

Using Research, Practice and Policy to Meet the Education Challenges of the 21st Century



Fall 2012 Conference

New York State Association of Teacher Educators (NYSATE)

AND

New York Association of Colleges for Teacher Education (NYACTE)

NYSATE and NYACTE are professional organizations dedicated to the preparation of teachers and other educators. We strive to work collaboratively to strengthen the quality of teacher education within the State of New York. It is this synergistic relationship that gives our voices the strength and credibility to have an impact on policy decisions in teacher education.

The Albany Marriott
Albany, New York
October 17-19, 2012

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).

Executive Board Officers

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Patterson Rodgers, Student Representative — University at Albany, SUNY

New York Association of Colleges for Teacher Education (NYACTE)

NYACTE is a statewide organization of public and independent colleges and universities with programs in teacher preparation. It is the state affiliate of the American Association of Colleges for Teacher Education (AACTE).

Executive Board Officers:

Kate DaBoll-Lavoie, President -- Nazareth College
Lori Quigley, Vice-President/President-Elect -- The Sage Colleges
Lois Fisch, Immediate Past President -- Utica College
Craig Hill, Executive Secretary -- Nazareth College
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Cynthia Lassonde, *Exelsior* Journal Editor -- SUNY Oneonta



**NEW YORK ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION**

October, 2012

Dear Conference Attendees:

Welcome to the NYSATE/NYACTE 2012 Annual Conference at the Albany Marriott. We promise you an exciting conference and hope you will take advantage of the opportunity to interact with our many presenters. The Executive Boards of both NYACTE and NYSATE are committed to promoting communication and action so that all stakeholders can work together to optimize education for at all levels throughout New York State. As we look at the political and economic challenges in New York and the nation, we are reminded of how important it is that we all actively participate in working to assuring the quality of education in the State.

This year we offered a preconference on implementation of the edTPA that was co-sponsored by the New York State Education Department (NYSED). The preconference was an exciting and timely introduction to our conference theme, ***Using Research, Practice and Policy to Meet the Education Challenges of the 21st Century***. The conference will provide a dynamic arena in which attendees – teacher educators, practitioners, policymakers, administrators, and others – can share ideas and plan for the future of education in New York. Throughout the conference, we will have representatives from NYSED, such as Commissioner John King and Deputy Commissioner John D’Agati, addressing attendees and responding to questions.

The Executive Boards of both NYSATE and NYACTE meet individually and collectively to discuss how best to work with both pre-service and in-service teachers as they educate our greatest resource, our children. As a result of the current financial pressures affecting all of us and our institutions, the NYSATE/NYACTE Boards have decided that we will again sponsor only one conference this year. However, we will call together the teacher education community in the spring for another ***Day on the Hill*** for the purposes of information sharing, brain storming and leadership.

NYSATE and NYACTE remain committed to providing a forum for experts in the field of teacher education to meet, discuss, challenge, and impact the preparation of teachers in New York State. We are looking forward to a stimulating conference during which we engage colleagues and stakeholders to assure that we continue to prepare excellent teachers to serve our State and nation.

Sincerely yours,

Sylvia Blake, Ed.D.
President, NYSATE

Kathleen DaBoll-Lavoie, Ph.D.
President, NYACTE

*Using Research, Practice and Policy to Meet the
Education Challenges of the 21st Century*

NYSATE/NYACTE Fall 2012 Conference

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Using Research, Practice and Policy to Meet the Education Challenges of the 21st Century

NYSATE/NYACTE Fall 2010 CONFERENCE

Wednesday, October 27th

Pre-Conference Events

8:00-9:00 a.m. **Registration and Continental Breakfast**

edTPA Workshop by SED/SCALE

9:00-9:15 a.m. **Welcome, Introduction and Overview of the Day** **Empire Room**
Kathleen DaBoll-Lavoie, President NYACTE
Julius Gregg Adams, Immediate Past President NYSATE
Nicole Merino, SCALE

9:15 a.m.-12:15 p.m. **Overview of NYS Timeline for Implementation** **Empire Room**
Jennifer Case, NYSED, Teacher and Leader Effectiveness, Policy and Programs
Stephanie Wood-Garnett, NYSED, Assistant Commissioner of Higher Education

An Educative Approach to Implementation: Messages from the Field...

Ray Pecheone, Professor of Practice Stanford University, Executive Director, SCALE

Linda Darling-Hammond, Charles E. Ducommun Professor of Education at Stanford University (video message for NY)

Sharon Robinson, President and CEO, American Association of Colleges for Teacher Education (video message about edTPA)

Tine Sloan, Director of the Teacher Education Program, UC Santa Barbara.

Nicole Barrick Renner, Classroom teacher who completed the edTPA in 2010. (video message about edTPA)

Let's pause for a quick check-in...

- **Table talk**
- **Post-its**

Deconstructing edTPA:

What is intended by the different tasks, prompts and rubrics? What is Academic language? What do candidates do? How does it vary across content areas?

Nicole Merino, SCALE

Bev Falk, Director of the Graduate Programs in Early Childhood Education at The School of Education, The City College of New York

Time for Q and A

- *Table talk and Parking lots*

12:15-1:00 p.m. **Lunch** **Empire Room**

1:00-3:15 p.m. **Getting Started with edTPA** **Empire Room**

Engaging IHE Faculty and Supervisors:

How did programs start to embed the edTPA into the fabric of their programs? What have programs done to orient faculty and supervisors to the edTPA in ways that support meaningful engagement? How have others sustained active engagement? What are some potential barriers to engagement?

Scaffolding the Assessment for Candidates:

How can programs introduce the assessment in ways that promote its educative value? What are the major challenges for candidates facing the assessment and how might they be supported?

Engaging the P-12 Community

How can programs involve and engage P-12 partners with edTPA? Strategies and lessons learned from the field.

3:15-4:00 p.m. **Table talk** **Empire Room**
Guiding questions to facilitate initial steps for planning. What are the next steps for my program?

Share out with Q and A

Address questions from parking lots.

NYSATE and NYACTE Board Meetings

4:30-6:30 p.m. NYSATE Board Meeting **State Room**

5:00-6:30 p.m. NYACTE Board Meeting **Empire Room**

6:30-8:30 p.m. NYSATE & NYACTE Boards – Joint Dinner Meeting **Market Restaurant**

Thursday, October 18th

8:00-9:00 a.m.

Registration and Continental Breakfast

**Grand
Foyer/Salon
E**

9:00-10:00 a.m.

General Session

Salon E

Welcome, Opening Remarks

Sylvia Blake, President, NYSATE—Conference Co-Chair

Lori Quigley, President-Elect, NYACTE—Conference Co-Chair

Collins Address

Jay Worona, General Counsel, NYS School Boards Association, Inc

***Legal Issues Update:** How recent court, commissioner of education and PERB decisions have affected the operation of public schools and what new responsibilities have Congress, the New York Legislature, and the federal and state departments of education imposed on school districts this past year.*

Jay Worona is general counsel for the New York State School Boards Association (NYSSBA). He has served in this capacity since 1990. Mr. Worona is responsible for representing the NYSSBA and its membership of approximately 750 school districts in both direct and *amicus curiae* (friend-of-the Court) litigation on wide-ranging legal topics such as tenure and seniority rights of school employees, special education, the constitutional separation of church and state as it applies to the operation of public schools and the legal authority of school boards.

Mr. Worona regularly presents at conferences throughout the state and nation on a range of legal topics affecting the operation of public education. In this regard, he is considered a national expert and has regularly appeared in the national media, including FOX National News, CNN, NPR and PBS.

Mr. Worona served as Chairman of the Board of Directors of the National Council of School Attorneys (COSA) in 2007. This organization represents the interests of school lawyers throughout the nation.

Mr. Worona is a member of the National Association of Parliamentarians. He also serves as an adjunct professor at the School of Educational Administration and Policy Studies at the State University of New York at Albany as well as The College of Saint Rose in Albany, New York. Mr. Worona has been admitted to practice law by the New York State Bar; the United States District Court for the Southern District of New York, Eastern District of New York, Northern District of New York, and Western District of New York; the United States Court of Appeals for the Second Circuit, Sixth Circuit and Eleventh Circuit; and the United States Supreme Court.

Mr. Worona successfully argued and won a case before the United States Supreme Court involving the separation of church and state entitled, *Board of Education of the Kiryas Joel Union Free School District v. Grumet*.

10:15-10:30 a.m.

Refreshment Break

Grand Foyer

10:30-11:45 a.m.

Concurrent Paper Session I

Paper 1: The Hows and Whys of Service Learning in Pre-service Teaching Coursework

Albany

Susan M. Schultz and Susan Hildenbrand – St John Fisher College

Strand: Creating Partnerships/Interprofessional Collaboration

This session provides ethnographic research about integrating service learning into coursework. Through service learning, teacher candidates learn to advocate for students, families and the communities they serve. Pre-service teachers gained authentic knowledge while broadening cultural views.

Paper 2: Deconstructing the edTPA: *What is intended by the different tasks, prompts and rubrics? What do candidates do? How does it vary across content areas?*

Colonie-

SCALE presenters:

Nicole Merino, Ph.D., Director, Performance Assessment for California Teachers Stanford Center for Assessment, Learning and Equity

Beverly Falk, Ed.D., Professor and Director of the Graduate Programs in Early Childhood Education at The School of Education, The City College of New York, Senior Scholar, SCALE

Tine Sloan, Ph.D., Director, Teacher Education Program at the University of California, Santa Barbara, Gevirtz Graduate School of Education Senior Scholar, SCALE

NYSED Presenters:

Jennifer Case, NYSED, Teacher and Leader Effectiveness, Policy and Programs
Stephanie Wood-Garnett, NYSED, Assistant Commissioner of Higher Ed

Strand: Teacher Performance Assessment

This working presentation begins by providing an overview of the broader architecture of the edTPA. Next, the edTPA rubrics are examined in order to unpack the central concepts that are evaluated and how performance changes from one level of the rubric to the next. Evidence is then used to further deconstruct and make sense of the edTPA elements.

Schenectady

Paper 3: Clinically-Rich Collaborations that Transform – Combining Coursework, Community Engagement and Children

Deana Darling, Deb DePalma, Kerry Dunn, and graduate students Kaitlyn Reif and Shaun Russell – Nazareth College

Strand: Creating Partnerships/Interprofessional Collaboration

Collaboration, clinically-rich coursework, and community engagement are essential elements for teacher preparation. This session will discuss the planning, implementation, and evaluation of the integration of graduate-level coursework, field hours, and action research with a summer academic program for urban primary students.

Paper 4: We Can Do More and Better with Less: Education Reform Can Work

Salon F

Thomas F. Kelly - Dowling College

Strand: Transforming Policy into Practice

This paper, based on Deming, offers numerous examples of ways to exponentially improve student achievement and close the achievement gap by changing policies to implement successful practices using existing resources or less and save our schools and economy. We need to change some existing assumptions and policies.

Paper 5: Connecting Effective Teaching to Student Achievement in the Context of Race to the Top Reforms: Video-Based Action Research Studies in a Professional Development School Setting

Salon G

Linda A. Catelli – Dowling College

Strand: Teacher Performance Assessment

Two video-based PDS action research studies aimed at linking effective classroom teaching to student achievement will be presented. The studies were designed to connect Teaching Standards with observable classroom teaching actions and student achievement.

10:30-11:45 a.m.

Concurrent Paper Session I, continued

Salon H

Paper 6: Learning Should Occur When You need it! : Technology Integration, Student entitlement, and the new Learning Divide

Elaine Correa and Mary Beth Scummaci – Medaille College

Strand: Using Technology/Ensuring Quality On-line/Hybrid Education

Why should “digital native” learners desire to learn, or be invested in pedagogies that do not integrate technology into their learning? Today, educators must be prepared to respond to the new learning divide, indicating how “content” can be placed into action for student learning with greater technology integration.

12:00-1:30 p.m.

Lunch

Salon E

Welcome and Introduction: Kate DaBoll-Lavoie and Sylvia Blake

Address: Dr. John B. King, Jr.
Commissioner of Education
President of the University of the State of New York



As New York State Education Commissioner, Dr. John B. King, Jr. oversees more than 7,000 public and independent elementary and secondary schools (serving 3.1 million students), and hundreds of other educational institutions across New York State including higher education, libraries, and museums. Dr. King is a strong voice for education reform, and he was a driving force in New York’s successful Race to the Top application. A former high school teacher and middle school principal, Dr. King has earned a national reputation for his vision and commitment to education reform. Dr. King earned a B.A. from Harvard University, an M.A. from Teachers College, Columbia University, a J.D. from Yale Law School, and an Ed.D. from Teachers College, Columbia University.

Paper 1: Lessons Learned: Deepening School/University Partnerships through a New Model of Clinically Rich Teacher Education

Albany

Kerry Dunn, Kathleen DaBoll-Lavoie, Mr. Ronald Springer and Ms. Sarah Bevan
– Nazareth College of Rochester

Strand: Recruiting, Educating and Retaining Effective Teachers

This presentation explains experiences from a unique one-year pilot program that situated graduate school learning in public schools and led to Professional Certification. This program provided successes and a depth of learning none of the stakeholders could have imagined. Highlights include learnings, successes, and revisions needed to make this a sustainable model.

Paper 2: Academic Language 101: Not just for English Learners

Colonie

SCALE presenters:

Nicole Merino, Ph.D., Director, Performance Assessment for California Teachers
Stanford Center for Assessment, Learning and Equity

Beverly Falk, Ed.D., Professor and Director of the Graduate Programs in Early Childhood Education at The School of Education, The City College of New York,
Senior Scholar, SCALE

Tine Sloan, Ph.D., Director, Teacher Education Program at the University of California, Santa Barbara, Gevirtz Graduate School of Education Senior Scholar,
SCALE

NYSED Presenters:

Jennifer Case, NYSED, Teacher and Leader Effectiveness, Policy and Programs
Stephanie Wood-Garnett, NYSED, Assistant Commissioner of Higher Ed

Strand: Teacher Performance Assessment

What is academic language and how do I know it if I see it? How do we get non-specialists to understand it? In this working session, participants will develop deeper understandings of the meaning and components of academic language as it relates to the edTPA. Evidence academic language is identified using teaching evidence. Using this information, with support from the session presenter, participants will work in groups to examine the academic language prompts from the edTPA.

Paper 3: Partnerships at Risk? Using Field Placement Research to Continue Effective College/University-School Partnerships

Schenectady

Erica Miller, Kim Wieczorek and John Livermore – Cazenovia College

Strand: Creating Partnerships/Interprofessional Collaboration

APPR has produced anxiety for school personnel, and has affected the number of potential placements for preservice teachers. Session presenters have surveyed field placement coordinators across New York State to assess how colleges and universities are problem-solving to continue and promote vital partnerships with schools.

Paper 4: Educating Children with Autism Spectrum Disorders

Salon F

Lori L. Finn and Jennifer Lipton-O'Connor – The Sage Colleges

Strand: Transforming Policy into Practice AND Recruiting, Educating and Retaining Effective Teachers AND Creating Partnerships/Interprofessional Collaboration

This paper session will introduce participants to the symptoms of autism, review the proposed new diagnostic criteria, and provide an overview of common treatments for autism, emphasizing applied behavior analysis (ABA). The presenters will also discuss the use of ABA in schools and collaboration between teachers and behavior analysts.

Paper 5: Creating Distance Through Technology to Encourage risk-Taking in Group Lab Supervision

Salon G

Matthew S. Day – Queens College, CUNY

Strand: Using Technology/Ensuring Quality On-line/Hybrid Education

In this interactive program, participants develop an understanding of how digital technology is being used to monitor training group sessions and then the accompanying feedback sessions. Participants engage in a dialogue regarding how this procedure may allow students to take more risks and increase counseling self-efficacy.

1:30-2:45 p.m.

Concurrent Paper Session II, continued

Paper 6: Statewide 325T Grants: Embedding Evidence-based Practices in Teacher Education Programs to Prepare and Retain Highly Effective Teachers

Salon H

Barbara Fink Chorzempa – SUNY New Paltz; Kathleen Magiera and Rhea Simmons - SUNY Fredonia

Strand: Recruiting, Educating and Retaining Effective Teachers

Through 325T grants, SUNY New Paltz and SUNY Fredonia enhanced their teacher education programs to prepare graduates to meet the highly qualified teacher requirements and effectively serve students with disabilities. Described will be the process and outcomes in incorporating evidence-based practices and universal design for learning into their programs.

2:00-2:45 p.m.

Poster Session I

Salon E

Poster 1: Assessment of Pre-Service Teacher Dispositions

Elizabeth Bradley, Patricia Isaac and Joseph King – SUNY Empire State College

Strand: Recruiting, educating and retaining effective teachers

The purpose of this research was to develop an assessment of pre-service teacher dispositions for use in teacher education programs, to allow faculty and administrators to assess and provide feedback on teacher candidate professional skills and conduct. The instrument's psychometric properties and implications for teacher education programs will be presented.

2:45-3:00 p.m.

Break

Roundtable 1: A Study of Pre-Service Teachers' Perceptions of Caring Teaching Skills**Albany**

Patricia Isaac – SUNY Empire State College

Strand: Teacher Performance Assessment

This presentation focuses on the results of a preliminary study on pre-service teachers' perceptions of caring teaching skills based on emergent themes in their online course discussions and data collected from the Educational Beliefs and Multicultural Attitude Survey. Pre-service teachers' beliefs of unconditional acceptance of the student were assessed.

Roundtable 2: The Voices of Real Teachers: Reflecting on Contemporary Issues in the Teaching Profession**Colonie**

Kelly H. Ahuna, Renee Sturm and Susan Dunkle – Medaille College

Strand: Recruiting, Educating and Retaining Effective Teachers

In an attempt to understand issues that encourage or discourage individuals from pursuing and continuing teaching careers, a survey was distributed to alumni of one New York State teacher education program. The survey addresses current mandates, personal support, professional development opportunities, and more. Results of the survey will be discussed for relevance to teacher preparation programs.

Roundtable 3: Apps in the College Classroom**Schenectady**

Esther Berkowitz, Maria DiCarlo, Agatha Kelly, Margaret Moss and Joan Silver – St. Joseph's College

Strand: Using Technology/Ensuring Quality On-line/Hybrid Education

The purpose of this roundtable is to provide information and facilitate discussion on the use of iPad and Galaxy tablet applications in the college classroom. Facilitators will present both organizational apps as well as one that can be shared with their preservice teachers. Participants are encouraged to bring their devices.

Roundtable 4: Trickle Down Politics: The Impact on Teacher Education

Salon F

Christine E. Murray and Betsy Balzano – The College at Brockport SUNY

Strand: Transforming Policy into Practice

Recent federal and state policy changes are having a profound impact on the work of classroom teachers and the teacher education faculty. This roundtable will provide an opportunity for conference participants to examine and discuss how these policies are impacting teacher preparation programs, teacher certification, and teacher education faculty members.

Roundtable 5: Enhancing Social Emotional Learning (SEL) and Professional Learning Community (PLC) Reflections Through Collaborative Publication Media that Enable Real-Time Application of Web-Based Documents

Salon G

Andrew Taylor, Jessica Sheehan, Robert Mandel and John Becker – Niagara University

Strand: Using Technology/Ensuring Quality On-line/Hybrid Education AND Creating Partnerships and Interprofessional Collaboration

A team (four recent secondary student teachers) of inter-professional collaboration use hybrid technology working in a PLC through a web-based document called Google doc. These students will share their advanced reflective practices deconstructing their professor's best instructional practices also to include a detailed reflection of Vermette's (2009) and Willingham's (2009) work.

Roundtable 6: Designing an Adolescent Teacher Education Program from Scratch: A Space for Sharing What Works

Salon H

Rebecca Johnson, John Livermore, Erica Miller and Kim Wieczorek – Cazenovia College

Strand: Recruiting, Educating and Retaining Effective Teachers

Discussion will focus on the design of quality adolescent education programs. Share your experiences, expertise and advice. Reimagine your own program. Discussion will include best practices for student teaching experiences, dual certification in special education, and a dual major in the content area and education.

Roundtable 7: Enrollment Issues in New York State Teacher Education Institutions: Challenges and Opportunities

Troy

Kate DaBoll-Lavoie, Molly Keogh, Deana Darling, Kerry Dunn and Ellen Contopidis – Nazareth College

Strand: Recruiting, Educating and Retaining Effective Teachers

There are multiple external factors that are influencing higher education today at the local, state and national levels: demographic shifts in the school-aged population, a higher education financial structure and budgeting system built on “more,” calls for increased accountability, increased competition, and technological advances. For those of us in teacher education, these external factors are further complicated by what is happening in our specific field: increased responsibilities placed on teachers, increased accountability, teacher lay-offs, increased negative rhetoric about teaching and the teaching profession. How are these factors influencing enrollment in teacher education programs? The purpose of this roundtable is to engage participants in dialogue around enrollment issues, and how these external factors are presenting us with challenges as well as opportunities.

Thursday Evening Schedule

- 4:30-5:00 p.m. Business Meeting for NYSATE** **Albany**
The semi-annual meeting of the New York State Association of Teacher Educators. Open to all conference participants.
- 4:30-5:00 p.m. Business Meeting for NYACTE** **Colonie**
The semi-annual meeting of the New York Association of Colleges for Teacher Education. Open to all conference participants.
- 4:30-5:00 p.m. Break**
- 5:30-6:30 p.m. Cocktail Reception (Open Bar & Appetizers)** **Grand Foyer**



NYSATE & NYACTE thank the Educational Testing Service (ETS)
for sponsoring the cocktail hour on Thursday evening.

**Dinner
Awards and Presentations**

Presentation of Charles Mackey Award

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. Dr. Mackey's tireless efforts on behalf of teacher educators and teacher practice have made lasting positive changes in education in New York State, the North-east Region and nationally. He was a science teacher in Rhode Island from 1957 to 1966, The Division Chief for Teacher Education in Rhode Island Department of Education from 1963 to 1966. He moved to New York State in 1966 and since then has been the head of teacher education initiatives in the Department of Education's Division of Teacher Education and Certification. During his career he also served in numerous leadership roles in NASDTEC and other interstate and national teacher education organizations.

Presentation of Award: Kate DaBoll-Lavoie and Joanne Curran



As Dean of the College of Education, Debra Colley embeds the Vincentian Mission of Niagara University “helping the poor and oppressed” into her daily work and life. While her passion and background is in Special and Bilingual Education, Dr. Colley has become a national leader in working on issues that face our education system today. The issues of diversity, poverty, multicultural awareness, and promoting the education of the developmentally disabled are always at the forefront of her agenda.

Dr. Colley has led the College of Education through two nationally accredited (National Council of Accreditation for Teacher Education, NCATE) site visits in 2003 and 2010. Dr. Colley successfully led opening two satellite locations in Ontario in 2007. She oversees the Ontario program through the Ontario College of Teachers with accreditations renewed in 2007 and 2010. The newly created Bachelor of Professional Studies has added a new dimension of international representation to the College of Education. The college was asked to pilot several new initiatives under Dr. Colley's leadership and she regularly presents on a national level to other colleges and universities on accreditation and assessment.

Nationally, Dr. Colley has served on: American Association for Colleges of Teacher Education, Board of Directors, 2008-2011, (Executive Committee 2010-2011); and Eastern Regional Representative, National Association for Liberal Arts Colleges in teacher Education, 2006-2010. Through her leadership, the annual NYS Day on the Hill initiative was launched.

Dr. Colley served as co-chair of the New York State Board of Professional Standards and Practices for Teaching from 2007-2010 and served as a member since 2002, and past president of the New York State Association of Bilingual Education. She serves on the NYS Professional Standards and Practices Board for Teaching.

Since 2007, Dr. Colley advocated for the need to improve the quality of Early Child Care Centers, she entered a partnership with the Greater Community Foundation and United Way of Niagara, secured funding and established a program that is in its first year making a difference in 10 child care centers throughout Niagara County. By year three, 30 child care centers will be impacted.

Dr. Colley serves on the Board of Trustees at Stella Niagara Education Park since 2004, Program Committee of Opportunities Unlimited of Niagara since 2006, Board of Trustees at Immaculata Academy since 2008, 2007 Graduate of Leadership Buffalo and Through the College of Education, Dr. Colley has initiated on-campus community outreach programs that have reached out to school aged children and parents in underrepresented populations in the areas of literacy, career and college readiness, and STEM. These programs provide value added opportunities for children who need and seek additional academic assistance throughout the school year and in the summer months. Dr. Colley has instituted an on-campus program for Opportunities Unlimited of Niagara participants in job readiness and self-advocacy skills. These participants work with education students on a weekly basis broadening the depth of knowledge for education students and raising the opportunity for developmentally disabled young adults (ages 17-21) to seek employment in a viable workplace.

Under Dr. Colley's leadership, the College of Education at Niagara is heavily engaged in inner city schools throughout Western New York to try and close the student achievement gap and working on the critical issues that plague our schools today.

Dr. Colley has served on the Executive Quality Council in the Niagara Falls City School District since 2002. Through her involvement in the Niagara Falls City School District, collaborative programs with the College of Education have produced gains in student achievement, change in teacher practices, and a nationally recognized model partnership between a school district/university.

As a graduate of the Catholic Schools system and a believer in school choice, Dr. Colley has played a major role in the re-structuring and revival of the Catholic Schools in Western New York. In 2006, Dr. Colley chaired the task force for the Bishop's Strategic Planning Process, Diocese of Buffalo. She continues to move her efforts forward in advancing the Catholic schools through an established grant fund in the College of Education and providing personnel, training and mentoring to the Catholic Schools in the WNY area.

Dr. Colley has played an active role at Niagara University in addressing Native American issues relative to the history and culture in relation to the New York State curriculum and learning standards. In the spring of 2006-fall 2007, she served as a member of a working committee of the National Federation for Just Communities of Western New York, Inc.

Debra Colley works tirelessly to be the advocate for those without a voice. While she is speaking for those in need, her vast knowledge of policy and process allows her to move the system forward, creating new opportunities and improving the educational system one step at a time. Debra motivates those around her with her endless energy to make a difference. She has advocated for her faculty's accomplishments in the areas of diversity, multiculturalism, assessments, clinical field experiences, and the overall state of the college. Debra has an uncanny ability to blend her strong beliefs of diversity and cultural differences with program and the larger picture. There is never a time where Debra turns away an opportunity to make her college better or raise an awareness to an issue that can impact her faculty, students or the general community.

Presentation of 2013 New York State Teacher of the Year Award

The State Teacher of the Year Program is sponsored by the New York State United Teachers (NYSUT), the New York State Congress of Parents and Teachers (NYSPTA); the New York State Association for School Curriculum Development (NYSASCD); ING Financial Services, Inc.; the SMARTer Kids Foundation; SMART Technologies; and the Council of Chief State School Officers (CCSSO). The program is run in conjunction with the National Teacher of the Year Program, sponsored by CCSSO. The purpose of the program is to recognize and celebrate outstanding teachers throughout New York State. Any exceptionally skilled and dedicated teacher, appropriately credentialed within his or her current teaching area, who works directly with children in a State-approved public or private school in any grade from pre-kindergarten through grade twelve who has a minimum of five years teaching experience is eligible.

Introduction to Speaker: Lois Fisch and Jerry Rivera-Wilson



Greg Ahlquist

New York State Teacher of the Year for 2013

“Teaching is a Measure of My Gratitude”

Greg Ahlquist, the 2013 New York State Teacher of the Year, is committed to giving back to the communities that invested in him. A teacher at Webster Thomas High School for 12 years and winner of the district's Oak Tree Award for teaching, he currently teaches sophomore AP World History and AP European History mainly to seniors. He has also taught Humanities and a Holocaust elective in the recent past. For the past 14 years, he has been an adjunct lecturer at SUNY Geneseo teaching mainly Humanities but also courses in the History Department and two Latin courses.

Mr. Ahlquist received his Bachelor's Degree in History with a minor in Medieval Studies from SUNY Geneseo in 1995 graduating Summa cum Laude. After earning a Master's Degree in History from Syracuse University, he received teacher certification at SUNY Brockport. Continued interest and research in history has led to two published articles on Medieval history reflecting a passion that he passes on to his students each day. Viewing his role as a guide, Mr. Ahlquist works with his students to create intellectual and creative space for them to understand not only history but how those patterns and trends shape today's world and events.

Leading and working on teams has led to unique opportunities to impact student learning. His work on an AP World History team has led to over 120% increase in that AP class enrollment in 2 years. He has also worked on a building and district level to open the doors of opportunity for students to take AP courses. Working closely and interdependently with administrators and other teachers, the district has seen an increase of 61% more AP students in the Webster district over the last 7 years. Mr. Ahlquist cites Webster's core value that "We are better and stronger together" as a central reason for this success because he works with outstanding leaders and educators in Webster who are all committed to student learning.

Mr. Ahlquist also models active citizenship and a commitment to social justice as he partners with students and faculty in two annual community events. Mr. Ahlquist and another teacher spur students on to collect non-perishable items and monetary donations each holiday season to meet the needs of the poor and hungry in their community. In order to raise money and awareness for the Leukemia and Lymphoma Society, Mr. Ahlquist and another colleague have led the school into a partnership with a neighboring community to honor the memory of West Irondequoit HS teacher Adam Milne, the husband of former teaching colleague, Jennifer. The Adam Milne Game annually draws 1000 spectators from both schools and communities to watch the faculties of both schools duel on the basketball court, an event that has raised over \$60,000 in the last 12 years.

Mr. Ahlquist notes that all parts of his teaching and service are rooted in a growth mindset and his firm belief in the incredible potential of all students to learn.

Friday, October 19th

8:00-9:10 a.m.

Conference Registration and Continental Breakfast

Grand
Foyer/
Salon E

9:00-10:15 a.m.

General Session

Salon E

Welcome, Opening Remarks: Sylvia Blake and Kate DaBoll-Lavoie

Panel Introduction: Julius Adams

Implementing the edTPA in New York State Teacher Education Programs

Panel Presentation: Panel Presentation – NYSED Deputy Commissioner of Higher Education, Dr. John D’Agati; NYSED Assistant Commissioner of Higher Education, Dr. Stephanie Wood-Garnett; Dr. Lori Quigley, Dean, Esteves School of Education, The Sage Colleges; , Dr. Peter Brouwer, Dean, School of Education and Professional Studies, S.U.N.Y. Potsdam; Joan M. Lucariello, Ph.D., University Dean of Education, C.U.N.Y.

A panel of Deans from both public and private teacher education programs, as well as representatives from the New York State Education Department will continue a discussion of the edTPA that began during the preconference. Panelists will discuss their experience with partnerships, as well as strategies they have developed and used to inform and support teacher candidates, faculty, cooperating teachers, supervisors, and partner schools and school districts as they integrate the edTPA into the teacher education curriculum.

10:20-11:20 a.m.

Concurrent Paper Session III

Paper 1: Using Research to Understand the Vocabulary Challenge: Gamified Vocabulary Online, Inside and Outside the Classroom

Albany

Sandra S. Abrams – St. John’s University

Strand: Using Technology/Ensuring Quality On-line/Hybrid Education

This presentation focuses on high school students’ use of online vocabulary resources at university-sponsored after school sessions. It details the elements of gamification and vocabulary learning that provide insight into the engaging factors of online learning and assessment that can extend beyond the screen and into the classroom.

Paper 2: Preparing for the edTPA: What institutions can Learn from Pirates of the Caribbean

Colonie

Chandra J. Foote and Mary Ellen Bardsley – Niagara University

Strand: Transforming Policy into Practice AND Teacher Performance Assessment

This session will focus on the ways that institutions can gear up for successful implementation of the edTPA using the analogy of a pirate venture. Issues such as using data for program improvement, keeping up with changing policy and edTPA format, and educating faculty, candidates and schools will be addressed.

Paper 3: Using Evidence Based Resources to Educate Effective Teachers: Lessons from 325T Grants

Schenectady

Deborah May, Jane Domaracki, and Virginia Lee – University at Albany; Roberta Wierner - Pace University; Edward Pieper, Margaret McLane, Jim Burns, and Frances Ihle - College of St. Rose

Strand: Recruiting, Educating and Retaining Effective Teachers

Nine Federal 325T Special Education Improvement Grants were awarded to colleges/universities in NY. Required reviews identified many appropriate resources for use by college and university teacher education programs.

Paper 4: A Comparison to Increase Understanding: Teachers' and Professors' Views

Salon F

Carol Wade – College at Brockport; Zahra Hazari – Clemson University; Gerhard Sonnert and Philip Sadler – Harvard-Smithsonian Center for Astrophysics

Strand: Creating Partnerships/Interprofessional Collaboration

How to implement instruction to adequately prepare secondary students for college calculus success is a concern for secondary mathematics teachers and college mathematics professors. Both groups agree that rigorous instruction promotes mathematical understanding, but the lack of collaboration across the high school to college divide reveals disparity in beliefs.

Paper 5: The Development of a Clinically Rich Residency Model: Year One Outcomes

Salon G

Heather Meyer Reynolds and Donna Mahar – SUNY/Empire State College

Strand: Recruiting, Educating and Retaining Effective Teachers

Clinically rich residency models have evolved around the country as a result of concerns about the preparedness and efficacy of teachers in challenging schools (Jagla, 2009). Presenters will outline the development and implementation of a state wide teacher residency program. Quantitative and qualitative data which supports the effectiveness of this residency model will be shared.

Paper 6: Inside the Finnish Educational System: Lessons Learned by New York Educators and Researchers

Salon H

Imran Abbasi, Clayton A. Bouton High School, Voorheesville CSD; Gregory Fields, Steinmetz Career and Leadership Academy, Schenectady CSD; Cheryl J. Gowie, Siena College; Jerusalem Rivera-Wilson and Eija Rougle, University at Albany, SUNY; Katie Zahedi, Linden Avenue Middle School, Red Hook CSD

Strand: Creating Partnerships/Interprofessional Collaboration

A group of educators recently visited Finland for a firsthand look at the highly ranked Finnish school system which has attracted international attention. The study tour, which was made possible by Dr. Heinz Meyer at the University at Albany, was designed to provide American educators and researchers with a deeper understanding of the complex factors that cause the success of Finnish schools and to build cooperative and mutually beneficial relationships between Finnish and American education practitioners and researchers. The group explored and visited schools, teacher training centers, the Trade Union of Education, the National Board of Education and Parliament, and met with principals, teachers, students, parents, and municipal school administrators. The panelists will share the "lessons learned" from their participation in the study tour for the following areas: General Culture, Policy and Politics, Governance and Structure, Special Populations, Teacher Education, and Teaching/Studying/Learning.

Roundtable Session II

Roundtable 1: Meeting 21st Century challenges in Education: A Discussion of Setbacks, Solutions and Uncertainties

Albany

Paul J. Vermette, Kathleen McGrath and Ted Werner – Niagara University;
Karrie A. Jones – Tapestry High School, Buffalo; Jennifer L. Jones – Oracle Charter School, Buffalo; Cindy Kline – Niagara Catholic Jr./Sr. High School, Niagara Falls

Strand: Recruiting, Educating and Retaining Effective Teachers

Today's educators face a lengthy list of challenges as part of their day to day job responsibilities. Common core, APPR, NCATE, the NYS teaching standards, character development and clinical practice are among the many initiatives. This interactive session features a diverse panel of participants who will share insight about potential setbacks, solutions and uncertainties in these areas. They will offer advice to participants about potential interventions to help new teachers navigate through these obstacles.

Roundtable 2: Online Education: Considerations for Students, Instructors and Institutions

Colonie

Susan Dunkle, Virginia Batchelor, Kelly H. Ahuna and Renee Sturm – Medaille College

Strand: Using Technology/Ensuring Quality On-line/Hybrid Education

Online education is an increasingly attractive option for students that is not without its challenges. This roundtable aims to highlight and discuss the joys and difficulties experienced in providing online classes. Specific issues include the planning and coordination necessary to offer these courses in an effective manner and monitoring outcomes for accreditation agencies.

Roundtable 3: Coloring Outside the Lines: Creating Opportunities for Clinical practice and Critical Reflection Beyond Traditional Field Placements

Schenectady

Lauri Bousquet, Bernard Cooney and Diane Zigo – Le Moyne College

Strand: Teacher Performance Assessment

This session will address the importance of using popular media to enhance student learning. The presenters would demonstrate a variety of media sources that have been integrated in teacher preparation courses. After examples from the instructors and the students, the presenters would engage the viewers in a conversation to consider media possibilities for their classes.

Roundtable 4: From the Ground Up: Building an Inclusive Elementary Education Program

Salon F

Kimberly Rombach and Susan Stratton – SUNY Cortland

Strand: Transforming Policy into Practice

Teacher assessment, common core curricula and the need to prepare highly qualified teachers in a time of economic uncertainty have created many challenges. SUNY Cortland's efforts to enhance our undergraduate programs in Childhood Education and in Teaching Students with Disabilities to prepare our candidates will be discussed at this roundtable.

Roundtable 5: Three Reasons to Flip Your Classroom

Salon G

Helaine Marshall – LIU Hudson at Westchester

Strand: Using Technology/Ensuring Quality On-line/Hybrid Education

The flipped classroom turns teaching inside out by moving the lecture out of class and bringing assignments into the classroom. Benefits include: increased comprehension, as students learn at their own pace viewing the instruction on video, increased interaction, as class time is freed for application of course concepts and, increased critical thinking, as the flip places responsibility on the student to manage learning.

Roundtable 6: Assessing and Enhancing Candidates' Mathematical Skills through the Use of Technology

Salon H

Eric Fuchs and Patrick Ianniello – Metropolitan College of New York

Strand: Using Technology/Ensuring Quality On-line/Hybrid Education

How could candidates master mathematical teaching when they are not proficient in the content area? Technology helps our candidates assess their own conceptual understanding and correct their own errors and misconceptions. We will demonstrate use of the technology and will discuss potential applications by teacher education programs in other institutions.

11:30 a.m. –
12:10 p.m.

Roundtable Session II, continued

Roundtable 7: Politics, Policy and Higher Education: Get in the Game

Troy

Michael Hogan, Long Island University Post; Lori Quigley, The Sage Colleges

Strand: **Transforming Policy into Practice**

For too long the higher education community stood on the sidelines and watched as policy was developed by other players – Regents, legislators, governors, presidents unions and special interest groups. We have come to realize that we need to advocate more “assertively” to influence those policy makers. The panel will discuss NYACTE/NYSATE ‘s activities over the past few years to inform policy makers about the “real” world of teacher education and what policies are most likely to be successful.

11:30 a.m. –
12:10 p.m.

Poster Session II

Salon E

Poster 1: Project RAISE-UP: Using a 325T Grant to Forge and Sustain School-University Partnerships in Rural Schools

Rhea Simmons and Kathleen Magiera– SUNY Fredonia

Strand: **Creating Partnerships/Interprofessional Collaboration AND Recruiting, Educating and Retaining Effective Teachers**

This federally funded grant is in its fourth year of enhancing SUNY Fredonia’s merged special education and general education undergraduate teacher preparation program through a 325T federal grant. The current focus of the project has been to develop teacher candidate mentor programs with local rural school districts.

Poster 2: Educating Effective Teachers: A Study on Motivational Orientations and Learning Strategies of Millennial Pre-Service Teachers in the United States and India

Anuradhaa Shastri and Jen-Ting Wang – SUNY Oneonta, Madhura Kesarkar – SNDT Womens’ University, Mumbai, India

Strand: **Recruiting, Educating and Retaining Effective Teachers**

Faculty need to have an understanding of Millennials to provide meaningful educational experiences. This study examines motivational orientations and learning strategies of preservice teachers in the United State and India. A questionnaire was administered to education students. Implications of the results with suggestions for teachers at all levels will be discussed.

Poster 3: Teaching Common Core Lesson Plan Alignment to Preservice Teachers

Anita C Levine – SUNY College at Oneonta

Strand: **Integrating the Common Core Standards**

This exploratory study identifies strategies utilized by education methods professors in the United States. We analyze the ways in which the professors instruct, as well as assess, their undergraduate preservice teachers' lesson plan alignment related to "unpacking" the standards and creating aligned objectives and assessments to those standards.

Update from New York State Education Department

Dr. John D'Agati, Deputy Commissioner, Office of Higher Education, New York State Education Department

Dr. Stephanie Wood-Garnett, Assistant Commissioner, Office of Higher Education, New York State Education Department

Introduction of Speakers: Lori Quigley and Sylvia Blake

Dr. John D'Agati was appointed by the Board of Regents to serve as the Deputy Commissioner for Higher Education in July 2011. The Office of Higher Education coordinates New York State's Higher Education system encompassing 270 colleges and universities. There are 83 public, 147 independent and 40 proprietary degree-granting institutions. OHE primarily provides services to postsecondary institutions; professional educators; students; federal, state and local educational agencies as well as elected officials. The Office manages the licensing and certification of teachers, coordinates the State's efforts to ensure standards for academic excellence and performance in higher education; implements the statutory requirements that protect the educational and financial interest of students attending New York State institutions; and administers a variety of the State's grant programs that provide access to higher education for those individuals who are underrepresented and under-served.

Dr. D'Agati was the former direction of the NYS Senate Committee on higher education under the Chairmanship of Senator Ken LaValle and was more recently the Director of Government Relations to Empire State College. As the Director of the NYS Senate Higher Education Committee, he developed and negotiated higher education imitative and policies including financial aid and

scholarship programs for students. He was co-director of the Legislative Commission on Science and Technology where he focused on improving higher education partnerships, and enhanced telecommunications policies. Dr. D'Agati also served as Associate Vice Present for Economic Development and Outreach at the College of Nanoscale Science and Engineering, University at Albany.

Dr. D'Agati earned his BS from Rochester Institute of Technology, his Masters in Public Administration from SUNY Albany and his Doctor of Philosophy in Public Administration and Policy from SUNY Albany.

Dr. Stephanie Wood-Garnett is the Assistant Commissioner of Higher Education at the New York State Education Department (NYSED). Dr. Wood-Garnett has worked in the field of education at the local, state and national levels. Prior to joining NYSED, she was the Director of the Teacher and Principal Evaluation Project at the University of Washington, College of Education, Center for Educational Leadership. Dr. Wood-Garnett obtained her B.A. from Dartmouth College; M.S. from The George Washington University; and Ed.D. from the University of Pennsylvania.

**Distinguished Program Award:
Co-sponsored by NYSATE and NYACTE
Deadline to Apply: March 1, 2013**

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

Inherent to these “qualities” are the criteria recognized by the Association of Teacher Educators' (ATE) award for the Distinguished Program in Teacher Education. The ATE criteria for program consideration are as follow:

- Have been cooperatively developed and administered by institutions of higher education and local education agencies along with other appropriate educational agencies;
- Have clearly stated goals directed at the establishment of identifiable teacher behaviors;
- Have an evaluation protocol that is appropriate, operational, and directly related to its goals;
- Provide data to demonstrate that after program implementation, goals were achieved; and
- Are based on theoretically sound principles that are adaptable to other teacher education programs.

Institutions achieving the Distinguished Program Award (DPA) will be honored by the NYSATE/NYACTE membership at the Fall conference. The winner(s) will be expected to make a presentation to the conference participants. 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.

Eligible Applicants

Applicants may be either undergraduate or graduate certification teacher preparation programs or comprehensive programs involving professional development. A current NYSATE member or NYACTE delegate member must nominate the program. Any teacher education or professional development program in New York State can be nominated.

Application Process

Institutions will complete the application process outlined at <http://www.nys-ate.org/awards/awards1.html>. Applications need to address the specific program, nominated by a NYSATE or NYACTE member, viewed as “distinguished”.

Application packets and additional information on the qualities used to evaluate the applications can be found at <http://www.nys-ate.org/awards/awards1.html>.

Hotel Map

