

Draft 9/10/16

New Opportunities and Challenges in Teacher and School Leader Preparation

**2016 NYSATE/NYACTE Annual Fall Conference
Gideon Putnam Resort, Saratoga Springs, NY
October 19-21, 2016**



**Gideon Putnam Resort
24 Gideon Putnam Road, Saratoga Springs, NY 12866**

Conference Strands

Strand 1: Shaping Teacher Education Policy through Critical Action

Strand 2: Nurturing P-12 Partnerships and Professional Collaborations

Strand 3: Accreditation

Strand 4: Best Practices in Program Development

New York State Association of Teacher Educators (NYSATE)

NYSATE is an individual membership organization of teacher educators from colleges and universities, elementary and secondary schools, and teacher centers and institutes committed to the highest quality teacher education in New York State. It is the state affiliate of the national Association of Teacher Educators (ATE).

To join NYSATE as an individual member or for more information, go to:

<http://nys-ate.org/join.html>

Executive Board Officers

Nancy Dubetz, President
Illana Lane, Past President
Daniel Stuckart, Treasurer
Kim Wieczorek, Secretary

Executive Board Members

Ellen Contopidis	Deborah Thomas
Ralph DiMarino	Ralph Ware (Historian)
Christine Dawson	Patricia Pulver

Jerry Rivera-Wilson, **Executive Director**
Ed Teall, **Webmaster**

New York Association of Colleges for Teacher Education (NYACTE)

NYACTE is the New York Association of Colleges for Teacher Education. It is an institutional membership organization representing New York State institutions of higher education who prepare teachers and other professional educators. NYSATE is the state-level affiliate of the national professional association AACTE, the American Association of Colleges for Teacher Education.

To join NYACTE (institutional membership) or for more information, go to:

<http://www.nyacte.org/index.html>

Executive Board Officers

Lori Quigley, President
Kate DaBoll-Lavoie, Past President
Joanna Masingila, Vice President/President Elect
Patrick Ianniello, Treasurer
Michael Hogan, Secretary

Board of Directors

Linda Barley	JoAnn Looney
Barbara Burns	Linda Pratt
Chris Givner	Kathy Wood

Cynthia Lassonde, **Excelsior Journal Editor**
Ed Teall, **Webmaster**

CONFERENCE SPONSORS

NYSATE & NYACTE would like to thank the following companies that supported this conference. Please visit their booths in the Gallery and attend their information sessions included in the program.



LIVETEXT™

 taskstream

New Opportunities and Challenges in Teacher and School Leader Preparation

NYSATE/NYACTE FALL 2016 CONFERENCE
Gideon Putnam Resort & Spa, Saratoga Springs, NY



Table of Contents

Wednesday Preconference.

Thursday Morning Sessions.

Thursday Afternoon Sessions.

Friday Sessions.

Awards Information.

Excelsior: Leadership in Teaching & Learning

NYSATE 60th Anniversary.

Hotel Map.

NYSATE/NYACTE FALL 2016 CONFERENCE

Gideon Putnam Resort & Spa, Saratoga Springs, NY

Pre-Conference Day

Wednesday, October 19, 2016

9:00-10:00	Registration and Continental Breakfast	Gallery
10:00-12:00	Welcome & Introductions Plenary Meeting: A Conversation between Education Deans and Directors and NYSED Deputy Commissioner of Higher Education John D’Agati.	Hathorne/Coesa
12:00-1:30	Lunch Panel: Preparing Teachers and School Leaders in the 21st Century Facilitator: Lori Quigley, Past President of NYACTE Panelists: TBA (panelists represent K-12, Independent Colleges/Universities, CUNY, SUNY)	Arches
	Guiding Questions: <ol style="list-style-type: none"> 1. What are the critical skills and attributes that 21st century teacher’s need? 2. What are the critical skills and attributes that 21st century school and district leaders need? 3. How do we effectively support & mentor novice teachers to become master teachers? 4. How should P-12 and higher education work together to address these questions? 	

Preconference Concurrent Workshops

1:45-2:45	Option 1: Deans, Directors, Faculty and/or and Campus Certification Officers to meet with Ann Jasinski from NYSEd <u>Tentative Agenda:</u> Questions & Answers regarding the certification process for candidates in NYS.	Hathorne
	Option 2: Professional Development Session sponsored by Pearson	
	Option 3: Professional Development Session TBA	Blue
3:00-4:00	Option 1: Deans, Directors, Faculty and/or and Campus Certification Officers to meet with Ann Jasinski from NYSEd <u>Tentative Agenda:</u> Questions & Answers regarding the certification process for candidates in NYS.	Hathorne
	Option 2: Professional Development Session sponsored by Pearson	Coesa
	Option 3: Professional Development Session TBA	Blue

Wednesday Evening
NYSATE and NYACTE Board Meetings

5:00 PM	NYSATE Board Meeting	Blue
5:00 PM	NYACTE Board Meeting	Sun
6:30-8:00	NYSATE & NYACTE Boards - Joint Dinner Meeting	Garden

SAVE the DATES:
Fall 2017 NYSATE-NYACTE CONFERENCE
October 18-21, 2017



Gideon Putman Hotel
Saratoga Springs, NY

For more information, go to www.nys-ate.org or www.nyacte.org.

NYSATE/NYACTE FALL 2016 CONFERENCE

Gideon Putnam Resort & Spa, Saratoga Springs, NY

Thursday, October 20, 2016

8:00-9:00

Registration and Continental Breakfast

Gallery

9:00-10:30

Plenary Session

Hathorne/
Coesa/
Geyser

Welcome, Opening Remarks from presidents of NYSATE & NYACTE

Invited Panel: Advocacy in Teacher Education: A National Perspective

Facilitator:

Kate Daboll Lavoie, Past President of NYSATE

Panelists:

Karen Embry-Jenlink, ATE President Elect

Deb Koolbeck, Director of Government Relations at AACTE

The fall conference is being held a few weeks before the presidential election and almost a year after the authorization of the Ensuring Every Child Succeeds Act (ESSA). What new challenges as well as opportunities are new policies for educating learners and preparing teachers and school leaders offer our profession? How do we move forward in preparing teachers and school leaders within the context of continual change? How can we work through our professional organizations to shape the national conversation about educational policies? How can we collectively advocate for preparing teachers in ways that recognize the developmental nature of becoming a master teacher or school or district administrator?

10:45-11:30

Concurrent Sessions

ASK about Teaching: Authentic Skills and Knowledge about Teaching and the Certification Exams **Red**

Nancy Gilchriest & Margaret Moss, St. Joseph's College

Format: Workshop

This session is designed to share hands-on lessons implemented to prepare candidates not only for the certification exams and requirements, but especially for becoming an effective educator. These lessons model classroom techniques, afford the candidate the opportunity to reflect on pedagogical skills, and provide insights into the needs and challenges of special populations.

Using Technology to Evaluate, Engage, and Challenge Students in the Classroom and Beyond **Sun**

Cheryl Davis & Lori Finn Sage College

Active student responding is one of the best predictors of student learning, yet oftentimes the opportunities for students to frequently respond are limited. This session is designed to discuss how to use technology to increase student responding. Presenters include interactive lectures, flipped classrooms, immediate student surveys, and checks for understanding, all using technology.

Reorienting Teacher Education in a Liberal Arts College: A New Commitment to Social Justice and Equity Estate

Deborah Owens, James Nageldinger, Rebecca Johnson, Hollie Kulago, Eunyoung Jung, Martha Evans & Andrew Stage, Elmira College

Education faculty members from a liberal arts college describe the ongoing process of employing Cochran-Smith's theoretical framework of teacher education for social justice in order to reorient programmatic goals to reflect a commitment to social justice and equity in curricula, program outcomes, and program recruitment.

AACTE Follow Up Session with Deb Koolbeck, Director of Government Relations at AACTE Blue

Tentative CAEP Session 1 Geyer

Paper #1
Teaching Developmental Reading for Teacher Education Students in One Urban Community College Hathorne

Jean Shaddai, Bronx Community College, CUNY

College developmental reading courses are often required for a number of incoming community college teacher education students. This qualitative research describes the experiences of twelve instructors of remediation at a large urban community college in New York City as they applied approaches to enable students to master basic skills and to prepare for college-level teacher education courses.

Paper # 2
Differentiating Professional Development: Engaging Diverse Faculty
Michelle Ciminelli, Paul Vermette, and Kathleen McGraph, Niagara University

Faculty engaged in various professional development sessions related to different topics throughout the academic year. The format of the sessions included Powerpoints, online Kahoot games, direct instruction, and scenario analysis. Faculty were surveyed to determine which presentation formats were viewed as effective for achieving the objective of each session.

Roundtable Session Orenda
Roundtable 1:
Effective Teaching and the "Cool" Teacher: Locating Self within Changing Educational Policy & Diverse Classrooms
Nancy Barno-Reynolds, Cazenovia College

This roundtable uses critical and positioning theories as two means of examining and reflecting on student and teacher identity.

Roundtable 2:
False Starts and Missteps: Navigating the Ever Changing Accreditation Landscape
Erica Miller, Cazenovia College & Kim Wiczorek, SUNY Cortland

Along with opportunities to build a "culture of evidence" through CAEP accreditation self-study come many challenges with what is required to meet the 2013 CAEP standards. This roundtable will engage participants in conversations about realities of and strategies for seeking national accreditation within New York State teacher education programs.

(continued on next page)

Roundtable 3:

Teacher Preparation: Effectively Preparing Urban Community College Students for New York State Teacher Certification

Tonya Johnson, Bronx Community College, CUNY

The National Center for Education Statistics (2013) reports that New York State teachers are disproportionately White while teaching a racially and ethnically diverse student population. Particularly, White teachers face an increasingly diverse student population. Set in an urban community college, this research highlights the unique complications in preparing diverse populations for the teaching profession.

Roundtable 4:

...And the stars look very different today: Reflections from ground control

Denis Garland & Alice Kozen, Niagara University

The leaders of this session will share their experiences of co-facilitating an online graduate seminar course in a virtual environment. Topics will include updated elements of co-teaching and mentorship, technological considerations for using virtual learning interfaces, and enhancing student engagement.

Coesa

SPONSOR SESSION



11:45-12:30

Concurrent Sessions

Coaching for Teachers: A Judgment-Free Zone

David Henry, David Wilson, Kristina Tomei, Buffalo State College

Format: Workshop

Red

Coaching is an excellent way for cooperating teachers to engage in conversations about their pedagogical choices in the classroom. In a safe, judgment-free space, coaches observe teaching and make suggestions. Presenters share how a coaching session is conducted and describe how these experiences have shaped teachers' ability to coach teacher candidates. Participants will have a chance to practice coaching.

Teacher Education Faculty Use of Research Literature in Their Pedagogical Practice

Leigh Yannuzzi, SUNY Albany

Sun

This presentation shares results from a recent research project examining teacher education faculty practice in NYS. Specifically, the study considers patterns of knowledge dissemination in teacher education through the mechanism of graduate methodology course syllabi. Findings reveal varied orientations, definitions, and motivations among participants in the assignment of research literature.

In the Name of STEM: Cross-disciplinary Collaborations for Elementary Teacher Candidates

Dennis Garland, Sheiann Cianca, Yonghong Tong, Niagara University

Estate

Presenters are a technology-savvy special education professor, an elementary STEM course professor, and a computer science professor who have joined forces to collaborate on a technology-integrated curriculum design.

SPONSOR SESSION TBA

Blue

(LUNCH SET UP)

Hathorne/Coesa/
Orenda

12:30-1:45

Luncheon Plenary Presentation

Georgian/Arches
OR
Coesa/ Hathorne/
Orenda

Invited Keynote: A Conversation with New York State Regents

Facilitator:

Joanna Masingila, Vice President/President Elect of NYACTE

Panelists:

Regent Kathleen M. Cashin

Regent Catherine Collins

Regent Elizabeth S. Hakanson

Regent Judith Johnson

Regent Roger Tilles

2:00-2:45

Concurrent Sessions

Partnering for Purposeful Placement for Professional Success of Teacher Candidates

Sun

Marshall George & Kenney Robinson, Hunter College, CUNY

This session explores one institution’s evolving system of placing teacher candidates for field experiences and student teaching using an interview process with partner schools. After sharing the development of this innovative approach, presenters share research that examines the perspectives of principals, cooperating teachers, and current and former teacher candidates.

Wounded Warriors in Teacher Education: How Can We Make Empathy Visible

Red

Andrea Zakin & Abigail McNamee, Lehman College, CUNY

Format: Workshop

We often feel often like wounded warriors as we “battle” to prepare teachers for their battle: battle to get into our programs, to stay in, to pass the NYS teacher assessments, to pay for it all. Are there ways that we can make empathy visible among ourselves and our students?

From Theory to Practice: Mentoring Alumni

Estate

Deborah Carter, Concordia College

The need to collaborate with alumni who are new teachers is urgent with federal requirements at our doorstep. This study examined the constructs of a new teacher alumni mentoring program. The new teacher implications, the TEP benefits, and the continued requirements of the program were analyzed.

2:00-2:45

Do you know Excellence When You See It?: Visual Exemplars of High Quality Pre-Kindergarten and Kindergarten

Blue

Mira Berkley, SUNY Fredonia, Beverly Falk, The City College of NY, CUNY

Jeanne Galbraith, SUNY Cortland

Format: Workshop

Young children learn best when they are actively engaged in playful learning in environments that welcome their exploration and in the context of interactions and relationships. What does teaching look like when children are learning this way? Images of multi-dimensional and integrated learning will be shown. Resources will be shared.

Roundtable Session

Orenda

Roundtable 1:

Working in a "Small Data" Environment in a "Big Data" World

Laurence Zoecler, Utica College

Focusing on the conference theme of challenges in teacher and school leader preparation, this roundtable discussion presents an opportunity to share ideas and discuss ways smaller educator preparation programs are making the best use of "small data" including descriptive statistics and qualitative data, for accreditation "in a big data" world."

Roundtable 2:

The Fredonia-Hamburg School District Partnership- 43 Years and Still Thriving!

Jill Marshall & Kathleen Magiera, State University College at Fredonia

At a time when teacher education is under scrutiny, it is essential to study how student teachers are being prepared for the profession. The Fredonia-Hamburg School District Partnership was developed cooperatively by SUNY Fredonia and the Hamburg Central School District in 1972 providing a year-long competency based clinical student teaching experience.

Roundtable 3:

From Candidate to Teacher: Supporting Students Through NYSTCEs

Kelly Ahuna, Claudia Conway, Crystal Elias, Susan Dunkle, Colleen Wilkinson & Jeff Faunce, Medaille College

In an effort to provide targeted support for teacher candidates from diverse backgrounds, Medaille College secured a grant to develop online preparation materials for a number of the New York State certification exams, including the ALST, EAS, and several CST exams. This roundtable will discuss that process and the resulting symbaloo prep materials.

Roundtable 4:

Opportunities and Challenges in an Elementary Teacher Residency Program

Nadine Bryce, Hunter College, CUNY & Susan Gonzowitz, East Harlem Tutorial Program

This paper examines how the East Harlem Tutorial Project and Hunter College, CUNY, partnership attempts to increase teacher quality, and address opportunities and challenges in learning to teach by examining how it merges theory, support and practice in a pre-service elementary teacher residency program.

3:00-3:45

Concurrent Sessions

Using Student Perceptions to Modify Instruction in a Teaching Methods Course

Emily Kaufman, Paul Vermette, Kimberly Alexander, Niagara University

Sun

This study examines how data from a midterm student perception survey has been used to modify and improve instruction in a Teaching Methods course. Promoting positive instructional change was built on collaboration, educational expertise, and a variety of verified performance assessment measures.

Preparing Teachers and Leaders to Meet the Growing Needs of English Learners

Sharon Peck, SUNY Geneseo & Tracy Cretelle, Rochester City School District

Format: Workshop

Red

This session focuses on preparing educators to meet the needs of English Learners (EL). It addresses the New York State Blueprint for ELL Success and aspects of CR Part 154, how administrators support the collaboration of ELL and classroom/content teachers. It highlights teacher preparation in co-teaching, differentiation and backward planning.

Embedding High Leverage & Evidence-Based Practices in Clinically Rich Experiences Estate
Lawrence Maheady, SUNY Buffalo State

This session describes how high leverage or evidence-based practices can be taught and practiced in the context of two developmentally sequenced, clinical experiences, describes implementation challenges, and provides evidence on program impact on pre-service teacher and student outcomes.

Teaching for Social Justice: Incorporating Human Rights Education into Teacher Education Programs Blue
Nicole Waid, SUNY Oneonta
Format: Workshop

Incorporating a discussion of social justice affects teacher candidates by creating a dialogue about effective ways to promote human rights, social justice, and diversity in teacher preparation programs. Presenters discuss ways to bring social justice into teacher education programs in order to promote social justice and diversity.

Improving Data and Assessment Literacy among Candidates for Adolescent Certification Geysler
Mary Rose McCarthy, Lower Hudson Regional Information Center
Format: Workshop

Participants will explore digital resources to help candidates utilize demographic data, create assessments that provide usable data, maintain grade books that chart student progress, and analyze data from summative assessments. Participants should bring laptops or tablets and will leave the workshop with practical ideas and tools for their instruction.

NYSATE at 60: Invited Session is Celebration of the organization's 60th Anniversary Hathorne
Panelists: NYSATE PAST PRESIDENTS

Tentative CAEP Session 2

Coesa

4:00-4:45

Concurrent Sessions

Assessing the Professional Dispositions of Teacher Candidates: How Accurate Are Teacher Candidate Self-Assessments? Sun
Erica Miller, Cazenovia College

CAEP Standard 3.3 requires each EPP to “establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.” This paper presentation will share results from a recent study which examined the accuracy of self-reported teacher candidate professional disposition ratings used by our EPP to address CAEP Standard 3.3.

The Importance of Diversity: Recruiting Men of Color into the Teacher Pipeline Estate
Ashleigh Thompson & Angelita Alvarado-Santos, The City University of New York

The Office of the Mayor of NYC, NYC Department of Education, and the City University of New York launched NYC Men Teach to recruit 1000+ men of color into the teacher pipeline by 2018. Data trends, program goals, partnerships, implementation challenges, and replicable strategies will be discussed.

Lessons Learned: Auto-ethnographies from Support Agents of edTPA Candidates

Jarritt Sheel & Dwight Manning, Teachers College, Columbia University

Red

This auto-ethnographic study reveals authors' narratives about their individual journeys to support graduate students in a private teacher preparation program who submit edTPA e-portfolios to Pearson. The authors share narratives about their journeys to understand the edTPA in order to facilitate both formative growth and high summative student passing rates.

SPONSOR SESSION TBA

Blue

Roundtable Session

Orenda

Roundtable 1:

Collaborative Professional Development School (PDS) Action Research Studies for Change and Improvement

Linda Catelli, City University of New York, Gina Petraglia & Joan Carlino, Belmont Elementary Professional Development School/North Babylon School District

Teachers and researchers present their collaborative Professional Development School (PDS) video-based action research aimed at improving classroom teaching directed at student achievement. The studies took place within a larger research study and a New York State grant-funded project. The studies involved analyzing student data and video lessons of teaching and then measuring changes over time.

Roundtable 2:

Mentoring and Being Mentored: Intersections of Collaboration

Denis Garland, Paul Vermette, & Inez Bruinsma, Niagara University

Presenters discuss the manifestations of mentorship among faculty and teacher candidates. Topics include pedagogy, relationship-building, and technology integration strategies.

Roundtable 3:

Employing Formative Assessment to Assist Teacher-Candidates to Develop Standards-Based Discourses

Edward Lehner & Tonya Johnson, Bronx Community College, CUNY

In many urban Community Colleges, Teacher Education Program continue to enact a form of pedagogy that tends to underutilize the technology informing current society. This research calls for more innovative ways to deploy critical youth media practice, technology, and youth culture to reshape and envision community college teacher education classes.

Roundtable 4:

Empowering Teaching Repertoires

Sunshine Sullivan, Houghton College

Come dialogue together about how our research in classrooms can support teachers in their reflective pedagogy and teacher agency, which in turn can help sustain their engagement in intentionally responsive planning, instruction, and assessment routines that prioritize the students' diverse learning and development as well as meet standards.

Paper # 1

Geyser

Enhancing Fidelity of System of Least Prompting among Novice Teachers of Students with Autism

Krista Vince Garland, SUNY Buffalo & Dennis Garland, Niagara University

In this study, the researchers sought to measure efficacy of individualized clinical coaching on teachers, fidelity of implementation of system of least prompts when working with a virtual student with autism. All six participants reached criterion mastery within four, fifteen-minute sessions. Mean performance improved by 66% and mean accuracy during maintenance was 97%.

Paper #2

The Interdisciplinary Specialty Program in Autism (I-SPAN): Multiple Perspectives for Professional Preparation

Shanna Jamanis, & Dawn Vogler-Elias, Nazareth College

Given the growing prevalence of autism, professionals must enter the workforce with skills to support individuals with autism. This presentation will provide outcomes from the last 3 years for an interdisciplinary specialty program in autism; a concentration for graduate students in education, speech-language pathology, and other professional programs.

Thursday Evening Schedule

5:00-6:00	Business Meeting for NYSATE	Blue
5:00-6:00	Business Meeting for NYACTE	Garden
6:30-7:00	Cocktail Reception (<i>Open Bar & Appetizers</i>)	Portico

DRAFT

Sponsored by Pearson Education



7:00-8:30	Dinner Plenary Session	Arches OR H/C/G
------------------	-------------------------------	--------------------------------

Welcome: Nancy Dubetz, President of NYSATE & Joanna Masingila, Vice President/President Elect of NYACTE

Presentation of Awards

Keynote address by Amy Hysick, 2017 New York State Teacher of the Year
Introduction to Speaker: Jerry Rivera-Wilson

NYSATE 60th Anniversary Celebration
Jerry Rivera Wilson, NYSATE
Karen Embry-Jenlink, ATE President Elect

Friday, October 21, 2016

8:00-8:45 Conference Registration and Continental Breakfast

Gallery

8:45-9:45 Plenary Session

Hawthorne/
Coesa

Welcome & Introduction to Speaker: Illana Lane, Past President of NYSATE

Keynote Address: MaryEllen Elia, New York State Education Commissioner

10:00-10:45 Concurrent Sessions

Paper #1:
The Liberal and Technical in Teacher Education – Revisited
Timothy Glander, Nazareth College

Hawthorne

What should be the proper relationship between liberal education and technical proficiency in the preparation of teachers? This paper explores the historic goal of the integration of liberal education and technical proficiency in teacher education in light of new regulatory pressures and an unprecedented market assault on the value of liberal education.

Paper #2:
Looking at 21st Century Skills through the Lens of a Virtual Classroom: Using Technology to Broaden the Look
Alice Kozen, Niagara University

With technology changes, many Teacher Education programs have chosen to include online courses. These courses include virtual classrooms in an effort to mimic traditional classrooms. This session will describe some of the best practices for attaining 21st Century Skills in a virtual classroom as proposed by the National Education Association.

Paper #1
Leveraging P-12 Partnerships to Support Candidates Through edTPA- Opportunities and Challenges
Julie Henry, Buffalo State College
Clancy Seymour & Barbara Burns, Canisius College

Coesa

Because edTPA is completed during student teaching, often in partnership schools, it seems logical to assume that cooperating teachers are "stakeholders" in edTPA. Presenters used a survey and virtual focus group to see if teachers feel that they have a stake in this process. Come see what cooperating teachers think about edTPA and what they want from teacher preparation programs.

Paper #2
Embracing edTPA ? A Conversation
Paul Vermette, Michelle Ciminelli, & Alice Kozen, Niagara University

This session consists of a free-flowing conversation about the external assessment, the edTPA. Participants will (1) identify its benefits and dangers, (2) examine test-prep practices, (3) design new interventions to assist candidates, and (4) assess the consequences on programs and people.

A Model of an Effective P-12 Partnership Focused on Literacy

Kristen Driskill, Roberts Wesleyan College

Blue

In order to best prepare students for the rigors/challenges of teaching, Roberts Wesleyan College has partnered with a local school district to establish an adolescent literacy clinic. The clinic serves two purposes: help Masters students obtain valuable experience with secondary students, and help RWC stay current with P-12 changes/trends.

Scaffolding Content and Components of NYS Certification Exams into an Existing Program

Alexandria Ross & Jeanne Peloso, Lehman College CUNY

Red

The Lehman College Graduate Childhood Education program will provide an overview of adaptations it has made to existing coursework and field experiences in order to strengthen alignment with edTPA components as well as strategies it has incorporated in order to support candidates in preparing for the ALST, CSTs and EAS.

The NYS Early Childhood Higher Education Inventory: Its Findings and Implications

Sherry Cleary, NYS Association of Early Childhood Teacher Educators

Estate

The New York Early Childhood Advisory Council (ECAC)'s Workforce Work Group commissioned a team at UC Berkeley to conduct an inventory of New York's early childhood higher education. These findings are comprehensive and provide recommendations. This session will engage the participants in discussion of the best strategies that might be developed to address opportunities identified in the study.

What does the Blueprint for Students with Disabilities mean for Teacher Education Programs?

Patricia Wrobel & Dennis Garland, Niagara University & Katheen Mageira, SUNY Fredonia

Format: Workshop

Sun

Using the newly adopted blueprint, the seven principles will be discussed how teacher education programs have incorporated the principles in Special Education programs and what an exemplary clinical placement should look like.

Black Professor, White Students: Reflecting on the Relevance of Culturally Responsive Teaching with Predominantly White Students in a Graduate Teacher Preparation Program

Tiffany Powell, The Sage Colleges

Garden

Presenter shares the research findings from a self-analysis case study of an African American professor who uses critical reflection to examine the relevance of utilizing culturally responsive teaching methods with her predominantly White students enrolled in a graduate level teacher education program. Findings have implications for effective program development across educational settings.

SPONSOR SESSION TBA

Geyser

A Partnership Grows in Brooklyn: Clinically-Rich Experiences of SUNY Teacher Candidates

Sasha Ramial, SUNY Oneonta

Orenda

SUNY Oneonta teacher candidates develop clinically-rich experiences by working with students in Bushwick, Brooklyn to promote healthy eating habits and create a community garden. This session will discuss the process of developing this partnership and how the teacher candidate identities developed through this partnership.

Creating Sustainable pK-24 Partnerships: Tips, Funding, and Action Plan Development

Blue

Amanda Zullo, Saranac Lake High School/Hope Street Group

Format: Workshop

As a K-12 educator who gathered together a dozen focus groups for a research project, the presenter shares how to harness pk-12 colleagues in a revolutionary way that connects to individual higher education goals. Participants will leave with a developed action plan for establishing productive collaborations impacting educators and students alike.

An Analysis of the Development and Use of Case Studies in a Clinically Rich Residency Program

Red

Heather Reynolds, SUNY/Empire State College

The national push towards longer and more in depth clinical placements/ residencies for preservice teachers has led to a host of positive outcomes and challenges. This study documents the use of program specific data to develop and analyze case studies which focus on long term clinical placements within our residency program.

Roundtable Session

Orenda

Roundtable 1:**Preparing Candidates for the New Certification Exams in Mathematics**

Eric Fuchs, Metropolitan College of New York

The new NYS certification requirements pose new challenges for prospective teachers. Many candidates find particularly challenging passing the 222 mathematics exam. Using technology, our candidates attempted to solve over 40,000 mathematics problems. Our study sheds light on candidates' difficulties in understanding key mathematical concepts and provides recommendations on how to overcome these difficulties.

Roundtable 2:**Ensuring Every New Teacher Succeeds: The Critical Need for Emotional Intelligence Training in Pre-Service Teacher Education**

Janet Kremenitzer, Lehman College, CUNY

Stress is the foremost emotional consequence of teaching. Forty to fifty percent of all teachers leave the profession within their first five years. Occupational stress and its impact on novice teachers and the critical need to include emotional intelligence training at the pre-service level will be discussed.

Roundtable 3:**Teacher Candidate Discourse: Exploring the Context for Learning**

Elizabeth Stevens & Denise Johnson, Roberts Wesleyan College

We will present findings from a study that examined teacher candidates' discourse around the context for learning in the edTPA Literacy Planning Task 1, and discuss ways to guide teacher candidates to explore social constructions that might impact their teaching of diverse students in grades K-12.

Roundtable 4:**What We Know Now: Investigating the Differences between Novice and Student Teachers**

Maureen Elliott & Christina Pfister, The College of St. Rose

This session presents data collected from novice and student teachers who reviewed written cases and were interviewed about steps they would take to handle the situations. Results indicate that novice teachers think broader and consider issues in more depth than student teachers. Implications for teacher education programs are provided.

Up-cycling the edTPA: Preparing Candidates to Advocate for their Practice through Rhetorical Argumentation Estate
Christine Dawson, Skidmore College

Teaching performance assessments (e.g., edTPA), require candidates to document and analyze teaching practices and literally write their way into teaching. This presentation explores the use of argumentation as a rhetorical frame with the potential to demystify the edTPA, empowering candidates to take ownership of how they present themselves professionally.

A Call to Realize Dewey's Dangerous School Paradigm through Technology Sun
Jeanine DeFalco, Gerald Ardito, Pace University & Anthony DeFalco, Long Island University

This paper examines how to empower current and future educators to protest and resist the scripted nature of the Common Core State Standards by addressing a model of the learner and the school grounded in cognitive science principles and validated by a re-articulation of how to prepare our future democratic citizens as mediated through technology.

Paper #1 Geyser
Gender Based Instruction for Boys
Frances Meyer, Metropolitan College of New York

British and Australian educational policies address scientific evidence regarding differences in male and female brains. Yet, American policies make little reference to this same evidence. Particular attention must be given to underachieving boys in all three countries. Best practices for program development should include gender based instructional strategies.

Paper #2
Critical Dispositions: Integrating Disability Studies in Teacher Education
Eileen Radigan, Monroe College

This session highlights a collective case study of five novice secondary inclusion teachers after completing teacher preparation influenced by the field of disability studies in education. Results showed that this preparation cultivated "dispositions" for the participants, who used critical analysis skills to deconstruct issues related to the inclusion of students with disabilities.

SPONSOR SESSION TBA

Garden

12:00-2:00

Luncheon Plenary

Hawthorne/
Coesa

Preparing Teachers for Complex Identities in a Complicated World: A Moment to Re-focus in the Wake of High Stakes Mandates and Social Tensions

Facilitator:

Kim Wiczorek, State University of New York at Cortland

Panelists:

Ellen Contopdis, Nazareth College
Rebecca Page Johnson, Elmira College
Shirley Sommers, Nazareth College
Patricia Velasco, Queens College, City University of New York

In the face of ever-changing and somewhat daunting policies and mandates for educator preparation, it seems we have lost some of our fuel (and funding) to motivate us to focus on teacher preparation for inclusive education, which we are defining as a form of teaching for social justice that includes and embraces all students learning together in their classroom and school communities. Panelists

have been selected who can help teacher educators across varying New York State contexts offer suggestions around teaching for understanding multiple and complex student identities that encompass gender, race, language, and disabilities.

This panel is sponsored by the Inclusive Teacher Education Special Interest Group (SIG), which promotes the cause of inclusive schooling and inclusive teacher education in New York State. The SIG is comprehensive in terms of its focus and refers to support for all learners without exception.

DRAFT

AWARDS

NYSATE & NYACTE sponsor awards each year for distinguished teacher educators and distinguished teacher education programs. The organizations are currently seeking nominations for the following awards listed below. Selection criteria and nomination materials can be found at the links provide.

Neal Appleby Outstanding Teacher Educator Award

<http://nys-ate.org/about/awards/appleby.html>

The R. Neal Appleby Outstanding Teacher Educator Award recognizes individuals who have worked to nurture the intellectual, personal, and professional growth and development of teachers at various stages of their professional lives. The selection criteria are based on the Standards for Teacher Educators published by the Association of Teacher Educators (ATE). Neal Appleby was an educator of teachers for twenty years at Syracuse University, until his untimely death in 1993

Charles Mackey Jr. Excellence in Service Leadership Award

<http://nyacte.org/award/mackey.html>

The Charles C. Mackey, Jr. Excellence in Service Leadership Award honors an educator in New York State who has demonstrated personal and professional qualities that exemplify the highest standards of service leadership in teacher education. The annual award, initiated in October 2002, is named in honor of Dr. Charles C. Mackey, Jr., Executive Coordinator of the Office of Teaching Initiatives in the New York State Department of Education.

Distinguished Program Award in Teacher Education

<http://nys-ate.org/about/awards/program.html>

The *Distinguished Program Award* (DPA) in teacher education has been established to recognize and honor a specific “quality” identified from The New York State Regents' Standards for Teacher Preparation. Institutions offering teacher education programs would address ONE of the following specific qualities:

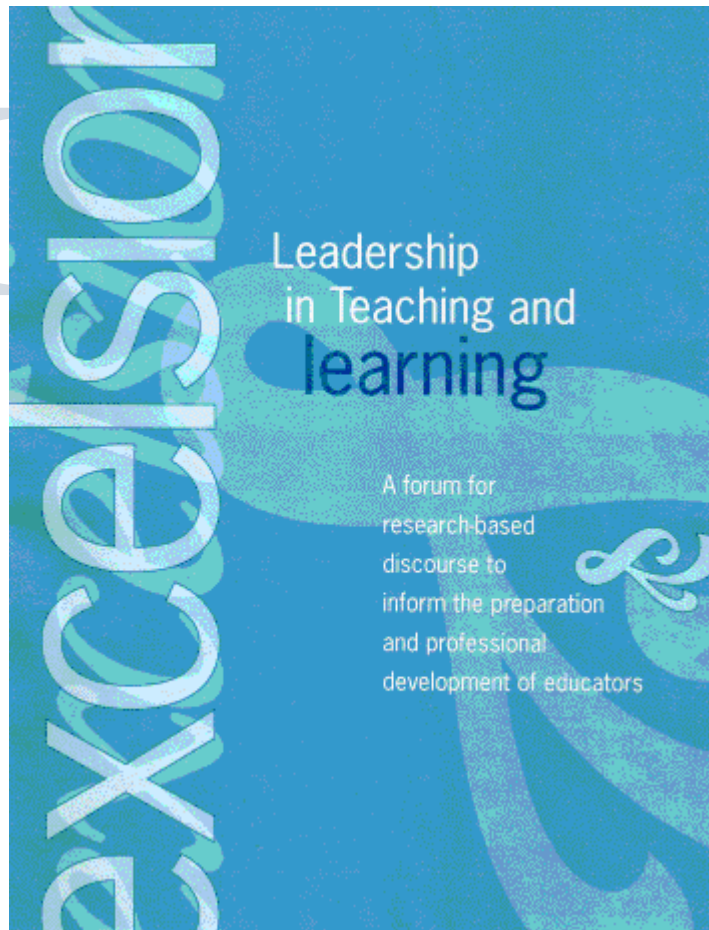
- I. Partnership with the liberal arts and sciences
- II. Pre-service partnerships with the local school districts
- III. Professional Development Partnerships
- IV. Programs for Alternative Certification

Institutions achieving the *Distinguished Program Award* (DPA) will be honored by the NYSATE/NYACTE membership at the Fall conference. If considered appropriate the Executive Boards of NYSATE/ NYACTE will nominate the program for the *Association of Teacher Educators* (ATE) **Distinguished Program in Teacher Education** award in October of the same year.

EXCELSIOR: Leadership in Teaching and Learning

Excelsior: Leadership in Teaching and Learning provides a forum to explore issues related to teaching and learning at public and independent colleges and universities with programs in teacher preparation. Excelsior solicits original, thought-provoking manuscripts of various formats, including papers presenting research on issues and practices important to teacher education and in-depth discussions of perspectives on issues and practices that contribute to the preparation and professional development of educators. A third format—Nota Bene—contains brief, focused articles; book reviews; website or technology recommendations; and a What Are You Reading? feature.

For subscription information & submission requirements, go to:
<http://www.nyacte.org/journal/journal.html>



NYSATE 60th ANNIVERSARY

DRAFT

NYSATE 60th ANNIVERSARY

DRAFT

*Gideon Putnam Resort
Main Floor*

