, undergraduate or both. The focus may be in science, math and technology or special education. All the Eisenhower projects serve high need schools and districts and professional development activities are aligned to meet standards. Course work is aligned with NYS standards, as well. All of the projects are involved in professional development activities focused on reducing bias and increasing equity and pupil achievement. All projects in the NYCPD are involved in recruiting, selecting and developing participants in order to reduce the number of uncertified teachers and those teaching out of field. The collective NYCPD has produced over 2000 graduates recruited from uncertified teachers, those teaching out of field and those traditionally underrepresented in the profession. Currently there are 350 candidates enrolled in our programs pursuing certification.

This Work-in-Progress Report will focus on three projects in the NYCPD-Lehman College and City College of the City University of New York and New York University. The work of the consortium will be in its second year. Progress researching, identifying and formulating equity standards will be discussed. The report will also include updates of the activities including training of teachers to use the Generating Expectations for Student Activities (GESA) project materials and participatory action research (PAR) focused on issues of equity in classrooms generally and specifically in math and science.