



***Taking Charge of Change:
Working to Advance Teaching
and Learning P-20***

2014 Annual Fall 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 educator preparation.

**The Gideon Putnam
Saratoga Springs, New York
October 15-17, 2014**



NEW YORK ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

October 2014

Dear Conference Attendees:

Welcome to **Taking Charge of Change: Working to Advance Teaching and Learning P-20**, the NYSATE/NYACTE 2014 Annual Fall Conference at the Gideon Putnam. 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 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 assure the quality of education in the State.

Again this year with co-sponsorship by the NYS Education Department and the Stanford Center of Assessment, Learning and Equity (SCALE) and in partnership with various sectors, we have arranged the preconference for continued focus on implementation of the edTPA and other new state mandates. We thank our sector partners in helping to identify exemplary practices to be presented by our educator preparation colleagues. The full conference provides 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.

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 and leaders as they educate our greatest resource, our children. NYACTE and NYSATE remain committed to providing a forum for experts in the field of teacher education to meet, discuss, challenge, and impact the preparation of teachers and leaders in New York State.

We anticipate a stimulating conference during which we engage colleagues and stakeholders to assure that we continue to prepare excellent teachers and leaders to serve our State and nation. Please be sure to take the opportunity of interacting with colleagues and presenters.

Sincerely yours,

Lori V. Quigley, Ph.D.
President, NYACTE

Illana R. Lane, Ph.D.
President, NYSATE

New York State Association of Colleges for Teacher Education

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Please thank our **conference sponsors** for their support. Each has a scheduled “product theater” workshop within the conference agenda, in addition to hosting an exhibitor booth at the conference.





With much appreciation to our Conference Planners:

Illana Lane and Lori Quigley, ***Conference Co-Chairs***

Committee: Sylvia Blake, Kate DaBoll-Lavoie, Jessie Westfall

Conference Treasurer: David Cantaffa

Web Designer: Ed Teall

Assistant: Nancy Leren



NYSED Preconference

Wednesday, October 15, 2013

8:00-8:30a.m. Registration and Continental Breakfast – Conference Registration Area

8:30-8:45a.m. Opening Remarks – Geysler/Orenda

8:45-9:30a.m. Geysler/Orenda

Keynote with Q&A by Andrea Whittaker from SCALE:
"edTPA and Problems of Practice in Teacher Preparation: What's in it for us?"

9:30-11:30a.m.

Session # 1

Geysler/Orenda

Hathorne/Coesa

Presenter : Andrea Whittaker from SCALE

Presentation: "Beginning Session- Local Evaluation Processes and Deep Rubric Orientation"
Participants are asked to bring their own edTPA handbooks (hard copy or electronic). Handbooks can be downloaded from the Resource Library at edtpa.aacte.org.

Abstract: Educative implementation of edTPA in high stakes contexts is a delicate balance of candidate support, inquiry and faculty engagement that honors each individual preparation program's vision and mission. This session will provide a close look at edTPA architecture and rubric constructs and engage participants in examining local evaluation rubrics as tools for providing feedback to candidates and for supporting faculty discussions about curriculum change without corruption.

Facilitator: NYSED Staff

Presenter: Jennie Whitcomb- University of Colorado, Boulder

Presentation: "Intermediate Session: Integrating edTPA into our Teacher Preparation Program with Integrity"

Abstract: At CU-Boulder, we strive to prepare teachers who will "teach with integrity" in the face of high stakes accountability policies and practices. That is, we aim to prepare teachers who will engage in ambitious, learner-centered pedagogy, even when pressured to do "test prep" for state or national standardized tests. In our decision to implement edTPA, our intention was to do so with integrity to our conceptual framework, core principles, and ambitious teaching practices. This session will share one institutions' journey integrating edTPA. Topics covered include: (1) why we chose edTPA; (2) how we engaged faculty in learning edTPA, revising syllabi and assignments while staying true to our programmatic commitments, and looking at edTPA data; and (3) where are we headed with regard to edTPA.

Facilitator: NYSED Staff

11:35a.m.-12:00 noon

Session Debrief by Andrea Whittaker from SCALE
Geysler/Orenda

12:00-1:00p.m.		LUNCH--Arches	
1:00-2:00p.m. Session # 2 (30 minute presentation, 30 minute Q&A)			
Hathorne	Coesa	Orenda	Geyser
<p>Presenters: <i>Ashleigh Thompson, Jennifer Case, Angelita Alvarado-Santos (CUNY)</i></p> <p>Presentation: "Enhancing Literacy Skills for Teacher Candidates (ALST)"</p> <p>Abstract: This session highlights the efforts of CUNY's Central Office of Academic Affairs to strengthen the literacy skills of teacher education students across the university. Selected projects and activities that target both faculty and students are described, and implications for P-20 collaborations and sustainability of such efforts are discussed.</p> <p>Facilitator: <i>NYSED Staff</i></p>	<p>Presenter: <i>Jessica Zarian (clcu)</i></p> <p>Presentation: "Data Driven Instruction Made Easy"</p> <p>Abstract: The use of data to drive instruction has become increasingly more important. As a former Data Specialist for the Department of Education and former Assistant Principal, I understand how vital it is for our teacher candidates to understand how to gather and use this data BEFORE they enter the classroom.</p> <p>Facilitator: <i>NYSED Staff</i></p>	<p>Presenter: <i>Karen Bell (SUNY)</i></p> <p>Presentation: "Creating Online Resources for the Educating All Students Test"</p> <p>Abstract: The S-TEN Downstate Regional group is collaboratively developing an online resource repository for the Educating All Students (EAS) test. Faculty from New Paltz, Old Westbury, Stony Brook and Empire State College are creating narrated Power Point presentations, annotated video clips, other multi-media presentations and downloadable resources accessed through a webmix.</p> <p>Facilitator: <i>NYSED Staff</i></p>	<p>Presenter: <i>Pam Eisermann, Senior Project Director, Evaluation Systems of Pearson</i></p> <p>Presentation: Introduction to Results Analyzer™</p> <p>Abstract: An overview of the Results Analyzer™ tool including functionality, capabilities, procedures for accessing examinee-level and test-level results, understanding program performance, and tracking performance over time. This demonstration will include NYSTCE exams, including ALST and EAS.</p> <p>Facilitator: <i>NYSED Staff</i></p>
2:15-3:15p.m. Session #3 (30 minute presentation, 30 minute Q&A)			
Hathorne	Coesa	Orenda	Geyser
<p>Presenters: <i>Ashleigh Thompson, Jennifer Case, Angelita Alvarado-Santos (CUNY)</i></p> <p>Presentation: "Enhancing Literacy Skills for Teacher Candidates (ALST)"</p> <p>Facilitator: <i>NYSED Staff</i></p>	<p>Presenter: <i>Jessica Zarian (clcu)</i></p> <p>Presentation: "Data Driven Instruction Made Easy"</p> <p>Facilitator: <i>NYSED Staff</i></p>	<p>Presenter: <i>Karen Bell (SUNY)</i></p> <p>Presentation: "Creating Online Resources for the Educating All Students Exam"</p> <p>Facilitator: <i>NYSED Staff</i></p>	<p>Presenter: <i>Martin Karlin, Vice President of Assessment Services, Evaluation Systems of Pearson</i></p> <p>Presentation: <i>Results Analyzer™ for Experienced Users</i></p> <p>Abstract: A demonstration of the use Results Analyzer™ for program performance analysis and report generation. This will include NYSTCE exams, including ALST and EAS, as well as edTPA.</p> <p>Facilitator: <i>NYSED Staff</i></p>
3:15-3:30p.m. Closing Remarks by SED--Geyser/Orenda			

NYSATE and NYACTE Board Meetings
Wednesday Evening, October 15

5:00-6:30 p.m.	NYSATE Board Meeting	Blue Room
5:00-6:30 p.m.	NYACTE Board Meeting	Sun Room
6:30-8:30 p.m.	NYSATE & NYACTE Boards – Joint Dinner Meeting	Garden Room



Please consider joining NYSATE and/or NYACTE.

NYSATE membership is individual.

NYACTE membership is by organization.

Attend the open business meetings scheduled for Thursday afternoon for more information.

Taking Charge of Change: Working to Advance Teaching and Learning P-20

NYSATE/NYACTE 2014 Annual Fall Conference

Thursday, October 16

**8:00-
9:00 a.m.**

Registration and Continental Breakfast

Gallery

**9:00-
10:00 a.m.**

General Session

**Hathorne
Coesa**

Welcome, Opening Remarks

Illana Lane, President, NYSATE—Conference Co-Chair

Lori Quigley, President, NYACTE—Conference Co-Chair

Collins Address—Opening Plenary



SONIA NIETO

Why They Teach Now: Teachers' Stories of Struggle, Hope, and the Future

In this talk, Sonia Nieto discusses the results of her forthcoming book, *Why We Teach Now*, a sequel to her 2005 book *Why We Teach*, a book she undertook to address conditions in schools and public education that have changed quite dramatically in the past decade. Teachers from around the nation, responding to an invitation to write an essay about why they teach now, discussed their struggles, frustrations, hopes, and dreams in this era of standardization, rigid accountability, and standardization. Professor Nieto will end her talk with implications for teacher education and the future of public education.

**10:00-
10:15 a.m.**

Break

Paper 1: Using Results Analyzer to Promote Data Driven Decision Making around Certification Exams
Chandra Foote, Debra Colley--Niagara University

Blue

Strand: Data Based: Self-Reflection, Teaching, Learning and Leadership

This session will model the use of ResultsAnalyzer™, a resource provided within Pearson's score reporting system, to examine EAS, ALST, CSTs, and edTPA test data. Participants will learn how to access this time-saving tool, and use it to examine test results for the purpose of improving programs and supporting candidates.

Paper 2: A Clinically Rich Residency Track for Teaching Assistants
Heather Reynolds—SUNY Empire State College

Sun

Strand: Advocating and Implementing Change that Works

This paper outlines the TA track within our clinically rich residency program and highlights initial encouraging data from our first several cohorts. This program supports two current models of teacher training that focus on increased clinical experience for pre service teachers and the recruitment and retention of teachers from traditionally underrepresented groups.

Paper 3: The Hidden Dilemma: Failing to Meet the Needs of Boys
Frances Meyer--Metropolitan College of New York

Red

Strand: Creating Innovative and Culturally Relevant Pedagogy, Access and Opportunity for All

This presentation will reveal insights into why boys represent the vast majority of students who fail to succeed in schools throughout the country. Strategies will be recommended for ensuring success of boys who struggle to succeed and frequently choose to drop out of school. Information is based on experience with boys from 86 districts, a random sampling over a period of six years, and a review of current research

Paper 4: Be the Voice and Image of Change in Education
John Pelizza—The Sage Colleges

Estate

Strand: Advocating and Implementing Change That Works

Participants will learn an 8-step change model that will help them respond effectively to the changes occurring in education. The presentation will be highly interactive which reinforces learning. Additionally, brainteasers will be utilized to create energy and collaboration in the session.

10:15-11:00
a.m.

Roundtable Session I

Roundtable 1

Data Driven Instruction Made Easy

Jessica Zarian--Metropolitan College of New York

Hathorne

Strand: Data Based: Self-Reflection, Teaching, Learning and Leadership

The use of data to drive instruction has become increasingly more important. As a former Data Specialist for the Department of Education and former Assistant Principal, I understand how vital it is for our teacher candidates to understand how to gather and use this data BEFORE then enter the classroom.

Roundtable 2

Mastering the New Certification Exams Using a Candidate Approach: Lessons From a Social Studies Education Program

Daniel Stuckart--Lehman College

Geyser

Strand: Advocating and Implementing Change That Works

This session will provide ideas and discuss examples for promoting candidate success in passing the ALST, EAS, and edTPA exams from three levels: (1) School of Education; (2) Program; and (3) Course.

10:15-11:00
a.m.

Technology Sponsor Session I

Manage Assessment, Clinical Placements, and Accreditation Preparation in One Central System

Orenda

Presenter: *Dara Wexler, Ph.D., Education Solutions Specialist, Taskstream*

As the landscape of education changes and places increasing demands on educator preparation programs, it's more important than ever to centralize all of your assessment data in one system that grows with you to meet your evolving needs. Join us to learn how EPP's in New York and across the country are using **Taskstream** as a central system to manage unit and program planning and assessment, oversee clinical placements, support edTPA™, and prepare for accreditation. Plus, learn how you can streamline faculty and student participation in assessment by integrating **Taskstream** seamlessly with your learning management system (LMS).

11:15 a.m.-
12noon

Concurrent Paper Session II

Paper 1: Common Core Modules: A Manual to Creating Effective Lesson
Denise Love, Courtney Lyon--Keuka College

Blue

Strand: Creating Innovative and Culturally Relevant Pedagogy: Empowering

An honors student from Keuka College and her advisor will discuss the Common Core Modules and how they can be transformed into more effective lessons using a hands-on approach in classrooms. Examples of effective lessons will be shared and an opportunity for hands-on creation of these lessons will be offered.

Paper 2: Developing Best Evidence Based DASA training for Teacher Candidates and Our 45 Professional Development Partner Schools: A Model of Collaboration at SUNY Buffalo State
Nanci Monaco, Mark Schachter-- SUNY Buffalo State

Red

Strand: Creating Innovative Culturally Relevant Pedagogy

Since 7/2013, Buffalo State has implemented DASA training for teacher candidates. We have recently made the training more effective by partnering with the Alberti Center at UB and our 45 Professional Development Schools, providing teacher candidates and our public school partners with the best evidence-based practices. This session focuses on how our model of collaboration benefits the college, public schools, and teacher candidates.

11:15 a.m.-
12noon

Roundtable Session II

Roundtable 1

Calling All Educators: Curriculum Mapping to Develop Quality Teachers
Kelly Ahuna, Virginia Batchelor, Claudia Conway, Jadwiga Domino--Medaille College

Estate

Strand: Advocating and Implementing Change That Works

To prepare teacher candidates for the rigors of both the NYSTCE exams and their future classrooms, the college undertook an extensive curriculum mapping process. Working in teams, faculty compared existing course requirements to revised state exam performance indicators and P-12 CCLS. New assignments and new courses were developed to provide for better alignment.

Roundtable 2

Negotiating Change Through Data Driven Department Retreat
Cindy Lassonde, Gwen Frank--SUNY Oneonta

Geyser

Strand: Data Based: Self-Reflection, Teaching, Learning and Leadership

Presenters will share the process and outcomes their department experienced during a week-long retreat designed use student and programmatic data to realign courses and objectives to best meet the needs of students faced with new performance and knowledge expectations imposed by the new and updated NYSTCEs. Roundtable participants will discuss ways to look at data, ways to articulate a department's values, and how group dynamics of a department come into play in the hard work of repositioning a department around imposed top-down policies.

Welcome and Introduction: Mark LaCelle-Peterson, VP for Policy & Programs, AACTE

Mark LaCelle-Peterson joined AACTE as Vice President for Policy and Programs in 2014 with responsibility for government relations, research, and member engagement and support programs. He has served as a faculty member and administrator in educator preparation programs, and as a leader in programmatic accreditation. Prior to joining AACTE, LaCelle-Peterson served as Senior Vice President of the Council for the Accreditation of Educator Preparation (CAEP) where he worked closely with state policy-makers and institutions of higher education to develop effective collaboration in accreditation processes. He served as President of the Teacher Education Accreditation Council (TEAC), a national programmatic accreditor, and was a member of the Joint TEAC/NCATE team that designed the Council for the Accreditation of Educator Preparation (CAEP).

Dr. LaCelle-Peterson has held faculty and administrative posts at public and private institutions of higher education in New York State, beginning his faculty career at SUNY Geneseo. He has taught the history and philosophy of education, research methods, curriculum theory, and social, cultural, and linguistic foundations of education as well as courses in humanities and early medieval literature (Anglo Saxon and Old Norse). He co-founded and directed a center for partnerships with urban schools, and developed a transition-to-teaching (transitional B) program to provide highly qualified teachers for high-needs urban schools. He has written on equity in assessment for English Language Learners, democratic teacher education, faculty development in higher education, and curriculum history. He is a frequent speaker on topics of accreditation and data quality in higher education.

He earned a BA in Scandinavian Studies and English, and an MA in International Development Education from the University of Minnesota, and EdM and EdD degrees from the Harvard University Graduate School of Education.

**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.

Closing Remarks & Shared Perspectives from AACTE: Mark LaCelle-Peterson, AACTE

Paper 1: Bridging the Gap Preservice Educational Leaders and School Counselors through Collaboration and Reflective Dialogue

Laura Roberts, Janet DeSimone--Lehman College

Strand: Advocating and Implementing Change that Works: Developing Quality Teachers and Administrators

Using collaborative activities, reflection and a survey, perceptions of educational leadership (EDL) and school counselor (SC) graduate candidates, on the utilization of SC in K-12 schools, were examined. Findings regarding barriers to implementing effective SC programs and best practices for fostering collaboration between preservice/inservice EDL and SC will be discussed.

Blue

Paper 2: Interdisciplinary Education: Educators and Psychologists Collaborating To Improve Professional Development in Teachers and School Psychologists

Marlene Zakierski, Katherine Zaromatidis—The Sage Colleges

Strand: Advocating and Implementing Change That Works

An interdisciplinary teaching model was used to enhance graduate student disposition and pedagogy in special education and school psychology. The model was piloted in entry-level courses, which included assignments requiring students from both disciplines to collaborate and ultimately positively impact dispositions. Assignment specifics, rubrics and anecdotal feedback will be shared.

Sun

Paper 3: Enhancing Coursework to Meet New High Stakes Examination Mandates While Promoting Social Justice

Patricia Isaac, Jelia Domingo, Tina Wagle--SUNY Empire State College

Strand: Creating Innovative and Culturally Relevant Pedagogy Social Justice

This presentation will focus on how faculty revised three foundations courses to prepare our teacher candidates for the recently instituted NYSED Educating All Students certification examinations while maintaining our social justice framework. Conference attendees will explore the balance between teaching to support external mandates and original course intentions.

Red

Paper 4: No Teacher Left Behind: Challenges of Teaching What We Don't Know to Students We Don't Understand

Elaine Correa, Elizabeth Marciano, Jessica Rinebold-- Medaille College

Strand: Developing Teaching/Leadership Skills

This interactive panel presentation will invoke discussion, provoke debate, and hopefully inspire participants to consider different ways to address some of the challenges of teaching what we don't know, to students we don't understand to ensure that "No Teacher is Left Behind." (Technology Integration examined.)

Estate

1:45-2:45
p.m.

Technology Sponsor Session III

Getting Ahead Of The Curve.... And Staying Ahead"

Orenda

Presenter: Christopher Polony, Educational Consultant, LiveText, Inc.

Education program leaders count on **LiveText** to facilitate a culture of assessment by delivering tools that drive student learning. As new requirements from EdTPA and CAEP continue to emerge, educators count on **LiveText** to stay ahead of the curve. By integrating e-Portfolios, course-embedded assessments, rubrics aligned with programmatic learning outcomes and streaming video assessments, **LiveText** has helped hundreds of education program leaders gain accreditation and drive improved student outcomes.

LiveText empowers institutions and individuals with technology and leadership to elevate the quality of learning. **LiveText**'s web-based technology allows educators to assess outcomes-based learning, report actionable data, and demonstrate accreditation compliance.

1:45-2:45
p.m.

Roundtable Session III

Roundtable 1

Moving Beyond Field Experience: Multi-layered Partnerships

Mary Ellen Bardsley, Chandra Foote, Michelle Ciminelli, Alice Kozen, Patricia Wrobel, Kathleen McGrath, Gerald Smith-- Niagara University

Hathorne

Strand: Advocating and Implementing Change that Works

This session highlights partnership efforts of one university to meet CAEP but go beyond the typical field experiences while allowing to the college to preserve its mission of service. Faculty and directors will share examples of multi-layered partnerships including information on how the partnership was developed and lessons learned.

Roundtable 2

Help Wanted: Special Educators Needed for Advocating Juvenile Justice Policy

Joan Silver, Barbara Morrell--St. Joseph's College

Coesa

Strand: Partnerships and Professional Collaborations

This session will present research on the status of youth, including those with learning disabilities in the juvenile justice system and dearth of policy addressing this population. An information exchange on the need and role of collaboration of the special education and juvenile justice departments as advocates for this overrepresented will ensue.

Roundtable 3

Differentiated Student Feedback Approach
Tiffany Powell Lambright—The Sage Colleges

Strand: Data Based: Self-Reflection, Teaching, Learning and Leadership

This round-table discussion is centered on a developed research method designed to increase the effectiveness of providing student feedback within the college classroom. The approach includes the varied integration of technological resources for the goal of improving instructor responsiveness and overall student performance.

2:45-3:00
Break
p.m.

3:00-3:50
p.m. **Roundtable Session IV**

Roundtable 1

More Than Teaching to the Test: Curriculum Response to Certification Changes
Nancy Gilchrist, Margaret Moss-- St Joseph's College

Strand: Advocating and Implementing Change That Works

What was your faculty’s reaction to the recent certification changes? After initial exclamations, what happened next? Hear how St. Joseph’s College Education Department combined curriculum mapping and common sense to revise assignments resulting in developing quality teacher candidates and preparing for the new tests...and then share your wisdom.

Roundtable 2

Forging Ahead: A Professional Partnership Between The Sage Colleges and Questar III BOCES
Tracy McLeod—The Sage Colleges

Strand: Advocating and Implementing Change That Works

Many students with special needs strive for a “college experience,” and a supportive, college community is necessary to make this critical transition into adulthood successful. Sarah’s Sisters is a collaborative program between The Sage Colleges and Questar III BOCES. This program is available to male and female students, ages 18-21 who are currently attending high school. This college-based program allows selected students to expand their skills in a new setting for their final two years of high school. The presentation will examine a transition based program for student with disabilities. Additionally, professional partnerships and collaborations; strengthens and challenges; lessons learnt; as well as how to grow partnership, will be explored.

Red

Roundtable 3

A Multilevel Approach to College Collaboration with a Designated School

Debbie Depalma, Melissa Cartwright, Brittini DeChalais, Lauren Resetarits--Nazareth College

Strand: Empowering Educators P-20 Initiatives Partnerships and Professional Collaborations

Teachers at Discovery Charter School will present about the multiple partnerships with a specific local college at both the graduate and undergraduate level which have contributed to the college earning the Presidential Award this year for the Honor Roll's Special Focus Area: Innovation in Early Childhood Education in 2013). These partnerships include: a graduate site based class (Literacy Assessment, Program Planning and Assistive Technology), Partners for Learning, Student Teaching, and a full day summer enrichment program.

3:00-3:50
p.m.

Technology Sponsor Session IV

Change Driven by Faculty & Innovative Assessment Platform Design

Orenda

Presenter: Laura Gammon, Chalk & Wire Client Support Specialist

“Accreditation-driven” assessment systems frequently fail to create the faculty buy-in that is essential to meaningful, sustainable change in Teacher Education. **Chalk & Wire’s** outcomes–centric Assessment Platform provides the means to invite faculty into a collaborative process that elegantly and seamlessly blends normal assessment with an exploration of competency, extends the ability to give feedback to learners and generates practical and useful analysis of progress. Compliance becomes the byproduct rather than the goal. In this workshop see how **Chalk & Wire** can transform faculty into advocates for change using cutting-edge system design.

4:00-4:30
p.m.

Association Business Meetings

Business Meeting for NYSATE

Garden

The semi-annual meeting of the New York State Association of Teacher Educators. Open to all conference participants.

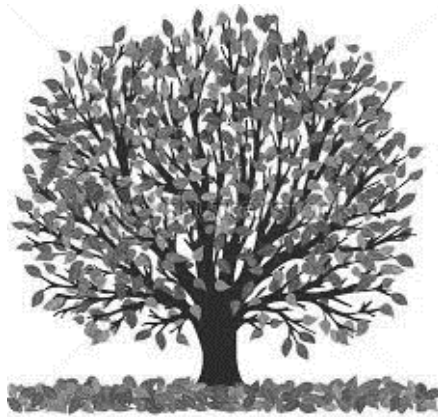
Business Meeting for NYACTE

Blue

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



Thursday Evening Schedule

5:30-6:30 p.m.

Cocktail Reception (*Open Bar & Appetizers*)

Portico

Sponsored by Pearson



6:30-8:30 p.m.

Dinner Presentations and Keynote

Dinner
Awards and Presentations

Arches

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: Kate DaBoll-Lavoie and Sylvia Blake

Teaching Teachers' Teachers!

Charles Giglio, Gloversville Enlarged School District New York State Teacher of the Year for 2015



Charles Giglio, the 45th state Teacher of the Year, has been teaching Latin at Gloversville Middle School and Gloversville High School for the past nine years. While recognized for reviving the district's now flourishing Latin program, Mr. Giglio also has been able to reach out to students and teachers beyond the language program and is known as a mentor, a tutor, a supporter, a listener and an inspiration to others. "Mr. Giglio is more than just a great teacher; he exemplifies the commitment and dedication necessary to achieve excellence in twenty-first century education," Superintendent of Schools Michael B. Vanyo said.

Known as "Mr. G" by his students and others, Mr. Giglio can often be seen offering guidance and advice to students outside of class and attending extracurricular activities. He annually organizes field trips to such locations as New York City, Washington, D.C. and Italy and also regularly brings to school Tanner, his certified, licensed therapy dog, for students' enjoyment and comfort.

Mr. Giglio's career in education spans more than 50 years, beginning as a fifth-grade teacher in Manhattan. He began work in Gloversville following his retirement as the deputy director of the New York State Office of Mental Health Bureau of Forensic Services when he decided to re-enter the field, out of his love and passion for teaching, to take over the Gloversville Latin program in January 2006. Today, the Gloversville Latin program features an Alumni Club,

and the program is connected with SUNY Albany's University in the High School Program, which gives Gloversville Latin students the opportunity to earn college credits. He now works collaboratively with Union and Skidmore College professors to promote Latin and is a member of the area's Latin teacher consortium, which creates Latin exams for Capital Region highschools.

During his career, Giglio has taught Latin, English, theology and typing at schools in New York City, New Jersey and Staten Island and was a school principal in New York City's Chinatown and at a residential school in Pomona. "Teachers have always been the backbone of the nation's citizenry, social conscience and academic excellence," Mr. Giglio said. "It's truly an honor to be recognized among the many excellent teachers across the state who under take this sacred endeavor."

Charlie is a graduate of Long Island University in New York City, where he earned a master's degree in bilingual and urban education; Fordham University in New York City, where he received a diploma in administration and supervision; Richmond College on Staten Island, N.Y., where he earned a master's degree in secondary education; and the Catholic University of America in Washington, where he received a bachelor's degree in Latin and Greek.



Friday, October 17

7:30-9:00 a.m. Conference Registration and Continental Breakfast Gallery

7:30-8:15 a.m. Special Interest Group (SIG) Breakfast Gatherings

Early Childhood	Coesa
Childhood Education	Coesa
Special Education	Coesa
Literacy Education	Geyser
Middle Adolescent, Adolescent Education	Geyser
Educational Leadership	Hathorne
Special Subjects (Physical Education, School Health, Art Education, Music Education, School Counseling)	Hathorne
Deans and Directors	Orenda



Have you considered
submitting your research to
Excelsior, the NYACTE peer-
reviewed journal?

Welcome, Opening Remarks: Lori Quigley and Illana Lane

Meeting the CAEP Standards – Making an Evidence Based Case

This session will provide an overview of the CAEP self-studies process with a focus on making an evidence based case for accreditation. Included in the session will be descriptions of the three pathways, program review options, and the proposed Three-Year Out Review of EPP wide assessments. The self-study process requires EPPs to support their case for accreditation by citing specific evidence provided in the self-study. In addition, guidance will be provided on evidence needed for each of the CAEP Standards.



Stevie Chepko, Vice President for Accreditation, CAEP

Dr. Stevie Chepko has been a teacher educator for over 30 years in addition to her years teaching in the public schools. A hallmark of Stevie’s professional service has been the development of materials that engage practitioners, reflect best practices in the field, and provide guidance on the development of quality assessments. She served as the chair of the task force to revise the Initial Physical Education Teacher Standards, co-chaired the Eastern District Association Guidelines and Assessment project, and served on the SASB of NCATE and the National Curriculum and Standards Guideline Committee. She has served NCATE as a reviewer and auditor.

Dr. Chepko has held many professional leadership positions including service as president of two state organizations and the Eastern District Association. She completed 12 years as a department chair in addition to her 25 year teaching career. She has served on various Dean’s councils and numerous academic committees. In addition to her commitment to serving the discipline, Stevie has been and continues to be a productive scholar, publishing work in physical education, teacher education, and women’s sport history.

Stevie Chepko’s commitment to the profession has been recognized with many honors, including the AAHPERD Honor Award, EDA, Vermont, Massachusetts, and South Carolina Honor Awards, Joy of Effort of Award from NASPE, selection as an inaugural Fellow in the North American Society of Health, Physical Education, Recreation, Sport and Dance, and EDA Memorial Lecturer. She is in the West Virginia University Physical Education Hall of Fame and the Castleton College Athletic Hall of Fame.

Dr. Chepko received her undergraduate degree from West Virginia University, attended the University of North Carolina at Greensboro for further graduate work, and completed her Ed.D at Temple University in Curriculum and Instruction and Sport History.

Paper 1: INTASC eFolio to APPR: New Teachers Ready for the Challenge
Nancy Casey, Katherine Shaheen, Kelly Moore-- St Bonaventure University

Blue

Strand: Advocating and Implementing Change that Works: Developing Quality Teachers and Administrators

Can preservice teachers prepare for the APPR process? Yes, when they learn to document, explain and reflect in a standards-based process. This session will demonstrate how developing an eFolio organized around InTASC standards mirrors the APPR process. An undergraduate portfolio into an APPR-ready portfolio will be demonstrated.

Paper 2: Responsive Classrooms: Valuing All Learners
Tracy McLeod, Tiffany Powell Lambright—The Sage Colleges

Red

Strand: Creating Innovative and Culturally Relevant Pedagogy Empowering Educators

This presentation highlights the construction and unique implementation of a course created to support candidates' ability to employ culturally responsive teaching practice in K-12 settings (mirrors the new EAS Exam). After a pilot year, the course is now a part of all programs of study for education candidates.

Paper 3: Empowering Educators to Include All Families in Students in Literacy Learning
Christina Caravella--SUNY Cortland

Sun

Strand: Creating Innovative and Culturally Relevant Pedagogy

In this session, participants will learn the importance of including *all* families (vocal and silenced) in elementary students' literacy learning. Participants will learn innovative suggestions to connect this important topic both in college classroom discussions and to practical experiences in order for teacher candidates to capitalize on their pedagogy skills.

Paper 4: Pre-Service Teachers Supporting Tier 1 and Tier 2 Learners during RTI
Maria Ceprano and Heather Lyons-- SUNY Buffalo State and Enterprise Charter School

Estate

Strand: Advocating and Implementing Change that Works

Details how teacher candidates enrolled in a field based practicum enhanced Tier 2 and 3 RTI delivery at their assigned professional Development School (PDS) and the impact the process had on the literacy development of students in Grades 1-6 as well as on teacher candidates as instructors of reading.

Orenda

Roundtable 1

A Teaching Profession for Whom: Examining the Current Economy of Teacher Candidacy
Kim Wieczorek, Eric Miller--SUNY Cortland and Cazenovia College

Strand: Data Based: Self-Reflection, Teaching, Learning and Leadership

The financial and cultural capital required to become a teacher in New York State has shifted and intensified in recent years. This roundtable will engage participants in a discussion of the history of access to the teaching profession in the late 20th and early 21st centuries, raising questions about who can currently afford teacher candidacy.

Geyser

Roundtable 2

The ALST Dilemma
Rosemary Millham-- SUNY New Paltz

Strand: Advocating and Implementing Change That Works

NYSED regulations require candidates for initial certification successfully complete the Academic Literacy Skills Test. First year test results have raised concerns about its construction and validity. Our school questions how a candidate scoring at mastery level on the edTPA and CST fail to meet the minimum standard on the ALST?

Hathorne

Roundtable 3

How Can We Prevent the Bullying of Students with Disabilities
Agatha Kelly-- St. Joseph's College

Strand: The Transformational Power of DASA

Research has demonstrated that students with disabilities (physical, emotional, etc.) and students with health needs are more likely to be bullied. This roundtable will present the legal issues concerning "disability harassment" and discuss the use of IEP development process to formulate goals to assist students in avoiding or responding to bullying.

Coesa

Roundtable 4

It Takes a Village: One Graduate School's Efforts to Implement the NYSED Reform Agenda
Marshall George, Arlene Moliterno-- Fordham University

Strand: Advocating and Implementing Change That Works

School of Education faculty members, like our colleagues at schools around the state, have faced the daunting challenges of implementing the various components of the NYSED Reform Agenda over the past several years. Teacher education faculty members from Fordham will describe their experiences collaborating with full time and part time faculty in teacher education, partners in NYC public schools, and colleagues from other units in the university to successfully meet the challenges created by the reforms.

Paper 1: Breaking the Silence: Tiptoeing Through Academe Who Speaks, Who Listens And Why? Challenges and Contradictions in Teaching About Difference
Elaine Correa, Elizabeth Bystrak, Colleen Wilkinson--Medaille College

Blue

Strand: Creating Innovated and Culturally Relevant Pedagogy

Multiple and intersecting systems of power and privilege, which deny marginalized voices a forum to challenge conventional hegemonic discourses of difference and stereotypical representations within learning are examined. The interconnected, yet often contradictory responses of students when conventional stereotypical notions and representations of difference emerge are interrogated.

Paper 2: The Failure of Educational Reforms to Improve Student Learning: A New Direction
Lawrence Maheady-- SUNY Buffalo State

Sun

Strand: Advocating and Implementing Change that Works

Structural educational reforms (e.g., increased spending, highly qualified personnel, class size reductions, charter schools, and vouchers) have failed to improve student learning. They failed to do so primarily because they have not impacted the most relevant variable, teaching practice. This session describes an alternative approach for improving practice and pupil learning.

Paper 3: NYS SEED Team: A Collaboration NBCNY, NYSUT, NYSED and IHEs to Strengthen Teacher Leadership
Deana Darling, Stephen Danna, Annette Romano, Colleen McDonald-- SUNY Plattsburgh and NYS SEED Team

Red

Strand: Advocating and Implementing Change that Works, P-20 Initiatives and Partnerships

The NYS SEED Team is a collaborative effort of NBCNY, NYSUT, NYSED and various IHE's working to increase teacher leadership in high needs districts across the state. This session will highlight current efforts, focus on parallels between NB certification and edTPA, and promote a conversation for further linkages for collaboration throughout the entire teaching career ladder.

Paper 4: Using Blog to Engage Students in Discussing Controversial Issues in American Education
Guangyu Tan-- Fredonia University

Estate

Strand: What is There When Data is Not Enough

When discussing controversial issues in education, students tend to remain silent in class as a mechanism to resist controversy. Therefore, the presenter integrated blog in teaching, and created an online community for students to voice their opinion on such controversial issues that they would not discuss otherwise.

Paper 5: Preparing Elementary Teachers to Be Effective Teachers of English Learners: Using Evidence of Core Teaching Practices to Evaluate Preservice Program Impact
Nancy Dubetz, Kathleen Camacho-- Lehman College

Strand: Creating Innovative and Culturally Relevant Pedagogy

To study the impact of a teacher preparation program, investigators developed an evaluation procedure grounded in core practices for teaching English learners to study program curriculum content, how candidates experienced this content, and whether the core practices were implemented in the first year of teaching. Findings for one cohort of graduates are presented.

12:15-
1:30 p.m.

Lunch & General Session

Hathorne
Coesa

edTPA Panel: Experiences from the Field (30 minutes)

Candidates for certification and their supervisor share their experiences with edTPA.

Panelists: Cherilyn Rokjer Faraci, SUNY Albany Graduate, Paige Goldberg, SUNY Albany Graduate, Dr. Matthew LaFave (Supervisor), UAlbany Coordinator of Special Education Field Experience

Question & Answers: Focus on Educator Certification in New York State (45 minutes)

Representing SED: Ann Jasinski, Assistant Director of the Office of Teaching Initiatives

Ann Jasinski's career with New York State began in 1981 in the Office of General Services. In 1995, she transferred to the State Education Department (SED), Office of the Professions. Her work in SED's Office of Teaching Initiatives (OTI) began in 2006 as a Senior Administrative Assistant to the Assistant Commissioner of OTI. In 2012, she was appointed to the position of Acting Assistant Director of OTI. Since January 2013, she has held the position of Assistant Director of OTI.

Closing Remarks: Illana Lane and Lori Quigley

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The Gideon Putnam, Saratoga Springs



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Please check area(s) of special interest you have

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- Exemplary Supervision Practice
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- Science Education
- In-service Education/Professional Development
- Learning Styles
- Mathematics Teacher Education
- Multicultural Education
- Social Studies Education
- Early Childhood Education
- Childhood Education
- Middle School Education
- Adolescent Education
- Teaching students with disabilities
- Higher Education Administration
- Classroom Management
- Teacher Induction
- Language Arts Education
- Research and Program Evaluation

PERSONAL INFORMATION

GENDER: Female Male
 AGE GROUP: Under 35 35 – 44 45 – 55 55 and over

PAYMENT INFORMATION:

Annual Dues: \$ _____
 1 Year – \$35 2 Years – \$65
 3 Years – \$100 Lifetime – \$500
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