

**NYSATE/NYACTE Annual Fall Conference  
October 14-16, 2015**

***Developing a Critical Consciousness to  
Affect Change in Teacher Education***



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

**Conference Strands**

- Strand 1: Shaping Teacher Education Policy through Critical Action**
- Strand 2: Nurturing P-12 Partnerships and Professional Collaborations**
- Strand 3: Accreditation**
- Strand 4: Best Practices in Program Development**

## New York State Association of Teacher Educators (NYSATE)

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

To join NYSATE as an individual member or for more information, go to: <http://nys-ate.org/join.html>

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## 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).

To join NYACTE (institutional membership) or for more information, go to: <http://www.nyacte.org/index.html>

### Executive Board Officers

President: Lori V. Quigley, The Sage Colleges  
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NYSATE & NYACTE would like to thank the following companies who supported this conference. Please visit their booths in the Gallery and attend their information sessions included in the program.

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NEW YORK ASSOCIATION OF COLLEGES  
FOR TEACHER EDUCATION

October 2015

Dear Conference Attendees and Colleagues:

Welcome to the 2015 NYSATE/NYACTE Annual Fall Conference at the Gideon Putnam Hotel. The Executive Boards of each organization remain committed to promoting communication and action so that all stakeholders can work together to optimize education for New York State’s citizenry. Our annual conference provides NYSATE and NYACTE members the opportunity to share research and best practices in the preparation of 21<sup>st</sup> century educators—from classroom teachers to school leaders—despite the many challenges we continue to face in an era of increasing accountability to the public and to our accreditors, as well as shared concerns such as tightening budgets and declining enrollments within many of our colleges and schools of education across New York State.

Our conference theme, **Developing a Critical Consciousness to Affect Change in Teacher Education**, captures the exemplary work of our colleagues who focus their energies on shaping policy in educator preparation, nurturing and sustaining P-12 partnerships, adapting to changes in accreditation, and focusing on best practices.

As before, our conference goal is to bring together teacher educators, practitioners, policy makers, administrators, and stakeholders to discuss best practices, research, and scholarship in the fields of teaching, curriculum and instruction. To that end our new Commissioner of Education, MaryEllen Elia, Deputy Commissioner John D’Agati, NYS legislators, and representatives from CAEP and AACTE will be addressing our conference attendees during our plenary sessions.

The Executive Boards of both NYSATE and NYACTE meet individually and collectively and 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,

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

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

# Developing a Critical Consciousness to Affect Change in Teacher Education

2015 NYSATE/NYACTE FALL CONFERENCE  
Gideon Putnam Resort & Spa, Saratoga Springs, NY

## Table of Contents

Wednesday Preconference	6
Thursday Morning Sessions	8
Thursday Afternoon Sessions	12
NYSATE & NYACTE Open Mtgs.	17
Thursday Awards Dinner	17
Friday Sessions	19
Awards Information	24
<i>Excelsior: Leadership in Teaching &amp; Learning</i>	25
NYACTE Membership Form	26
NYSATE Membership Information	27
Hotel Map	28

# *Developing a Critical Consciousness to Affect Change in Teacher Education*

**2015 NYSATE/NYACTE FALL CONFERENCE  
Gideon Putnam Resort & Spa, Saratoga Springs, NY**

## **Pre-Conference Day Wednesday, October 14, 2015**

<b>Pre-Conference Day Wednesday, October 14, 2015</b>		
9:00-10:00	<b>Registration and Continental Breakfast</b>	<b>Gallery</b>
10:00-12:00	<b>Welcome &amp; Introductions, Deb Colley, NYACTE Vice-President Preconference Plenary Meeting</b>	<b>Hathorne/ Coesa</b>
	<p><b><i>Moving Ahead Together in Educator Preparation:</i></b> A Conversation between Education Deans and Directors and NYSED Deputy Commissioner of Higher Education John D'Agati.</p> <p>Agenda Items: Informal discussions on topics such as the CAEP agreement, safety net regulations, continuation of the teacher certification evaluation system into the future, and more.</p>	
12:00-1:00	<b>Lunch Buffet</b>	<b>Arches</b>
<b>Preconference Concurrent Workshops</b>		
	<p><b><u>Group 1:</u></b> Deans, Directors, Faculty and/or and Campus Certification Officers to meet with Ann Jasinski from NYSEd</p> <p><b><u>Agenda:</u></b> Questions &amp; Answers regarding the certification process for candidates in NYS.</p>	<b>Hathorne</b>
	<p><b><u>Group 2:</u></b> Deans, Directors, Faculty and/or Certification Officers to meet with Phil and Anna Zilberberg and Pam Eisermannf rom Pearson</p> <p><b><u>Agenda:</u></b> <b>Using the Results Analyzer:</b> 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>	<b>Coesa</b>
2:30-3:45	<p><b><u>Group 2:</u></b> Deans, Directors, Faculty and/or and Campus Certification Officers to meet with Ann Jasinski from NYSEd</p> <p><b><u>Agenda:</u></b> Questions &amp; Answers regarding the certification process for candidates in NYS.</p>	<b>Hathorne</b>
	<p><b><u>Group1:</u></b> Deans, Directors, Faculty and/or Certification to meet with Phil and Anna Zilberberg and Pam Eisermannf rom Pearson</p> <p><b><u>Agenda:</u></b> <b>Using the Results Analyzer:</b> 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>	<b>Coesa</b>

Wednesday Evening  
NYSATE and NYACTE Board Meetings

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

*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.*

**SAVE the DATES:**

**Fall 2016 NYSATE-NYACTE CONFERENCE  
October- 19-21, 2016**



**Gideon Putman Hotel  
Saratoga Springs, NY**

**For more information, go to [www.nys-ate.org](http://www.nys-ate.org) or [www.nyacte.org](http://www.nyacte.org).**

# Thursday, October 15, 2015

8:00-9:00

Registration and Continental Breakfast

Gallery

9:00-10:30

Plenary Session

Hathorne/  
Coesa/  
Geysler

## Welcome, Opening Remarks

Lori Quigley, President of NYACTE

*Introduction to Speaker: Illana Lane, President of NYSATE*

*Keynote Address: MaryEllen Elia, New York State Commissioner of Education*

### *Strengthening the Partnership: P-12 and Teacher Preparation in the World of Higher Standards*



*MaryEllen Elia is the New York State Commissioner of Education and President of the University of the State of New York (USNY). In this role, she oversees the work of more than 700 school districts with 3.2 million students; 7,000 libraries; 900 museums; and 52 professions encompassing more than 850,000 licensees. A native New Yorker, Ms. Elia has 45 years of experience as an educator. Prior to her appointment in New York, she served as superintendent of schools in Hillsborough County, FL, for 10 years. In Hillsborough, which includes Tampa and is the nation's eighth largest school district, she successfully implemented higher learning standards, partnered with teachers to develop a comprehensive evaluation system, and earned national recognition for gains in student achievement. Ms. Elia was honored for this work in Florida and on a national stage. She is the 2015 Florida Superintendent of the Year, a recipient of the 2015 AASA Women in School Leadership Award from the School Superintendents Association, and was one of four finalists for the 2015 National Superintendent of the Year award.*

*Ms. Elia was born, raised, and attended school in Western New York. After graduating from high school in Lewiston, NY, she earned her Bachelor of Arts degree in history from Daemen College in Buffalo, a Master of Education from the University of Buffalo, and a Master of Professional Studies from SUNY Buffalo. In 1970, she began her career in education as a social studies teacher in Buffalo's Sweet Home Central School District and taught for 19 years before moving on to administrative positions.*

**Literacy Teaching and Learning in Changing Schools: A Culturally Responsive Framework for Literacy Specialist Candidates** **Red**

Kristin Rainville, Katie Cunningham, Courtney Kelly  
Sacred Heart University and Manhattanville College

*The presenters will share case studies of literacy specialist candidates and the ways in which they developed lessons that connected to learners' backgrounds, cultures, and communities; promoted the social nature of learning; positioned young people to experience literacy as purposeful; and to see themselves as skillful and confident makers of meaning.*

*Conference Strand: Best Practices in Program Development*

**Aspects of Validity: An Argument-based, Systematic Framework to Study Validity and Reliability of Unit and Program Assessments** **Sun**

Nancy Wellenzohn, Canisius College

*Canisius College has developed a framework to systematically study the validity of program assessments. It differentiates between several aspects of validity and is applied to both the instrument and the resulting data. The data can be graphed to provide a quick summary of the validity of unit and program assessments.*

*Conference Strand: Accreditation*

**An Asset-Based Model for Developing Mutually Beneficial and Sustainable External Partnerships** **Estate**

Gess LeBlanc & Kenney Robinson, Hunter College

*Presenters discuss a model designed to support the development of effective partnership programs within the Hunter College School of Education. This model includes guidelines for program design, guidelines for articulating partner responsibilities, metrics for projecting program resource needs, and recommendations for supporting faculty who participate in these programs.*

*Conference Strand: Nurturing P-12 Partnerships*

**Effects of Providing Virtual Performance Feedback to Novice Science Educators of Students with EBD in Inclusive Science Classrooms** **Blue**

Dennis Garland and Krista Vince Garland, Niagara University

*In this session, attendees will learn how Bug-in-the-Ear technology was used to facilitate remote performance feedback to early career science teachers. The researchers taught them to use an evidence-based behavior management strategy known as three-term contingency trials with fidelity during whole class instruction while students with behavioral disorders were included.*

*Conference Strand: Best Practices in Program Design*

10:45-11:30 **Changes in Teaching NY Social Studies: SED update**  
Greg Ahlquist, Webster Thomas High School

Geyser

*The session will focus on the curricular and assessment changes articulated and implied in new NYS K-12 Social Studies Framework to identify the content, skills and practices needed for robust teacher preparation programs. Participants will be introduced to resources from the NYS Toolkit Project to assist with the development of curriculum and instruction, especially in light of the inquiry process. Participants will also discuss the anticipated changes to the Global and U.S. History Regents exams. Practical, meaningful steps will be shared to identify the shifts in classroom instructional and assessment practices--the heart of teaching social studies.*

*Conference Strand: Nurturing P-12 Partnerships and Professional Collaborations*

**Current Issues in Educator Preparation: AACTE Leads Through Innovative Solutions**  
Sungti Hsu, AACTE Director of State Affiliates and Partner Support

Hathorne

*This session will highlight some current issues in educator workforce development and will provide attendees with information about the innovative initiatives and approaches being undertaken by AACTE. These issues include: unifying the profession, recruiting and retaining diverse and quality candidates and practitioners, investing in systematic approaches, improving the existing quality assurance measures, and building a comprehensive data system.*

**Roundtables Group 1: Shaping Teacher Education through Critical Action**

Orenda

**Empowerment of Family and Child Advocates: Educating Teacher Candidates to Understand the Grassroots Critique of the Common Core and the "Opt-out" Movement**  
Aviva Bower, College of St. Rose

*Teacher colleges have been rightly viewed as preparatory spaces for teacher candidates who will teach for social justice in public schools. What might that preparatory space look like at a time when social injustice is understood by many stakeholders in public education as the federally standardized curriculum and testing programs?*

**Dual Paper Session: Preparing Candidates for the edTPA**  
Moderator: JoAnn Looney, Nyack College

Coesa

**Paper # 1**

**Task 2 Without Tears: Successful Video Analysis Approaches**

Nancy Casey, Emma Arcara, Lauren Caldwell, St Bonaventure University

*The edTPA video requirement has proven challenging. Candidates teach 3-5 lessons resulting in 2-3 hours of video. Choosing 15-20 minutes that show all required elements is a particularly difficult task. This session will demonstrate multiple approaches for video selection including homemade tools and video tools in Edthena's edTPA platform.*

**Paper # 2**

**Helping Candidates Succeed on edTPA Rubric 13**

Alexandria Ross and Leslie Lieman, Lehman College, CUNY

Coesa

*Lehman College ran several effective face-to-face workshops to improve candidate ability to closely read and interpret edTPA rubrics (focusing specifically on Rubric 13: Student Use of Feedback). Candidates who attended the workshop had significantly higher rubric 13 scores. The conversion to a self-paced online workshop will be shared.*

*Conference Strand: Best Practices in Program Development*

**Staying Ahead of the Curve: Taking Steps to Strengthen an Educator Preparation Provider** Red  
Julio Gonzalez Martinez and Joshua Fyman, SUNY Old Westbury

*Presenters explore modifications made to the admissions process, candidate orientation, curriculum, intramural and extramural collaborations, and academic support services at SUNY Old Westbury as a way to adapt and better prepare candidates for the rigors of the teaching profession.*

*Conference Strand: Best Practices in Program Development*

**Building Partnerships between Higher Education and High Quality Middle Level Schools** Sun  
Brian Sherman, David Payton and Nance Wilson  
Schenectady and SUNY Cortland

*Presenters explain the Essential Elements: Schools to Watch program (EE-STW). Focus will be on opportunities for higher education professionals to become involved (e.g. school leadership, developmentally responsive education, and academic excellence). Key to the discussion is the idea of building partnerships between higher education and NYS EE-STW program.*

*Conference Strand: Nurturing P-12 Partnerships*

**Overview of Proposed National Elementary Education Standards for EPP Accreditation** Estate  
Donna Mahar, Empire State College

*A task force began working in January 2015 to design National Elementary Education accreditation standards that are learner centered, aligned with CAEP Standards, and provide guidance to the field that is grounded in current research and best practice. After presenting an overview of the new standards as they currently exist, the presenters will share the process that went into designing the new standards and will facilitate a discussion focused on the audience's questions, insights, and suggestions.*

*Conference Strand: Accreditation*

**Developing an Attitude of Critical Witnessing in an Urban Teacher Education Program through Narrative Inquiry** Blue  
Gregory Jennings & Jeanne Peloso, Lehman College, CUNY

*This presentation examines the preparation of pre/in-service teachers in an urban teacher education program and their ability to advocate for students in urban settings by establishing strong, positive discourse competence.*

*Conference Strand: Shaping Teacher Education through Critical Action*





**Build Bridges to Successful Partnerships – Powerful, Unique and FREE**  
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Orenda

*Chalk & Wire generates robust, long-term partnerships with your stakeholders. New technology empowers free, definite access for all students after they leave school thereby forging a bridge to maintain relationships and to craft new ones with anyone your program graduates encounter. Chalk & Wire’s easy-to-configure Collaborative Workspaces, research-ready data analysis tools, surveys and automated, customizable contact templates power and streamline the journey. Further, a new, no-cost, Field Placement suite adds depth and scope to your experiential learning initiatives. Rapidly organize data collection outside the institution. Generate custom reports about your students’ application of skills as both candidates and practitioners. This workshop will show you how easy it is to knit together this 360 degree web of future support and partnership.*

12:30-1:45

### Luncheon Plenary Presentation

Hathorne/  
Coesa/Geyser

**Invited Keynote: Deb Eldridge, Council for the Accreditation of Teacher Preparation (CAEP)**

#### **Overview and Update on CAEP Accreditation of Teacher Education**

*With the unification of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) into the Council for the Accreditation of Educator Preparation (CAEP) there is a changing landscape in the processes and standards/principles for the accreditation of educator preparation providers. The session provides an overview of the current accreditation landscape highlighting similarities, differences, and late-breaking news.*

**Introduction to speaker: Nancy Dubetz, NYSATE**

2:00-2:45

### Concurrent Sessions

**NYS College Reading Educators Present Ideas for Preparing Teachers for Literacy Instruction in an Age of School Reform** Sun

Nance Wilson & Kathleen Hinchman, Cortland

*Presenters discuss teacher educators’ responses to issues in literacy education and literacy-related school reform. Focus will be on best practice for developing literacy pedagogical knowledge (e.g., standards, teaching modules, assessment). Key to the discussion is the idea of building students’ sense of agency, critical thinking, and use of data-driven instruction.*

*Conference Strand: Best Practices in Teacher Education*

**2:00-2:45**     **Collecting & Infusing Locally Relevant Video to Support Teacher Learning**     **Red**  
Jeanne Peloso, Alexandria Ross, Laura Baecher, Naliza Sadik, and Leslie Lieman  
Lehman College, CUNY

*Although online teaching videos are easy to find throughout the web, few demonstrate locally relevant models for our aspiring teachers. This presentation will detail a collaboration between Lehman College and Hunter College to collect locally relevant video of teaching/student learning demonstrating key practices in the field.*

*Conference Strand: Best Practices in Program Development*

**Reframing the Conversation: From Achievement Gap to Cultural Dissonance**     **Estate**  
Helaine Marshall, Long Island University

*Cultural dissonance underlies the apparent lack of success experienced by struggling English learners, who are confronting three major hallmarks of the U.S. educational system that serve as “deal breakers” for them. MALP, the Mutually Adaptive Learning Paradigm, a culturally responsive teaching model, guides teachers in addressing these cultural barriers.*

*Conference Strand: Shaping Teacher Education through Critical Action*

**Preparing Teacher Candidates through an Interactive Look Inside the Rooms of Board Certified Teachers**     **Blue**  
Michelle Ciminelli, Mary Ellen Bardsley & Chandra Foote, Niagara University

*Participants will learn how ATLAS (Accomplished Teaching, Learning and Schools), an online library of National Board Certified teachers, can help to prepare teacher candidates for the edTPA. Presenters will provide an overview, illustrate ATLAS case materials, and engage in discussion about ways ATLAS can be used to support teacher candidates.*

*Conference Strand: Nurturing P-12 Partnerships and Professional Collaborations*

**Three Years “out”: An Update on Program Review in NYS and CAEP's Early Instrument Evaluation (EIE)**     **Orenda**  
Deb Eldridge, CAEP

*There are two accreditation processes that take place up to three years in advance of the site visit: (1) Program Review and (2) Early Instrument Evaluation. One has options. The other is optional. What are CAEP's and New York State's expectations for individual program review as a part of the accreditation process. And what is this new thing about CAEP's evaluation of an EPP's assessment instruments? Come to this session for answers.*

*Conference Strand 3: Accreditation*

**3:00-3:45**

### Concurrent Sessions

**The Tripod Survey as a Measure of Program Impact in an Educator Preparation Program**     **Sun**  
Nancy Wallace, Nancy Wellenzohm & Jeffrey Lindauer, Canisius College

*The purpose of this presentation is discuss the use of the Tripod survey as evidence for CAEP Standard 4: Program Impact. Discussion will focus on instrument validity and use in teacher evaluation, rationale for use in a teacher education program, and implementation considerations.*

*Conference Strand: Accreditation*

3:00-3:45	<b>Ameliorating the Impact of Two Decades of Education Reform on the Next Generation of Teachers</b> Elizabeth Bloom & Kersti VanSlyke-Briggs, Hartwick College and SUNY Oneonta	Estate
	<i>What impact has two decades of reform had on teacher candidates' ability to think and plan creatively, engage in intellectual risk taking, independently solve problems, and foster creativity in their own students? The authors document their experimental interventions to restore these essential dispositions in their pre-service teachers.</i>	
	<i>Conference Strand: Shaping Teacher Education Policy through Critical Action</i>	
	<b>Exploring the Roles and Responsibilities of the edTPA Coordinator</b> Chandra Foote, Niagara University; Barbara Burns, Canisius College; David Cantaffa, University at Buffalo; Jennifer Case, CUNY; Leslie Lieman, Lehman College	Geysler
	<i>Depending on the institution, the edTPA coordinator may be responsible for a multitude of edTPA-related tasks including facilitating candidate support, engaging faculty, and reporting results. Within this interactive session a panel of edTPA coordinators will discuss their roles and engage participants in discussions of best practices in edTPA-related program development.</i>	
	<i>Conference Strand: Best Practices in Program Development</i>	
	<b>The Wicked Problem of Linking Teacher Education to Student Outcomes</b> Lawrence Maheady, Buffalo State College	Blue
	<i>This session begins a dialogue on the wicked problem of linking teacher education, teaching practice, and student outcomes. Conceptually, which practices should preparation programs teach to improve student outcomes; how can these practices be taught effectively, efficiently, and in a socially acceptable manner; and how can teacher educators prepare teachers to choose best practices given evolving school contexts?</i>	
	<i>Conference Strand: Accreditation</i>	
	<b><u>Roundtables Group 2: Nurturing K -12 Partnerships</u></b>	Orenda
	<b>Roundtable # 1</b> <b>Living &amp; Learning the edTPA: Student and Cooperating Teachers Team Up for a Dry Run with Performance Assessment</b> Esther Oey, St. Lawrence University	
	<i>How do teacher candidates and cooperating teachers come to understand the details of edTPA in a concise, comprehensive and engaging way? See what both learn and say when they complete a "dry run" of the edTPA on the cooperating teacher's lessons before tackling the high stakes version for submission.</i>	
	<b>Roundtable # 2</b> <b>Strand 2: The Total Package</b> Colleen McDonald & Stephen Danna National Board Council of NY	
	<i>A local district and IHE partner have forged a partnership based on collaboration, connections, and innovation. This innovative partnership supports teachers in the field, teacher candidate supervisors, and teacher candidates through a common language and professional growth model that connects the National Board certification process with the edTPA.</i>	

3:00-3:45

**Roundtable # 3**

Orenda

**Finding the Right Fit: Challenges of Obtaining and Maintaining Appropriate Field Placements for Inclusive Education Preservice Teachers**

Erica Miller & Tiffany Coyle, Cazenovia College  
Kim Wiczorek, SUNY Cortland

*For inclusive teacher education candidates, it is critical to experience field placements with models of respectful and differentiation-oriented teaching approaches provided to all students. Obtaining and maintaining such field placements in the current reform era is daunting. Discussion of strategies for nurturing such placements will be facilitated within this interactive panel presentation and roundtable.*

**Roundtable # 4**

**Multi-District P-12 Partnerships: The Foundation of Clinically Rich Practices**

Ellen Contopidis, Kate Daboll-Lavoie, Shanna Jamanis, Nazareth College

*Rich partnerships have the common characteristic of being fueled by authenticity of relationships. How these partnerships form, and the framework they take on, need to be responsive to the distinctive needs of all. Examples of P-12 partnerships that engage candidates in a variety of clinically rich experiences will be discussed.*



**Meeting today's challenges with a proven technology system**

Hathorne

Andrea Barra - Manager, Assessment Strategies , Taskstream

*Join us to learn how Taskstream can help streamline data collection and reporting while enabling candidates to demonstrate their knowledge, skills and dispositions. See how others across NY and the country are using Taskstream to manage unit and program planning/assessment, oversee clinical placements, support edTPA™, and prepare for accreditation.*

4:00-4:45

**Concurrent Sessions**

**A Bucket List for Character in a Time When Standards Dominate**

Red

Dr. Andrea Zakin and Dr, Abigail McNamee, Lehman College, CUNY

*What happens to the virtues of character when our world goes crazy over "standards?" In this workshop, presenters offer an opportunity to explore resume virtues (those we bring to the market place) and eulogy virtues (those talked about at our funeral)...and the possible integration of standards and character.*

*Conference Strand: Shaping Teacher Education Policy through Critical Action*

**Solvay Free Union School District and Syracuse University: A Partnership for the Development of Students, Pre-service Teacher and In-service Teachers**

Estate

Joanna Masingila, Mike Emmi and Jay Tinklepaugh  
Syracuse University and Solvay High School

*Over the last two years, administrators (superintendent, assistant superintendent, principals at all levels) and teachers from a P-12 school district and the dean and faculty and staff members from a university School of Education have formed a partnership to work toward development of students, pre-service teachers and in-service teachers.*

*Conference Strand: Nurturing P-12 Partnerships and Professional Collaborations*

4:00-4:45

**Engaging Diverse Faculty in Common Core Work: Strategies, Challenges, and Lessons Learned**  
Angelita Alvarado-Santos, Jennifer Case, & Ashleigh Thompson, City University of New York

Geyser

*This session focuses on CUNY's Central Office of Academic Affairs efforts to engage diverse teacher education faculty to integrate CCSS into their teaching. Strategies and challenges in bringing faculty together, their level of participation, and some lessons learned are described, as well as recommendations to scale and sustain such efforts.*

*Conference Strand: Best Practices in Program Development*

**A PDS Partnership Pioneers New Career Ladders for Educators: CLIPS - A STLE-2 Grant Funded Project**

Sun

Linda Catelli & Judith Marino, CUNY and N. Babylon School District

*Authors present major features, strategies and findings of a PDS Partnership's grant funded project for developing newer career ladders for educators. The project entitled Career Ladder Innovator Programs and System (CLIPS) was focused on the initial preparation of educators for such newer professional positions as "teacher-leader innovators" and "resident professor-researchers."*

*Conference Strand: Nurturing P-12 Partnerships and Professional Collaborations*

**Roundtables Group 3: Best Practices in Program Development**

Orenda

**Roundtable 1:**

**Academic Language and Literacy: Preparing Future Teachers for Success with All Students (and on the edTPA!)**

Kristin Rainville, Sacred Heart University

*The presenter will unpack the basics of academic language and literacy, provide an overview of how academic language and literacy has evolved, describe how academic language is discussed in the CCSS, NGSS, and edTPA, and give examples of classroom practices to support your work with candidates.*

**Roundtable 2:**

**Constructivist Innovations in a Secondary Teacher Education Program - Students' Perspectives**

Nureen Savji, Inez Bruinsma and Melissa Tambasco, Niagara University

*In this age of standardization, there is a fear of losing the development of individuality and creativity in teaching candidates. This interactive roundtable event will demonstrate how there is room for innovation and creativity through non-traditional assessment formats that align with common core objectives.*

**Roundtable #3:**

**Ground Control to Candidates Anywhere: Piloting Virtual Seminar Discourse in a Capstone Course for Special Education.**

Dennis Garland and Alice Kozen

Niagara University

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

## Thursday Evening Schedule

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

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7:00-9:00	Thursday Dinner Plenary Session	Hathorne/ Coesa/ Geysler
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### Welcome

Lori Quigley, President, NYACTE & Nancy Dubetz, President Elect, NYSATE

### The Charles C. Mackey, Jr. Excellence in Service Leadership Award

*Awardee: Dr. Deborah Shanley*

**Presentation of the Award:** Barbara Burns, NYACTE Board



Deborah Shanley, Ed. D., the 2015 Mackey Leadership Award recipient, exceeds the standards for teacher education leadership in service to P-12 schools, to teacher candidates and to her colleagues in the profession. While serving as Dean and Professor of the School of Education at Brooklyn College for 17 years, Dr. Shanley has been a powerful proponent for P-12 students. Her tireless advocacy and influence for students on local, state and national levels is far-reaching. Presently, she is a member of the NYS Board of Regents Blue Ribbon Committee for Improving Outcomes for Boys and Young Men of Color and is a member of the Regulatory Task on Academic Policy for the NYC Department of Education. Dr. Shanley is a NE

Region Network Member for the National Latino Education Research and Policy Project. Additionally, she is an Advisory Board Member for the Council of Great City Schools - A Call for Change-Improving Educational Excellence and Opportunity for African American Males in Urban Schools. Furthermore, she serves as board chairwoman for Achievement First, a network of charter schools.

Dr. Shanley forged collaborative partnerships supporting the development of teacher candidates and of active research through her participation in the National Network for Educational Renewal, Teachers for a New Era and the National Commission on Teaching and America's Future. Locally, Dr. Shanley established relationships with professional development schools as well as numerous national and community organizations, including the Lincoln Center Institute Teacher Education Collaborative, the National Park Service of New York Harbor and City University of New York Partnership,

the American Museum of Natural History, and the East New York School and Community Partnership. In 2008, she served as Commissioner of National Parks Second Century Commission which developed a plan for the country park system.

Dr. Shanley is the recipient of numerous awards from multiple constituencies honoring her service to the community such as the Humanitarian Award from the CUNY Consortium for the Study of Disabilities & Medgar Evers College Worker Education, the 2013 Special Recognition Award from the Council of Great City Schools and the Outstanding Contribution to CEC Award from the NYS Council for Exceptional Children to name a few.

Currently, Dr. Shanley is serving as Professor at Brooklyn College and at the CUNY Graduate Center (Affiliated).

Invited KEYNOTE:

**Dana McDonough, 2016 New York State Teacher of the Year:**

Teaching Beyond These Four Walls: *Embracing the School-Family-Community Partnership*

**Introduction to Speaker:** Jerry Rivera-Wilson, NYSATE



Dana McDonough teaches second grade at Fostertown Magnet School in the Newburgh City School District where she has served as a teacher for all of her 22 years in the profession. She is a native of Newburgh and was educated in the city's public schools. She is a graduate of Mount Saint Mary College in Newburgh where she earned a Bachelor of Arts Degree in Education and a Master's of Science in Education with a Reading Specialization.

Dana's teaching philosophy is based on taking the lead in strengthening the school-family-community partnership as it is an invaluable element of a child's education. She enjoys mentoring new teachers and student teaching interns. Dana is both a member of the Newburgh Teacher Association and a Union Building Delegate. She is school leader involved in a variety of activities

and committees including promoting literacy, science enrichment and curriculum implementation.

During her year of honor, Dana will serve as an ambassador for teachers throughout the state and will be our nominee for the National Teacher of the Year. She will also receive two awards that are given annually to the New York State Teacher of the Year: the Thomas Sobol award created by former commissioner Sobol and the David Johnson Award in honor of our former board secretary Mr. David Johnson.



# Friday, October 16, 2015

8:00-9:15 Conference Registration and Continental Breakfast

Gallery

9:00-10:00

## Plenary Session

Hawthorne/  
Coesa

Invited Keynote Speaker: **Dr. Lance Tomei**, sponsored by LiveText

### *Designing High Quality Rubrics*

*This presentation focuses on the importance of designing high quality rubrics to ensure that resulting candidate performance data can be used effectively to improve candidate learning and program quality and thus meet the heightened expectations of CAEP.*

Introduction to Speaker: Lori Quigley, NYACTE President

10:15-11:00

## Concurrent Sessions

**Introduction to the Pathways for CAEP Accreditation: SI, TI, and IB**  
Deb Eldridge, CAEP

Hawthorne/  
Coesa

*Each Educator Preparation Provider has a choice about how to present their self-study report to CAEP for accreditation. This session will introduce the three possible pathways: (1) Selected Improvement (SI); (2) Inquiry Brief (IB), and (3) Transformation Initiative (TI). Which approach may be right for you?*

*Conference Strand: Accreditation*

**Using the CAEP TI Pathway to Reclaim Social Justice and Democratic Principles in Teacher Preparation**  
Karen DeMoss and Ann Gazzard

Red

*This presentation documents efforts to use CAEP's Transformation Initiative to ensure universal quality education, as detailed in the Convention on the Rights of the Child (CRC). The CRC reclaims important principles of education beyond test scores. We present our CAEP framework and invite others to implement and adopt the CRC.*

*Conference Strand: Accreditation*

**Learning From the Experts: Voices from the Field**  
Patricia Pulver, Keuka College

Blue

*This presentation shares results of a semester-long project that partners pre-service teachers and classroom teachers in "conversation" about classroom management topics. Practicing teachers share their experiences and practical wisdom with the next generation of teachers. Pre-service teachers develop research skills, practice analyzing qualitative data, and perfect their descriptive writing ability.*

*Conference Strand: Nurturing P-12 Partnerships and Professional Collaborations*

10:15-11:00 **Are My Candidates “Safe to Practice”? Implementing and Examining Practice-Based Teacher Education: A Self-Study** Estate  
Kim Wieczorek, SUNY Cortland

*After observing 20 candidates with identifiable gaps in teaching practice, one teacher educator initiated an examination of observation feedback given to the candidates to inform the implementation and coaching of a small subset of high-leverage practices (TeachingWorks, 2015). Initial results of this self-study focused on helping candidates identify as “safe to practice” will be presented.*

*Conference Strand: Best Practices in Program Development*

#### **Roundtables Group 4: Best Practices in Program Development**

Orenda

##### **Roundtable #1**

##### **Does edTPA Subject Matter Matter?**

Nancy Gilchrist, St Joseph's College

*The edTPA measures the effectiveness of a teacher candidate. Is it possible that the teacher candidates of a particular content area perform better on the edTPA? Does edTPA subject matter matter? These answers will be discussed, concluding with a conversation about how those less-successful edTPA performances could be enhanced.*

##### **Roundtable # 2**

##### **Literacy 101: Understanding the edTPA Literacy Terms and Tasks**

Denise Johnson and Elizabeth Stevens, Roberts Wesleyan College

*This roundtable will appeal to those that consider themselves novices in terms of their literacy education expertise. We will review edTPA literacy related terms and tasks. Audience members will participate in planning a literacy lesson using the CCSS and associated texts to understand edTPA terms and tasks more deeply.*

##### **Roundtable # 3**

##### **Effective Approaches to Preparing Candidates for edTPA Submission**

Dwight Manning & Jarritt Sheel, Teachers College, Columbia University

*2013-2014 was the first year of edTPA implementation in New York State. To support teacher candidates Teachers College implemented a layered support system for teacher candidates. This presentation explicates various effective approaches that education programs at Teachers College have undergone, from academic years 2013-2015, in the preparation of teacher candidates.*

##### **Roundtable # 4**

##### **Ensuring Opportunities for Professional Growth of Teacher Education Candidates: The Feedback Project**

Mary Ellen Bardsley and Paul Vermette, Niagara University

*Developing professionalism amongst candidates involves more than discussions of dress and speech; they need authentic professional development opportunities that entice communication with diverse colleagues. This session assesses one such opportunity involving feedback on a manuscript for publication and examines the general value of these types of activities.*



**How LiveText Supports CAEP Requirements**  
Christopher Polony, Educational Consultant

Geyser

*This session will focus on the different components of LiveText and They Address Various CAEP Standards*

**An Effective Approach to edTPA preparation: Four Components of Success in a Dual Certification Program**

Garden

Mindy Scirri & Susan Krickovich, Daemen College

*Daemen College's dual certification program in Childhood/Special Education has achieved a 100% pass rate on the Elementary Education edTPA across a variety of initial student ability levels. Presenters discuss four components of success: faculty development and teamwork, seminar/boot camp implementation, insertion of parallel tasks, and revision of a capstone seminar course.*

*Conference Strand: Best Practices in Program Development*

**Data Driven Case Studies: Using Program Specific Data to Develop Case Studies for Preservice Teacher Education**

Sun

Heather Reynolds, Empire State College

*Teacher education programs need to prepare preservice teachers for data driven decision making while also modeling these practices in our own programs. This study documents the creation of program specific case studies for use in our courses based on data collected from our first 3 cohorts of residents in our clinically rich residency program.*

*Conference Strand: Best Practices in Program Development*

### Concurrent Sessions

**When Research-Based Service Learning Marries Social Justice to the Jazz of Restorative Practices**

Blue

David Fletcher, Lehman College, CUNY

*Participants will be introduced to a teacher education model of service-learning built on research (community surveys, review of the literature, collaboration with community organizations) addressing social justice issues (e.g., racial discrimination, cyber bullying, gender equity, nutrition and health) and implemented with grades 6-12 students using restorative circles.*

*Conference Strand: Shaping Teacher Education through Critical Action*

**Going to the Gemba: Attracting and Retaining Students of Color and Low SES**

Red

Peter Kozik and Patricia Pulver, Keuka College

*Funded by a CLCU grant, Keuka College Education Division faculty implemented a series of focus groups with students of color and low SES to ascertain how better to attract and retain these students. Based on emergent themes from the focus groups, an action plan was developed and implemented.*

*Conference Strand: Best Practices in Program Development*

11:15-12:00 **Illuminating a Pathway to Success: Supporting Effective Teaching and the edTPA During Field Placements** Estate

Kayla Zimmer, Ann Fradkin-Hayslip and Nancy Casey, St. Bonaventure University

*Three successive learning experiences scaffold candidates in developing the knowledge, skills and dispositions integral to the successful completion of edTPA and effective teaching practices. Assignments and rubrics used to support student growth across experiences will be shared.*

*Conference Strand: Best Practices in Program Development*

**High Leverage Practices: Emerging Policies and Implications for Teacher Education** Sun

Lawrence Maheady, Buffalo State College

*The presenter describes two sets of High Leverage Practices (HLP), provides explicit examples in general and special education, and discusses the instructional and organizational challenges associated with the use of this model. Two partnership arrangements (Instructional Assistants Program & Pair Tutoring Program) that may serve as vehicles for pre-service teachers to use HLP in authentic settings are described.*

*Conference Strand: Best Practices in Program Development*

**Literacy Integration-the Key to Effective Online Instruction for At Risk Learners** Garden

James Nichols and Frank Tuzi, Nyack College

*With the dramatic recent increase in online education have come additional issues for teacher and learner, especially for students with literacy and language issues. The authors suggest that research-based literacy strategies provide the best way to learn and respond to instruction given opportunities and constraints of the online environment.*

*Conference Strand: Best Practices in Program Development*

**Roundtables Group 5: Accreditation & Nurturing P-12 Partnerships** Orenda

**Roundtable # 1**

**Using ENGAGING to Maximize Effectiveness of Partnerships and Student Learning**

Paul Vermette, Danyelle Moore and Melissa Langridge, Niagara University

*The facilitators will lead participants to explore Vermette's (2009) ENGAGING framework and applications to create meaningful classroom experiences. Participants will hone teaching skills and discover a framework to use when planning. By exploring evidence-based practices that maximize student learning, participants will leave with strategies and a framework for future instruction.*

**Roundtable # 2**

**Making Clinical Connections and Partnerships for Early Field Experiences**

Denise Simard, Yu Yong and Jean Mocky, SUNY Plattsburgh

*Partnerships are essential to teacher preparation programs since academic success is only one indicator in teacher education and not necessarily the sole predictor of readiness for the profession. Early field experiences provide teacher candidates clinical practice which shores the connections of professional dispositions, knowledge, and skills.*

11:15-12:00 Roundtable # 3

Orenda

**Following Whom to Prove What, Where?! Lessons Learned From Following Program Graduates into Their Classrooms to Prove Graduate and Program Impact**

Dr. Ellen Contopdis, Dr. Kim Wieczorek, SUNY Cortland and Nazareth College

*The 2013 CAEP Accreditation Standard 4, focused on Program Impact, requires teacher preparation programs to identify methods for following program graduates into their classrooms to identify teacher and program impact. This presentation discusses the lessons learned from attempting to follow and do research with program graduates to prove teacher and program impact.*

12:00-2:00

**Luncheon Plenary**

Hawthorne/  
Coesa

**Luncheon Roundtable Discussion**

***Legislative Needs for NYS Educator Preparation Programs:  
Advocacy at the Federal and State Levels***

Moderated by Kate Daboll-Lavoie, NYACTE Past President

*Invited Panelists:*

**John T. McDonald III**, New York State Assemblymember, Representing Assembly District 108

The 108<sup>th</sup> Assembly District includes parts of Albany, Rensselaer, and Saratoga Counties, specifically the communities of Cohoes, Green Island, Watervliet, North Greenbush, Rensselaer, Waterford, and parts of Troy and Albany.

Prior to being elected to the New York State Assembly in November 2012 and subsequently re-elected in November 2014, Assemblymember McDonald served as Mayor of Cohoes for 13 years. In addition to representing the 108<sup>th</sup> Assembly District, John is the President of Marra's Pharmacy, a successful family-owned business which has been in existence for more than 80 years based in Cohoes, New York. Assemblymember McDonald received his BS in Pharmaceutical Sciences from the Albany College of Pharmacy and has led Marra's Pharmacy to become one of the largest independent pharmacy operators in the Capital Region. Link - <http://assembly.state.ny.us/mem/John-T-McDonald-III/>

**Dr. Mark LaCelle-Peterson**, Senior Vice President for Policy and Programs at the American Association of Colleges for Teacher Education (AACTE), has served as a faculty member and administrator in educator preparation programs, and as a leader in national programmatic accreditation. At AACTE, he oversees government relations, state affiliates, data initiatives, and programs promoting evidence-based program improvement. His scholarly and teaching interests include the history of education, curriculum theory, and the social, cultural, and linguistic foundations of education; he has also taught in the humanities and on early medieval Anglo Saxon and Old Norse literature. He holds degrees from the University of Minnesota, and the Harvard University Graduate School of Education.

# AWARDS

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

## **Neal Appleby Outstanding Teacher Educator Award**

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

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

## **Charles Mackey Jr. Excellence in Service Leadership Award**

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

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

## **Distinguished Program Award in Teacher Education**

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

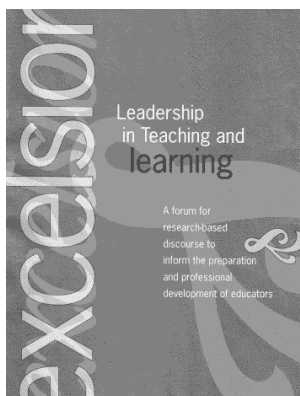
The *Distinguished Program Award* (DPA) in teacher education has been established to recognize and honor a specific “quality” identified from The New York State Regents' Standards for Teacher Preparation. Institutions offering teacher education programs would address ONE of the following specific qualities:

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

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

# ***EXCELSIOR: LEADERSHIP IN TEACHING AND LEARNING***

A forum for research-based discourse to inform the preparation and professional development of educators



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# NYSATE 2014-2015 Membership Application

New York State Association of Teacher Educators

ID #	Membership Type	Expiration Date:	Amount Due:

**MAILING ADDRESS:** home & business (list according to preference for correspondence from NYSATE)

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City, State, Zip \_\_\_\_\_  
Phone (\_\_\_\_\_) \_\_\_\_\_  
Email \_\_\_\_\_

## PROFESSIONAL INFORMATION

### EMPLOYMENT:

- Administration – Public/Private
- Teacher – Public/Private
- Administration – Higher Education
- Faculty – Higher Education
- Education Association (specify): \_\_\_\_\_
- State Education Agency (specify dept.): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

Please Check:

I give my permission to NYSATE to share my information with others members for professional purposes.

## PROFESSIONAL AREA:

- Teacher – (specify Grade Level & Content Area): \_\_\_\_\_
- Coordinator
- Director of Field Experiences
- Graduate Student
- Undergraduate Student
- Higher Education (specify Teaching Area & Research Area(s): \_\_\_\_\_

## SPECIAL INTEREST AREAS

*Please check area(s) of special interest you have*

- Collaborative Efforts
- Exemplary Supervision Practice
- Education Technology for Teaching and Learning
- 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  
Retired or Student Membership – \$10

Inclusive Teacher Education Special Interest Group (ITE SIG). Please Add \$15.00 to Annual Dues: \$ \_\_\_\_\_

Voluntary Contribution: \$ \_\_\_\_\_

Total Enclosed: \$ \_\_\_\_\_

Please Make Check Payable to:

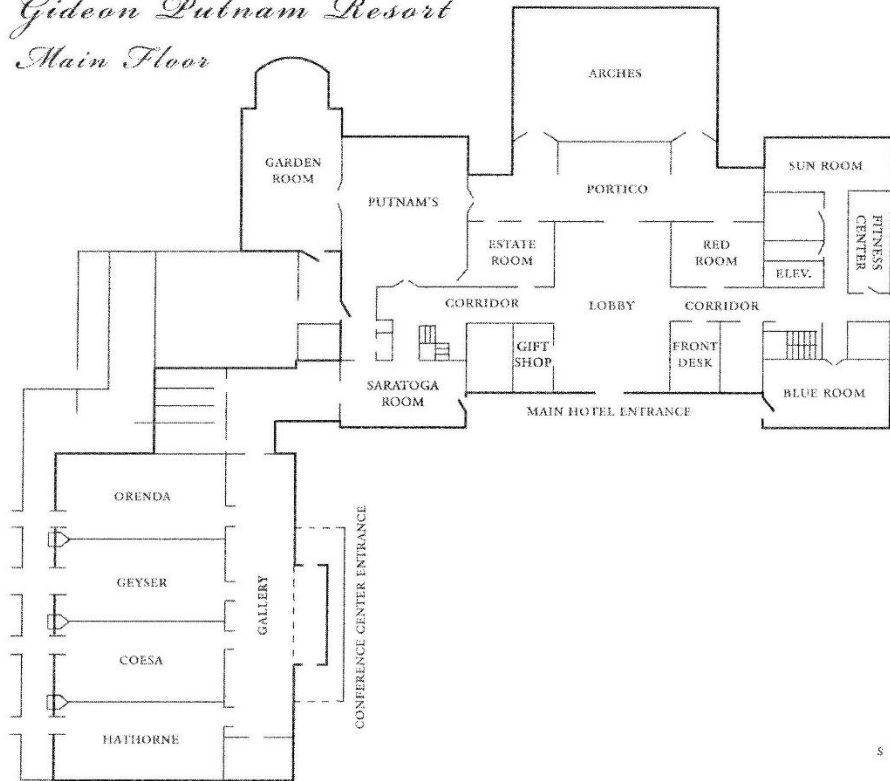
**New York State Association of Teacher Educators OR NYSATE**

Please return completed form to:

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Rockland Teachers' Center Institute  
65 Chapel Street  
Garnerville, NY 10923

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5