

Influencing Teacher and Leader Policy and Practice Through Advocacy

**2018 NYSATE/NYACTE Annual Fall Conference
Gideon Putnam Resort, Saratoga Springs, NY
October 10-12, 2018**



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

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

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Christine Ashby & Julia M. White, *Excelsior* Journal Editors

Ed Teall, **Webmaster**

October 2018

Dear Conference Attendees and Colleagues:

Welcome to the 2018 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 2018 conference theme, *Influencing Teacher and Leader Policy and Practice through Advocacy*, highlights exemplary work in shaping policy in educator preparation, nurturing and sustaining P-12 partnerships, adapting to changes in accreditation, and focusing on best practices.

In this era of P-20 educational policy change across federal and state levels, we are called to prepare teachers and school leaders who will be poised to anticipate, challenge, and respond to mandates.

We focus on the following questions:

1. How can teacher educators partner with P-12 educators, policy makers (e.g., Regents), and local legislators to advocate for effective teacher and leader preparation?
2. How can we prepare the next generation of teacher educators as advocates? (e.g., doctoral students in Teacher Education)
3. What are options for accreditation and demonstrating that teacher education programs in New York State are preparing candidates for the teaching profession?
4. What are models for collaborative field work and partnerships?

This year's preconference and conference bring together a variety of stakeholders in teacher education to discuss policies, practices, and research in teacher education. Our goal is to provide participants with the knowledge and skills you need to be effective advocates for teacher education.

We are looking forward to a stimulating conference that will help us meet our goal of continuing to prepare excellent teachers and leaders to serve our State and nation.

Sincerely yours,

Joanna O. Masingila
President
NYACTE

Nancy Dubetz
President
NYSATE

CONFERENCE SPONSORS

NYSATE & NYACTE would like to thank the companies that supported this conference:



Pearson & AdvancED



Please visit their tables in the Gallery and attend their sponsored sessions included in the program.

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Influencing Teacher and Leader Policy and Practice through Advocacy

NYSATE/NYACTE FALL 2018 CONFERENCE
Gideon Putnam Resort & Spa, Saratoga Springs, NY



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College**

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IN THE WORLD

Pre-Conference Day

Wednesday, October 10, 2018

9:00-10:00	Registration and Continental Breakfast	Gallery
10:00-11:00	Welcome & Introductions Nancy Dubetz, President of NYSATE & Joanna Masingila, President of NYACTE	Orenda-Geyser
	Plenary Meeting A Conversation with NYSED Deputy Commissioner of Higher Education John D'Agati	
11:00-12:00	Influencing Policy and Practice with the Professional Standards & Practices Board (PSPB) for Teaching with Washington Week/Day on the Hill Updates Updates from the PSPB, which serves to advise the Board of Regents and the Commissioner of Education on matters related to teaching in New York State. Also included in this panel will be updates from work that panelists did during the Washington, D.C. Day on the Hill. Facilitator: Kate DaBoll-Lavoie, Past President of NYACTE & Dean of the School of Education, Nazareth College Panelists for PSPB Presentation: David Babikian, Teacher, North Syracuse Central School District Heather Buskirk, Teacher, Greater Johnson School District Ginny Goatley, Professor, University of Albany Margaret Madden, Provost, Siena College Panelists for Washington Week/Day on the Hill Presentation: April Bedford, President-Elect of NYACTE & Dean of the School of Education, Brooklyn College Kate DaBoll-Lavoie, Past President of NYACTE & Dean of the School of Education, Nazareth College Joanna Masingila, President of NYACTE & Dean of the School of Education, Syracuse University Jacob Easley II, Dean, Graduate School of Education, Touro College	Orenda-Geyser
12:00-1:30	Welcome & Introduction of Speaker: Kim Wieczorek, President-Elect of NYSATE & Associate Professor, SUNY Cortland	Orenda-Geyser

Luncheon Plenary: Presentation from Commissioner of Education MaryEllen Elia



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, Commissioner Elia has 45 years of experience as an educator. 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. In her first year serving as New York's Education Commissioner, Ms. Elia logged more than 35,000 miles in her car traveling across the entire State. In those travels, she visited more than 30 counties, dozens of school districts, and well over 100 different schools in an effort to learn how New York's schools can be improved and how the State can help drive and support those improvements.

Pre-conference Concurrent Workshops/Sessions

1:45-2:45	A Case for Enriched Clinical Practice A presentation and discussion connected to the recent work of the Clinical Practice Work Group and to partnerships that work to implement enriched clinical practice and community school models. Updates on the proposed changes to the clinical practice regulations will be shared, and panelists from New York City and Binghamton will discuss existing and ongoing clinical partnerships from the perspectives of higher education and P-12 partners as models of possibility. Facilitator: April Bedford, President-Elect of NYACTE & Dean of the School of Education, Brooklyn College Panelists Nicole Chilla, New York City Department of Education Elizabeth Anderson and Luann Kida, SUNY Binghamton and Broome County Community School Partners	Geyser
1:45-2:45	Collaboration and Innovation in Quality Assurance: An AAQEP Overview and Update Mark LaCelle-Peterson, President and CEO, Association for Advancing Quality in Educator Preparation Can an accreditation system provide quality assurance, foster collaboration, support innovation, and respect local context? The Association for Advancing Quality in Educator Preparation (AAQEP) does. AAQEP was founded in 2017 by leaders in educator preparation and quality assurance from across the US—including many New Yorkers—to strengthen the P-20 education through the preparation of excellent educators. The result is an outcome-based quality assurance process which supports excellence <i>in context</i>, innovation, and continuous improvement. This session begins with an overview of AAQEP's standards and evidence expectations, and outlines the process that currently engages 50 providers across a dozen states. Session participants will have the opportunity to pose questions and to consider AAQEP's fit for their context.	Hathorne
1:45-2:45	Updates from CAEP Gary Railsback, MBA, PhD Vice President, Council for the Accreditation of Educator Preparation CAEP was started in 2013 as the nation's sole accreditor of teacher education and educators in general. As the sole accreditor, CAEP has been approved by the Council for Higher Education Accreditation (CHEA). To date, CAEP has implemented rigorous standards developed by the field and has demonstrated flexibility by making adjustments since original implementation. Today's workshop will update you on (1) accreditation decisions made to date with 150 EPPs, (2) implementation of advanced standards fall 2019, (3) program review options, plus answer questions from the field.	Coesa
3:00-4:00	Collaboration and Innovation in Quality Assurance: An AAQEP Overview and Update, Continued Mark LaCelle-Peterson, President and CEO, Association for Advancing Quality in Educator Preparation Can an accreditation system provide quality assurance, foster collaboration, support innovation, and respect local context? The Association for Advancing Quality in Educator Preparation (AAQEP) does. AAQEP was founded in 2017 by leaders in educator preparation and quality assurance from across the US—including many New Yorkers—to strengthen the P-20 education through the preparation of excellent educators. The result is an outcome-based quality assurance process which supports excellence <i>in context</i>, innovation, and continuous improvement. This session begins with an overview of AAQEP's standards and evidence expectations, and outlines the process that currently engages 50 providers across a dozen states. Session participants will have the opportunity to pose questions and to consider AAQEP's fit for their context.	Hathorne
3:00-4:00	Updates from CAEP, Continued Gary Railsback, MBA, PhD Vice President, Council for the Accreditation of Educator Preparation	Coesa

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Wednesday Evening NYSATE and NYACTE Board Meetings

4:15-6:15	NYSATE Board Meeting	Red
4:15-6:15	NYACTE Board Meeting	Sun
6:30-8:00	NYSATE/NYACTE Joint Board Meeting	Blue

SAVE the DATES: Fall 2019 NYSATE-NYACTE CONFERENCE

October 16-18, 2019

Gideon Putman Hotel * Saratoga Springs, NY

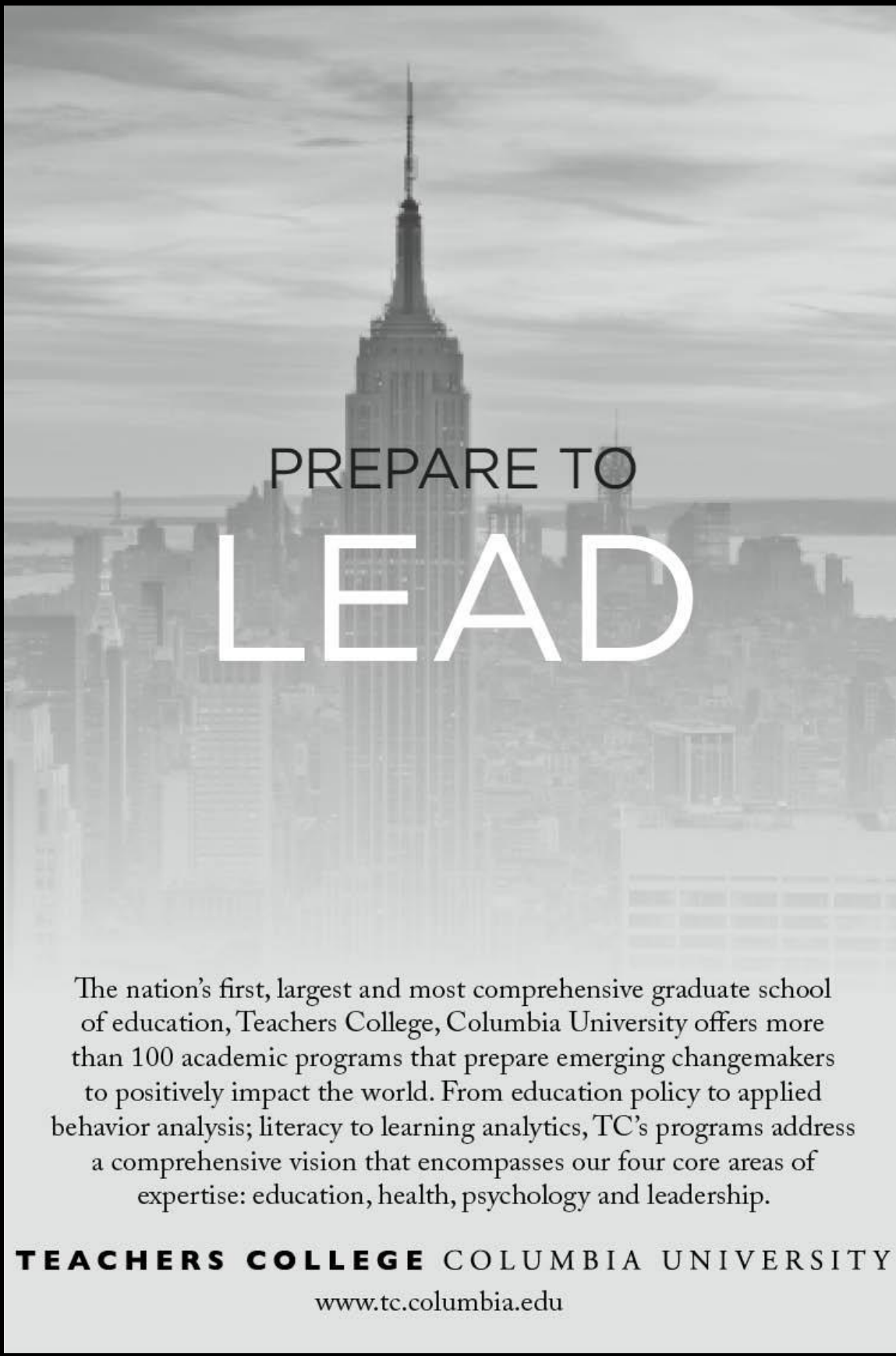
For more information, go to www.nys-ate.org or www.nyacte.org

School of Education Syracuse University

The Syracuse University School of Education congratulates Christy Ashby and Julia M. White on being selected as the co-editors for *Excelsior: Leadership in Teaching and Learning*.

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NYSATE/NYACTE FALL 2018 CONFERENCE

Gideon Putnam Resort & Spa, Saratoga Springs, NY

Thursday, October 11, 2018

8:00-9:00	Registration and Continental Breakfast	Gallery
9:00-10:30	Plenary Session	Hathorne- Coesa- Geyser
9:00-10:30	Welcome, Opening Remarks from Presidents of NYSATE & NYACTE Nancy Dubetz, President of NYSATE & Joanna Masingila, President of NYACTE Invited Panel: Ideal Partnerships Following from the work of many across New York State to assure field work in teacher and leader preparation fully prepares candidates for excellence, this panel will present the work they do to aim for the ideals in partnerships between institutions of higher education, schools, districts, and community organizations. Panelists from Syracuse and the Classroom Academy pilot residency will discuss their existing partnerships and how they have evolved over time. Facilitator: April Bedford, President-Elect of NYACTE & Dean of the School of Education, Brooklyn College Panelists Christine Ashby, Syracuse University Jodi Burnash, Emily Krauza & Kaitlyn Mullahey, Syracuse City School District Elena Bruno, NYSED, Office of Higher Education Dr. Stephen Danna, Branch Campus Dean, SUNY Plattsburgh @ Queensbury Jim Dexter, District Superintendent, WSWHE BOCES Colleen Lester, Elementary Principal Colleen McDonald, NBCT, NT3 Director Dr. Maureen Squires, MST Program Coordinator for SUNY Plattsburgh Kayleigh Ward, Lead Resident	Hathorne - Coesa- Geyser
10:45-11:30	THURSDAY, OCTOBER 11TH Concurrent Sessions	
10:45-11:30	Meet the Editors: <i>Excelsior</i> Online Christine Elaine Ashby & Julia M. White, Syracuse University The new co-editors of <i>Excelsior: Leadership in Teaching and Learning</i> will introduce themselves and present the new online submission and peer review process as the journal moves to an electronic platform. The editors will discuss factors they consider important when submitting manuscripts. The session will be open for participants to ask questions and share their experiences in writing, revising, and publishing research.	Red
10:45-11:30	Advocacy in Action Leah Lembo, New York State United Teachers / United University Professions Jamie Dangler, Vice President for Academics, United University Professions <i>Format: Workshop</i> Staying on top of the policy agenda and advocating for teacher preparation is important work and anyone concerned can play a role. We can work together with policy makers to collaborate towards change. In this presentation we share information about the work of the ongoing advocacy initiatives and present ways for you to get involved.	Sun

10:45-11:30	Boot camp: Preparing for Success on the edTPA Sarah Birch & Phyllis Corbin, St. Joseph's College <i>Format: Workshop</i> Boot Camp provides students with an introduction to the the edTPA. Boot Camp is held just prior to the start of student teaching. This workshop provides an overview. Examples of practical supports incorporated into Boot Camp are presented. Participants will have opportunities to practice using the tools presented.	Estate
10:45-11:30	Coalition for Urban Teacher Education & Development (C-UTED) C-UTED is a working group focused on issues in urban teacher education and development across the Capital, Central, and Western regions of New York State. This group will present a multi-site research study of the experiences of teachers of color in schools and placements, including the presentation of a meta-analysis of findings from group members. Panelists Marcelle Haddix, Chair, Reading and Language Arts, Syracuse University Kathy L. Wood, Ph.D., Associate Dean, SUNY Buffalo State Anne Burns Thomas, Ph.D., Associate Professor, SUNY Cortland Jeannie Aversa, Coordinator of Educator Effectiveness, Syracuse City School District Scott Persampieri, Director of Recruitment and Selection, Syracuse City School District Kristen Munger, Associate Dean, School of Education, SUNY Oswego Ms. Nichole J. Brown, Ed.S., Director, Field Placement Office & Director, Teacher Opportunity Corps (TOC) Program, School of Education, State University of New York at Oswego Kimberly N. Williams Brown, Ph.D., Assistant Professor of Education, Vassar College Carrie E. Rood, Ph.D., Assistant Professor, Foundations and Social Advocacy Department at SUNY Cortland	Garden
10:45-11:30	A Study Abroad Case Study: Merging Learning, Scholarship and Advocacy Alice Kozen, Donna Phillips, & Mary Ellen Bardsley, Niagara University International education has much to offer regarding learning and scholarship. It also has the capacity to change the current and future landscape through constructive teacher leadership and advocacy. Presenters will share how a Study Abroad program in Costa Rica resulted in outcomes regarding leading and/or advocating for a better world.	Geyser
10:45-11:30	District-University Partnerships to Improve Clinical Practice for Teacher Candidates Nancy Dubetz, Lehman College Erika Abelon and Max Chang, NYC Department of Education Marcella Bullmaster-Day and Susan Courey, Touro College The New York City teacher preparation community has been convening for over two years to collaborate, innovate, and advocate around the improvement of the clinical experience for teacher candidates. This interactive workshop will provide the opportunity to gain insights into the clinical practice initiatives occurring in NYC.	Hathorne
10:45-11:30	An Immersive Fieldwork Pilot Program Deborah Carter, Concordia College A clinical practice initiative was created at a local school which allowed students the chance to work with faculty members on site. The initiative was examined to find the constructs of the experience. The researcher will present about the benefits and obstacles of this program.	Coesa
10:45-11:30	ROUNDTABLE SESSION Roundtable 1: Constructing Successful Pathways for P-12 Teacher Development, a Pilot Project Ruth Zealand & Kerri Mulqueen, Manhattan College	Orenda

This presentation describes the mutual benefit of a formal collaboration between an undergraduate education department and two urban, high needs school districts. Undergraduates complete their fieldwork and student teaching there, then are eligible to be hired in the districts; the district's stakeholders receive services and professional development based on their specific needs.

Roundtable 2: Content Specific Instructional Methods for Teacher Preparation

Kathryn Alton & Amy Gervich, SUNY Plattsburgh

This session will allow participants to gain information about how other teacher preparation programs integrate Science and Social Studies content specific information and assignments into their own curriculum. Discussions will focus on building knowledge of new Social Studies and Science standards and preparing teacher candidates to design meaningful and engaging lessons.

Roundtable 3: Self-Efficacy in Literacy Instruction for Student Teachers: How do student teachers' perceptions about their ability to teach literacy change when participating in different teacher preparation models?

Doreen Mazzye & Michelle Duffy, SUNY Oswego

This roundtable will share findings from a mixed-methods study which investigated three student teaching models (residency, learning community, and traditional) and the influence of each on self-efficacy in teaching literacy. Supervisors' and mentor teachers' perspectives on student teachers' effectiveness were also gathered. Qualitative and quantitative trends will be discussed.

Roundtable 4: Addressing Performance Anxiety in Teacher Performance Assessments.

Dwight Manning, Teachers College, Columbia University

In preparing teacher performance assessments, teacher educators and pre-service teachers may look to the field of performing arts to address performance anxiety, or "stage fright." Techniques from theater arts, music, and dance including awareness, neurofeedback, "inner games" and stress relief will be presented as effective approaches to preparing teacher candidates.

THURSDAY, OCTOBER 11TH

11:45-12:30

Concurrent Sessions

11:45-12:30

Failing Forward: Teaching Organizational Recovery to School Leadership Candidates

Robert Feirsen, Shiang-Kwei Wang, & Hiu-Yin Hsu, New York Institute of Technology
Format: Workshop

Red

When school staff act in an unprofessional manner, the community's trust withers, and school climate, credibility, and effectiveness suffer. In this workshop, participants will collaborate to develop mini-case studies that teach the strategies leadership candidates will need on the job to rebuild community connections and build capacity for organizational renewal.

11:45-12:30

Teaching in an Era of Political Divisiveness: An Exploration of Strategies for Discussing Controversial Issues

Heather Reynolds, SUNY/Empire State College
Doug Silvernell, Assistant Superintendent of 21st Century Teaching and Learning, Saratoga Springs City School District

Sun

The current political climate has brought new challenges for teachers who engage students in the process of debating and analyzing controversial issues. We will discuss challenges and also provide research based resources to help teacher educators support and empower pre-service and novice teachers to engage their students in civil and fact based classroom dialogue.

11:45-12:30

Coalition for Urban Teacher Education & Development (C-UTED), Continued Session

Facilitator: Marcelle Haddix, Dean's Associate Professor & Department Chair, Syracuse University

Garden

C-UTED is a working group focused on issues in urban teacher education and development across the Capital, Central, and Western regions of New York State. This group will present a multi-site

research study of the experiences of teachers of color in schools and placements, including the presentation of a meta-analysis of findings from group members.

- 11:45-12:30 **The Dance to Success** Geyser
Sarah DiPasquale & Hope Casto, Skidmore College
- The Dance to Success (D2S) program is a collaborative arts-in-education initiative designed to improve student learning outcomes by means of making high-quality dance accessible to public-school teachers, providing web-based access to 3-5minute dance videos. Results of the pilot year of this program and a detailed description of program development and management will be presented.
- 11:45-12:30 **Building Pre-service Teacher Competencies through a Multi-grade, Multi-subject Area Placement Redesign** Hathorne
Margery Gardner, Colgate University
- This presentation describes a placement model that exposes student teachers to an array of grade levels and content area team approaches. This redesign intends to bolster student teachers' adaptability by creating encounters with different school contexts. Pre-service teachers are able to more readily visualize social justice themes through exposure to variability of school scale, pedagogies, and resource allocations.
- 11:45-12:30 **IBM's Teacher Advisor: Using AI to Find Better Instructional Resources** Coesa
Hari Raghavan, Education Program Manager, IBM Corporate Citizenship, NYC
- In this session, you'll learn about [Teacher Advisor With Watson](#): a free, philanthropic offering from the IBM Foundation. Teacher Advisor is an AI-enhanced Open Educational Resources website that allows educators to easily find standards-aligned lessons, activities, videos, and other resources to help them plan more efficiently and effectively for all students. This session will be of particular interest to those who are focused on pre-service teacher preparation and in-service teacher professional development.
- 11:45-12:30 **ROUNDTABLE SESSION** Orenda
- Roundtable 1: Reframing the Development of Paraeducators: Examining the Effects of Purposeful Planning and Training with Policy and Leadership Implications**
Wendy Johnson & Jinyan Huang, Niagara University
- This research seeks to influence teacher and leader policy and practice through the advocacy of social justice for the silenced voices of students with disabilities and the adults who are the least qualified to assist them, by taking critical action for improvements, through a formal training program for paraeducators.
- Roundtable 2: Walls of Silence Can Empower Voices**
Andrea Zakin, Cecilia Espinosa, & Abigail McNamee, Lehman College, CUNY
- Teachers/learners construct walls and others construct them for us making us all "immigrants." We will share walls we've experienced; create a wall of pictures (from Tan's "The Arrival"); create a visual that could change one of our walls, enclose it in a "knot," put it on our wall of walls.
- Roundtable 3: Creating a New Partnership**
Katherine Roe, Elementary Education Program Coordinator at Western Connecticut State University & Deborah Carter, Concordia College
- Gather with us as we discuss the steps Concordia College took to establish a new partnership with a local school district. It is our goal to share obstacles and challenges we overcame and to learn from you about your experiences.
- Roundtable 4: Grit and Mindset: 7 Ways to engage your teaching candidates on their edTPA**
Timothy Bellavia & Brenda Strassfeld, Touro College & University System

This session explores the characteristics and challenges of the transition from teacher education instruction to hands-on edTPA advisement. The animated and interactive presentation addresses the struggle of engaging our diverse teaching candidates, the importance of mentoring and learner individualization. Many best practices, program and key characteristics in portfolios will be unpacked.

Roundtable 5: Advocating for Students through Transparency in Writing Requirements

Shirley Sommers, Maria Hopkins, Steve Tolson, & Kerry Dunn, Nazareth College

As teacher educators and writing specialists, we decided to undertake an action research project with the central question: would providing a writing workshop at the beginning of graduate school align faculty and graduate students' expectations of academic writing? The presentation will focus on how we advocated for graduate students by being transparent about requirements.

12:30-1:45	THURSDAY, OCT 11TH Luncheon Plenary Presentation	Hathorne- Coesa - Geyser
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12:30-1:45 **Luncheon Plenary: A Conversation with Members of the New York State Board of Regents**

Facilitator: Joanna Masingila, President of NYACTE & Dean, School of Education, Syracuse University

Panelists:

- Regent Kathleen M. Cashin
- Regent Elizabeth S. Hakanson

2:00-2:45	THURSDAY, OCT 11TH Concurrent Sessions	
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2:00-2:45 **Addressing the Challenge to Advocate for Educators using the Design Thinking Approach** Red
Shiang-Kwei Wang, Hui-Yin Hsu & Robert Feirsen, New York Institute of Technology
Format: Workshop

Design thinking is an approach to solve real-world problems. In this workshop, the presenters will discuss the design thinking approach with the audience, share real-world examples, and lead an interactive discussion on how to apply the design thinking approach to address the needs to advocate for New York educators.

2:00-2:45 **Relay Graduate School of Educations Approach to Preparing Early Career Special Education Teachers Through Alternative Certification** Sun
Tasia Chatman, Lauren LeBental, & Melissa Beck-Wells, Relay Graduate School of Education
Format: Workshop

In pursuit of ameliorating the gap in research for teacher preparation programs in special education, this workshop examines an innovative approach to training new teachers in an alternative certification program, with a specific focus on driving learner outcomes in special populations within urban communities.

2:00-2:45 **Lessons from Finland: A Model for Sustainable Educational Policy** Estate
Rebecca Page Johnson, Elmira College

Finnish educational policy has been lauded as the best in the world because of its PISA results. Insight into the Finnish model for educational change will be highlighted in this presentation along with insights and observations by the presenter on her visits to Finnish schools in the spring of 2018.

2:00-2:45 **Interteaching: We Talked Less, Students Learned More & Liked Class Better** Geyser
Lawrence Maheady, SUNY Buffalo State

Inter-teaching is an innovative instructional approach to university instruction that includes (a) increased instructor-student contact & feedback, (b) more peer-to-peer instruction during class, (c)

self-paced student learning, and (d) clarifying lectures. This session describes how IT was implemented across five courses and three universities in general and special education.

AND

Relational Practices: Putting Relationships with Students Front and Center

John Whalen, Binghamton City School District/National Educators for Restorative Practices

Relational Practices put connections, with those involved in the school community, at the forefront of all learning. In order for this drastic shift to be possible, mindsets must be challenged. Learn about new classroom strategies and strategies you can use with your students to prepare them for their careers.

2:00-2:45

Burnout: Why are Teacher Educators Reaching Their Limits?

Tiffany Coyle, Cazenovia College & Erica Miller, Partners for Learning

Hathorne

Teacher preparation programs must retain highly qualified faculty, yet the current climate of teacher preparation is causing many of these faculty to feel extreme pressure and some are buckling under it. It is important to identify the factors that lead to burnout and find ways to address them.

2:00-2:45

Developing, Launching and Evaluating University-Assisted Community Schools in New York State

Laura Bronstein, Elizabeth Anderson, & Luann Kida, Binghamton University

Coesa

This state university has been actively involved in partnerships with P-12 schools, community agencies and businesses in developing, implementing and evaluating community schools in New York State. We pay particular attention to the roles and opportunities for teacher education in this effort in the 21st century.

2:00-2:45

ROUNDTABLE SESSION

Orenda

Roundtable 1: Scholarly Communication with Public Audiences

David Bloomfield, Brooklyn College and The CUNY Graduate Center

This roundtable will explore teaching techniques and opportunities for educators and teacher educators to engage in public scholarship in multiple contexts including popularly-directed books, articles, op-eds and columns, speeches, interviews, press comments, expert testimony, and social media for the purpose of informing public opinion and motivating social action.

Roundtable 2: Teacher Leadership Conference Over the Years

Mary Ann Luciano & Joseph Shedd, Syracuse University & Kathy Gullie, Z-Score Inc./Gullie Consultant Services

Partnerships for conferences are a standard method for connection between universities and teachers. This session invites discussion about the 9 years of a teacher leadership conference sponsored by Syracuse University. Data from those years will be summarized.

Roundtable 3: Multigenre Research Paper and Diverse Learners

Klaudia Lorinczova, Keuka College

The presentation introduces a How To guide for implementing a multigenre research paper using theoretical and practical information that highlights many of the challenges instructors and students face with this assignment. Participants will walk away with materials and ideas ready to use in their courses at undergraduate or graduate levels.

Roundtable 4: Using the Arts to Build edTPA Capacities

Miriam Hirsch, Stern College for Women, Yeshiva University

This workshop explores strategies for using the arts to develop edTPA aligned skills and capacities. Inspired by Lincoln Center Education (LCE), participants will explore how shared concepts of Academic Language, Form/Content Relationships, Assessment Methods and Measures, Kinesthetic and Sensory Learning Strategies, and Cultural Contextual Connections can enhance the teaching and learning in and beyond the pre-service program.

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Thank you for your work preparing educators throughout New York State! AAQEP is delighted to count many of you among our fast-growing membership, now numbering 45 providers in 12 states and one territory.

Visit aaqep.org to become a member, register for an event, or request a workshop on your campus.

JOIN THE CONVERSATION THIS WEEK

October 10, 1:45-2:45 or 3:00-4:00: Learn about AAQEP in a preconference information session.

October 11, 3:00-3:45: Hear AAQEP members from New York discuss how they are applying the new standards.

3:00-3:45

THURSDAY, OCTOBER 11TH Concurrent Sessions

3:00-3:45

Contextual Standards in Quality Assurance: Advocating for Quality in Your Backyard

Mark LaCelle-Peterson, Roberts Wesleyan College & AAQEP

Joshua Fyman, SUNY Old Westbury

Catherine Snyder, Clarkson University

Format: Workshop

Red

Can quality assurance processes provide a basis for advocacy? Can such processes respect local context, institutional mission, and partner priorities? This session will engage participants in exploration of the contextual standards of AAQEP, the newest option in accreditation for institutions in NYS. Focus will be on admissions criteria, increasing workforce diversity, and engaging partners.

3:00-3:45

The Big Picture: Teaching 21st Century Visualization Skills

Robert Feirsen & Melda Yildiz, New York Institute of Technology

Format: Workshop

Sun

We will examine forms of visual information encountered by P-12 students. Workshop participants will explore the use of graphics in educator preparation curricula and identify ways to integrate visual imagery and data literacy in coursework. We will demonstrate how the use of visualization prepares educators for the new generation of “digital” students.

3:00-3:45	Trauma Sensitive Schools and the Literacy Portal Patricia Isaac & Donna Mahar, SUNY Empire State College	Estate
	The Trauma Sensitive Schools and the Literacy Portal is a partnership program with a Pre-K-5 high need urban school. The audience will learn how teachers and school personnel received trauma informed care training and use literacy as a means for reaching traumatized children in their classroom.	
3:00-3:45	The Time is Now! A Learning Network Approach to Growing Residency Models in Teacher Preparation Kristen Munger & Pat Russo, SUNY Oswego & Brigid Fallon, Bank Street College	Garden
	This presentation centers on an exemplary clinical practice initiative involving 18 Institutions of Higher Education, alongside their school partners, in a far-reaching professional learning network formed across New York State. It is a model for collaborative field work and partnerships to meet the needs of both teacher candidates and schools.	
3:00-3:45	Crossing the College-K-12 Divide through Community Partnerships Meredith Madden, Hamilton College	Geyser
	This paper examines three college-K-12 community partnerships in Central New York. In spring 2018, 14 Education Studies undergraduates facilitated social justice education workshops for students from rural, urban, and suburban high schools. Through analysis of questionnaires, this paper illuminates the outcomes of these workshops and offers recommendations for future partnerships.	
3:00-3:45	A Partnership Between SUNY Buffalo State and 40 Partner PDS Schools to Address School Shootings Nanci Monaco & Amy Lynn Walter, SUNY Buffalo State	Hathorne
	This presentation will review the data on school shooters' most successful avenues for prevention, the implementation of school shooter drills in a developmentally appropriate manner for young children, and what an effective home-school partnership would look like with a prevention component for teachers, administrators, students, and parents.	
3:00-3:45	The Early Career Leadership Institute: A Collaborative Induction Model Christine Dawson, Siena College Tom Meyer & Mary Sawyer, SUNY New Paltz Thor Gibbons, SUNY Oneonta	Coesa
	Presenters will share materials and data from Early Career Leadership Institutes, featuring partnerships between university teacher educators and experienced K-12 teachers to support beginning teachers across district and disciplinary lines. These induction programs emphasize inquiry into school communities, guided engagement in reflective practices, and support for stepping into leadership.	
3:00-3:45	ROUNDTABLE SESSION	Orenda
	Roundtable 1: How Far Can We Go in Advocating for Inclusion? Moving from Code-switching to Code-Meshing Shirley Sommers, Meg Callahan, Maria Hopkins, Cindy McPhail, Nazareth College	
	As inclusive educators we focus on being strength based, yet we do not recognize that AAE as a strength language from which to grow. Rather it is positioned as a deficit language to leave at home. Perhaps we should be moving toward code-meshing of African American English and 'Standard' English? The presenters discuss complexities of code switching and code meshing.	
	Roundtable 2: "I thought this was supposed to be an intro to education course, why are we learning about social justice": Interrupting Pre-service Teacher's Perspectives About Schooling Marisol Diaz, Skidmore College	

This presentation will examine the disconnect many preservice teachers have between their notions of schooling and teaching and social justice. In order for teachers to be radical agents of change, an understanding of schools as institutions that maintain and produce social inequalities is critically vital.

4:00-4:45

THURSDAY, OCTOBER 11TH

Concurrent Sessions

4:00-4:45

Virtual Reality: Connecting Theory and Practice for Preservice Teachers

Elisabeth Etopio & Richard Lamb, University at Buffalo

Format: Workshop

Red

In this workshop, participants will explore adaptive multimedia and virtual reality-based learning environments as well as related implications for mentoring preservice teachers. We will discuss how authentic and immersive, virtual reality environments can be used to develop teacher skills, empathy, and promote social justice in urban school settings.

4:00-4:45

Problem Based Learning at the College Level

Kathryn Alton, Alison Puliatte, Olivia Barker, & Maura Trombley, SUNY Plattsburgh

Sun

This presentation will discuss student learning outcomes, successes, and challenges faced during the implementation of a Problem Based Learning assignment for the 300-level education coursework at SUNY Plattsburgh. We will include suggestions and insights for integrating PBL into college classrooms to promote high levels of student engagement and collaboration.

4:00-4:45

Collaboration and Learning: A Model for Deep Connections between P-12 Partners and Graduate Teacher Education Programs

Kerry Dunn, Nazareth College & Taylor Youngkrans, Graduate Student, Nazareth College

Lucas Hiley, Principal, Laurelton-Pardee Intermediate School, East Irondequoit School District

Estate

This program examines a collaborative model through partnership between a graduate teacher education program and p-6 buildings. Learn how Initially certified teachers pursue a graduate degree while partnering with teachers, administrators and faculty to address needs of p-6 learners. This collaborative model supports all stakeholders and informs practices for all.

AND

Benefits and Challenges in Building (and Maintaining) Mutually Beneficial School Partnerships

Hui-Yin Hsu, New York Institute of Technology

This presentation will share the three-year effort of a graduate Teacher Education department to explore methods to establish common goals with school districts. The presenter will discuss their current practice, ideas for mutually beneficial partnership activities, and the impact of the partnership activities on the programs and teacher candidates.

4:00-4:45

Becoming Social Justice Minded Educators: Understanding the “Other”

Christina Wright Fields & Jane Bean-Folkes, Marist College

Format: Workshop

Garden

Participants will enhance cultural awareness of one's self and others as well as the advantages and disadvantages one is afforded based on social and cultural group affiliations in this interactive workshop. Participants will think critically about how social capital, identity, and social group memberships impact perception of others in relation to selves. Workshop materials are adaptable to teacher education class settings.

*****This session sponsored by the Inclusive Teacher Education SIG*****

4:00-4:45

Effective Practices for Preparing Candidates for the Task 4 of edTPA

Eric Fuchs & Patrick Ianniello, Metropolitan College of New York

Geyser

Obtaining high scores in Rubrics 16, 17, and 18 (Task 4 of edTPA) dramatically increases the chances of passing the entire test. Using data from past examinations and conclusions from graduate-level research, we developed effective practices for preparing candidates to succeed in Task 4.

AND

The "ed" in edTPA: How the edTPA Has Been Educative

Barbara Burns, Canisius College & Dianne McCarthy, SUNY Buffalo State

According to AACTE's website the edTPA is "transformative for prospective teachers." We will examine how the exam has been transformative. We will discuss future strategies of how teacher candidates, teacher educators, mentor teachers and preparation programs can use the edTPA to be educative.

4:00-4:45

Partnerships for Clinical Practice: A Model of Collaborative Fieldwork and Resulting Implications

Kristen Driskill, Roberts Wesleyan College & David Richardson, Greece Central School District

Hathorne

This presentation highlights a new P-12 partnership focused on clinical practice. Our adolescence methods course is now co-taught by both college and school faculty at a local high school. Steps to develop the partnership will be discussed, as well as clinical educators' feedback around perceptions of preparedness for their role.

AND

Building Strong Partnerships Through Authentic Teaching Experiences for Undergraduates and Practicing Teachers

Lisa Edstrom & Maria Rivera Maulucci, Barnard College, Columbia University

This presentation will focus on unique learning experiences for both undergraduate pre-service students and in-service P-12 teachers through a series of courses offered by the college that share the model of inviting in-service teachers to take the course at the university alongside undergraduates.

4:00-4:45

Lessons Learned: A Winding Road to Urban School Reform

Anjoo Sikka, Jane Morse, & Crystal Simmons, SUNY Geneseo

Coesa

In this panel, SUNY Geneseo faculty and an administrator report on a 2-year process of establishing a partnership with a struggling urban school. With various agencies participating in formalizing this partnership funded by a state improvement grant, it has been a struggle to persist in building and maintaining the partnership. We will report on lessons learned and the process of redeveloping the partnership.

4:00-4:45

ROUNDTABLE SESSION

Orenda

Roundtable 1: Teaching Education Advocacy by Example

Amanda Merritt & Lizabeth Cain, SUNY New Paltz

School of Education academic and professional faculty have joined with colleagues and students, local K-12 teachers, and school board members to advocate for increased funding for SUNY. We use informational picketing, information sessions, social media, and personal approaches to faculty on other campuses to bring attention to the urgent need for State funding.

Roundtable 2: Self-Efficacy Tools for Foreign-Born Professionals Wishing to Become Teachers in US Schools: A Low-Stress Model of Navigating Teacher Preparation

Immaculee Harushimana & Faith Muturia, Lehman College, City University of New York

Shirley Mhethwa-Sommers, Nazareth College

This presentation advocates for designing a self-help multilingual guide to foreign-born teacher candidates and outlines five critical areas that should be highlighted in the guide: (1) New York State Teacher Certification Requirements; (2) the urban school culture; (3) computer skills; (4) Academic/scholarly conventions; (5) Instruction boosting resources and strategies.

Roundtable 3: Personal Qualities that Teachers Prefer in New Colleagues

Lyndsay Hewitt & Christina Pfister, The College of Saint Rose

We investigated personal qualities teachers would like to see in a new colleague by surveying practicing teachers and developing a list of preferred personal qualities to share with pre-service teachers. Preliminary results indicate confidence, communication skills, the ability to collaborate, and the ability to keep a good attitude.

Thursday Evening Schedule

5:00-5:45	Business Meeting for NYSATE	Red
5:00-5:45	Business Meeting for NYACTE	Estate

6-7:30	Presentations and Reception	Coesa-Geyser-Gallery
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Welcome

Nancy Dubetz, President of NYSATE
Joanna Masingila, President of NYACTE

Presentation of Mackey Award

Joanna Masingila, President of NYACTE & Dean, School of Education, Syracuse University

2018 Mackey Award Recipient: Dr. Kathleen Hinchman



Dr. Kathleen Hinchman has been selected as the 2018 awardee of the Charles C. Mackey, Jr. Award for Excellence in Service Leadership. Dr. Hinchman is a Professor in the Reading and Language Arts Center in the School of Education at Syracuse University, and served from 2015-2018 as the Associate Dean for Academic Affairs. Once a middle school teacher, she teaches undergraduate and graduate classes in childhood and adolescent literacy. Dr. Hinchman's career has been a model of excellence in service leadership, particularly in the area of teacher education and literacy education. While this leadership has included work at the national level, she has been especially active at the local and state level, impacting teacher education in New York State. She has served as President of the Central New York Reading Council and the New York State Reading Association, and as a member of the Board of Directors and 2009 president of the Literacy Research Association.

Keynote Address: Creating a Courageous Classroom

Presentation by the 49th New York State Teacher of the Year **Alhassan Susso**

Introduction: Nancy Dubetz, President of NYSATE

Authenticity is the key that fosters the creation of a courageous classroom. But, it is difficult, if not impossible, to discuss authenticity without addressing the issue of vulnerability. The fear of being vulnerable hinders our students' ability to take risks, tackle challenging tasks or to simply learn. Above all, students would sometimes build shields through aggression or comedic behavior to create distraction from their real fear. The anecdote of vulnerability is empathy. In this speech, participants will learn: Methods of empowering students to cultivate a culture of empathy, compassion and learning in the classroom.



Alhassan Susso is an educator, speaker and author who has devoted his career to transforming the lives of young people facing difficulties, particularly new immigrants to America. An immigrant from West Africa, Alhassan came to America as a poor teenager coping with a rare eye disease which left him nearly blind at an early age. Having overcome this and other obstacles, Mr. Susso seeks to expand the worldview of young minds so they could find meaning in their lives in order for them to reach their destiny. As a high school teacher at a New York City Public School specializing in new immigrants, Alhassan has worked with children from all across the globe, facing a range of personal, social and economic challenges. Drawing on his own personal struggles, Alhassan has honed his talent for engaging students at their level and helping them transform their lives. Over the past several years, he has worked with over 600 teens. His electrifying smile, energy and authenticity have earned him the moniker of “The most admired and influential teacher.”

****Please join the Award Recipients after the presentations for a Reception with Beverages and Hearty Appetizers in the Gallery.****

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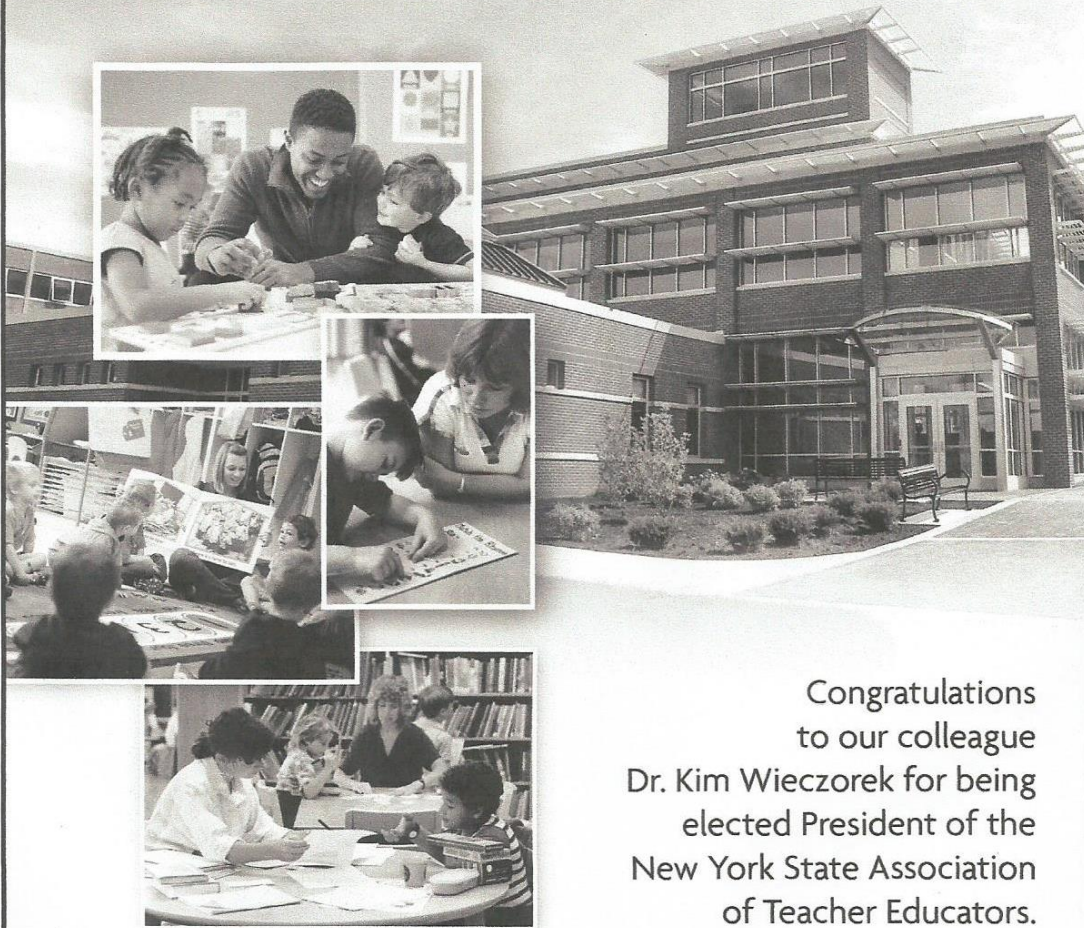


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Dr. Kim Wieczorek for being
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FRIDAY, OCTOBER 12th, 2018

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

8:00-8:45 **Breakfast Meeting of the Inclusive Teacher Education Special Interest Group (SIG)** Orenda
If you are seeking a forum for discussing how to make your own practice more inclusive, how to advocate for inclusive projects in schooling and in teacher education, or if you want to learn more about the Inclusive Teacher Education SIG, please join SIG members for breakfast.

8:45-9:45 **Plenary Session** Hathorne-Coesa

8:45-9:45 **Presentation and Discussion with Jhone M. Ebert, Senior Deputy Commissioner for Education Policy, New York State Education Department**

Welcome & Introduction to Speaker: April Bedford, President Elect of NYACTE & Dean, School of Education, Brooklyn College

As Senior Deputy Commissioner of the New York State Education Department, Jhone Ebert oversees education policy from early childhood through higher education. Relentlessly focused on the idea that all New Yorkers should have a clear pathway to success in school and life, Jhone's commitment to equitably supporting all learners is rooted in the profound belief in the power of schools to change lives.



Jhone's portfolio includes institutional reporting, nutrition programming, facilities planning, accountability, special education, and bilingual education and world languages – every functional area to ensure that New York's children are getting the best possible start and that the State's over 3 million public and private K-12 students are receiving the supports they need to learn in safe and secure school environments. Jhone works with a leadership team including the State's 37 District Superintendents to promote rigorous learning standards, excellent educator preparation, proactive family and community engagement, higher education opportunity, and innovative school reform.

Prior to moving to New York, Jhone was the inaugural Chief Innovation and Productivity Officer for the nation's fifth largest school district: Clark County School District in Las Vegas, Nevada. In her position, she designed and led reform efforts that improved student outcomes during difficult economic times in a highly-diverse, large, and complex urban district. Jhone began her 25-year career in Clark County as a high school mathematics teacher; her firsthand classroom experience drives her efforts to provide transparent expectations and accessible professional support that enable teachers to lead in their classrooms and communities.

An occasional author and frequent speaker, Jhone's ideas have touched every corner of the country. Among numerous honors, Jhone was a recipient of the Presidential Award for Excellence in Mathematics Teaching and was named one of "20 to Watch" by the National School Boards Association.

10:00-10:45 **FRIDAY, OCTOBER 12th**
Concurrent Sessions

10:00-10:45 **Supporting Teachers Through Tech: Using Twitter to Connect, Coach and Collaborate in Teacher Education** Red
Stephanie Affinito, University at Albany & Molly Ness, Fordham University
Kara Pranikoff & Susie Rollander, Bank Street College
Format: Workshop

This workshop explores how teacher educators across multiple institutions use Twitter to foster a professional learning community, explore relevant course content, and personalize teacher learning. Participants will learn from teacher educators who have successfully integrated Twitter into their coursework. Bring a mobile device to engage with throughout the session.

10:00-10:45	A New Model for Collaborative Early Childhood Professional Development Patricia Roiger & Lorraine Melita, SUNY Cortland	Sun
	Case studies illustrate the work of Cortland's Early Childhood Professional Development Service. Findings for future professional development programs are: (1) prepare educators to embed Standard's concepts, skills and dispositions in play; (2) support alignment of Standards across agencies by reducing the multiple sets of Standards in use.	
10:00-10:45	Bringing Critical Pedagogy from the Margins to the Center Elizabeth Bloom, Hartwick College	Estate
	While the field works to recruit a more diverse teaching force, the facts remain that teachers are mostly white and female and the students in our classrooms are increasingly black and brown. This paper looks at how the social foundations of education, and critical pedagogy in particular, can bridge the gap. AND Education Learning Committee: Setting the Stage for Recruitment and Retention for Students of Color in Teacher Education Sasha Ramlal, SUNY Oneonta This presentation outlines the creation of an Education Learning Committee (ELC) with an overall goal of increasing the recruitment and retention of students of color in an elementary education program. The presentation will describe the process of obtaining funding, how faculty were recruited to join the ELC, and the research that took place.	
10:00-10:45	Effective Learning Environments Observation Tool (eleot®) in Higher Education Dr. Mark Quintana, AdvancED/Measured Progress & Dr. Christy Smith, State University of New York at Albany	Blue
	After successful pilots in multiple teacher education programs within the United States AdvancED/Measured Progress is introducing the eleot® to colleges and universities nationwide including this fall with the State University of New York (SUNY) at Albany. The eleot® is a research-based classroom observation tool designed to measure student engagement within the learning environment. This session will serve as an introductory conversation regarding the eleot®, how it has been used to support teacher education programs and how it will be used at SUNY Albany. Sponsored by  AdvancED  measured progress.	
10:00-10:45	Effective Professional Development: Bridging the Research-to-Practice Gap Lawrence Maheady, SUNY Buffalo State	Hathorne
	This session describes a professional development arrangement among three school districts, a regional Teachers' Center, and local college faculty. Explicit purposes were to (a) implement Kagan structures in participants' classrooms, (b) share experiences and outcomes via Edmodo narrative and video postings, and (c) collect quantitative evidence on important student outcomes. AND Supporting Teacher Candidate Growth As Educational Advocates Through The Use Of Online Modules Gess LeBlanc & Kenney Robinson, Hunter College This paper describes the Hunter College School of Education's creation of online modules designed to prepare our teacher candidates to serve as educational advocates. Additionally, we discuss the guiding principles that undergird the modules and discuss the impact of the modules on teacher candidate performance in their clinical placements.	

10:00-10:45	edTPA Sources of Candidate Evidence Within a Multiple Measurement Assessment System Mel L. Horton, Associate Dean, Sacred Heart University	Geyser
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The first of this interactive, two-part series will begin with an overview of edTPA constructs as sources of candidate evidence within a multiple measurement assessment system. This will include a discussion of the alignment of edTPA constructs with InTASC Standards, and a demonstration of triangulation of edTPA rubric data with other measurements (e.g., observation instruments, internship evaluation). Participants will have an opportunity to review candidate summary data and analyze sample data sets to identify trends in performance and identify areas for program renewal. Participants will experience a brief demonstration of the use of ResultsAnalyzer® as a tool for mining edTPA data. Participants attending this session can be experienced edTPA users or those new or interested in learning more about edTPA. Experienced edTPA users can choose to continue with the other session in the edTPA strand.



Sponsored by

10:00-10:45	Strategic Planning for New York's Sustainably-Funded Teacher Residencies: A Working Session Karen DeMoss, Director, The Sustainable Funding Project at Bank Street College Brigid Fallon, New York Lead, Prepared To Teach at Bank Street College Partnership sites: Adelphi University, College of Staten Island, Marist College, and SUNY Oswego	Coesa
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10:00-10:45	ROUNDTABLE SESSION Roundtable 1: Defining a Teacher Educator: Am I One? Sophia Paljevic, New York City Public Schools	Orenda
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This presentation describes results of a study where classroom teachers were asked if they self-identified as “teacher educators.” Results indicate that they define a “teacher educator” as a college professor whose main professional responsibility is preparing future teachers. Conclusions and implications for the field will be shared.

Roundtable 2: A Year in Reflection: Addressing and Assessing Preservice Teachers’ Professional Dispositions

Elizabeth Stevens, Kristen Driskill, & Denise Johnson, Roberts Wesleyan College

We will lead a discussion about preparing preservice for the field beyond teaching content—around professional dispositions, behaviors, skills, and abilities. We will share our reflections regarding the administration of a rubric we developed to assess dispositions. We’ll facilitate conversations about instructional approaches and/or strategies to nurture preservice teachers’ dispositions.

11:00-11:45	FRIDAY, OCTOBER 12TH Concurrent Sessions
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11:00-11:45	Leadership with a “T”: Integrating Teacher Leadership into Leadership Preparation Programs Robert Feirsen & Shiang-Kwei Wang & Hui-Yin Hsu, New York Institute of Technology <i>Format: Workshop</i>	Red
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Increasingly, conceptualizations of school leadership emphasize the importance of teacher leadership. Candidates in preparation programs must therefore learn how to work effectively with teacher leaders. Workshop participants will develop strategies for integrating understandings of teacher leadership into administrator preparation programs and for teaching candidates how to create alignment among multifaceted leadership initiatives.

11:00-11:45	Advocacy Efforts of the New York State Association of Early Childhood Teacher Educators (NYSAECTE) Jeanne Galbraith, SUNY Geneseo	Sun
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The New York State Association for Early Childhood Teacher Educators (NYSAECTE) advocates for policies and practices focused on issues related to early childhood teachers and teacher

education. In this session we will share our current advocacy efforts, advocacy strategies, challenges, and our current NYSAECTE position statements and proposals.

11:00-11:45 **Advocating for "Silenced Voices" in Education in the Age of Trump** Estate
Karel Rose & Sonia Murrow, Brooklyn College, CUNY

Reflecting on our moral responsibilities as educators at this critical time in our nation's history, the presenters will identify how schools and universities are positioned to play an essential role in safeguarding democratic values. We describe how "silenced voices" can be heard and offer strategies for reflecting on the plight of DACA students and migrants. The powerful relationships between autobiography, pedagogy and policy will be highlighted.

11:00-11:45 **Invisible Disabilities: Can They Get in the Way of Teaching Candidates' Fulfillment of Teacher Certification?** Blue
Immaculee Harushimana, Faith Muturia, & Melania Tejada-Debora, Lehman College; & Zandile Nkabinde, New Jersey City University
Format: Panel presentation

Presenters will share anonymous narratives of teacher candidates with invisible disabilities, encouraging participants to analyze their own experiences, consider reasons students may want to keep a disability invisible, and draw implications for preparing teacher candidates to overcome certification hurdles and be sensitive to their own students with invisible disabilities.

*****Second session sponsored by Inclusive Teacher Education SIG**

11:00-11:45 **Reviewing Candidate Work Samples from edTPA** Geysen
Mel L. Horton, Associate Dean, Sacred Heart University

Building on the previous session, this session will focus on reviewing candidate work samples alongside data. Facilitators will model an exercise to conduct with EPP faculty and P-12 partners to review candidate work samples and discuss partnership strengths and areas for growth. Presenters will provide national edTPA performance data related to equitable instruction as a backdrop for the analysis. Groups will work together to analyze and discuss candidate samples scored at a 2, 3, and 4 on key edTPA rubrics. Points for consideration include: where are candidates succeeding, struggling, and/or misunderstanding the expectations of the rubrics? The session will conclude with a discussion on the use of data analysis within the continuous improvement process.

Sponsored by



11:00-11:45 **Strategic Planning for New York's Sustainably-Funded Teacher Residencies: A Working Session, Continued** Coesa
Karen DeMoss, Director, The Sustainable Funding Project at Bank Street College
Brigid Fallon, New York Lead, Prepared To Teach at Bank Street College
Partnership sites: Adelphi University, College of Staten Island, Marist College, and SUNY Oswego

11:00-11:45 **ROUNDTABLE SESSION** Orenda

Roundtable 1: Creating spaces of research and reflection in the K-8 classroom: A collaborative project between teacher researchers and teacher educator
Jennifer Collett & Anne Marie Marshall, Lehman College

Aligned to Strand 2 of the conference this project, Creating spaces of research and reflection in the K-8 classroom: A collaborative project between teacher researchers and teacher educators, explores how teacher educators and K-8 educators can create spaces of instructional change in the classroom through action research.

Roundtable 2: Uncovering Misconceptions of Teacher Candidates In an Elementary Social Studies Pedagogy Course
Lin Lin & Krystal Barber, SUNY Cortland

Using definitions of social studies by pre-service teachers, results of pre-tests to evaluate pre-service teachers' social studies content knowledge, and lessons plans created by teacher candidates in practicum classrooms, the study aims to uncover misconceptions about social studies and identify gaps between practices and beliefs in educational theories.

12:00-2:00

Friday, October 12th, 2018 Luncheon Plenary

Hawthorne/
Coesa

Welcome & Introduction to Speaker: April Bedford, President-Elect of NYACTE and Dean, School of Education, Brooklyn College

Updates from the New York State Education Department (NYSED)

Laura Glass, Anne Hartjen, & Matt O'Brien, New York State Education Department

Topics related to certification, changes in roles and contacts at NYSED, and initiatives and efforts made by representatives will be addressed. Participants will be encouraged to subscribe to the Office of Higher Education newsletter that provides updates from the office, including certification updates, at <http://www.highered.nysed.gov/newsletter.html>. Also shared will be contact information for the Office of Teaching Initiatives.

There will be time for participant questions and discussion of the collaboration between teachers and education leaders to influence policy and practice.



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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.

R. Neal Appleby Outstanding Teacher Educator Award

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

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

Charles Mackey Jr. Excellence in Service Leadership Award

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

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

Distinguished Program Award in Teacher Education

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

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

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

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

EXCELSIOR: Leadership in Teaching and Learning

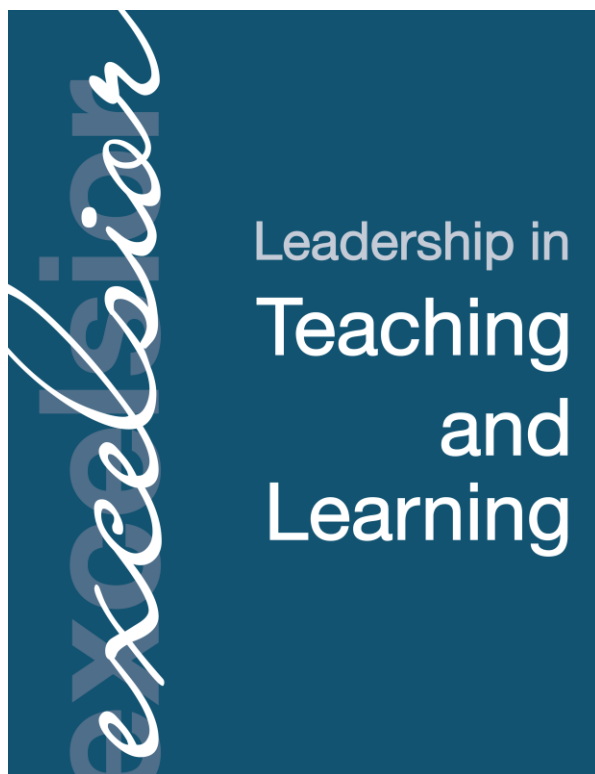
Excelsior: Leadership in Teaching and Learning is a forum for research-based discourse to inform the preparation and professional development of educators. *Excelsior* is a publication of NYACTE (New York Association of Colleges for Teacher Education). This publication aligns with NYACTE's organization aims, including:

1. To provide member institutions with the means for continuous exchange of information, experiences, and judgments concerning all aspects of teacher education;
2. To stimulate and facilitate research, experimentation, and evaluation in teacher education and in related problems of learning and teaching; to serve as a clearing house of information and reports on these matters; and to publicize findings of studies that have significance for the improvement of teacher education; and
3. To exchange reports, experiences, and ideas with educators or teachers in other states and nations as a means of improving teacher education and of strengthening national and international understanding and cooperation.

We welcome submission of papers that present original academic research, research to practice reports, book reviews, policy briefs, commentaries, or other manuscripts related to teacher and administrator preparation and professional development.

For subscription information & submission requirements, go to:

<https://surface.syr.edu/excelsior/>



New York State Teacher Education Advisory Group (NYS-TEAG)

The purpose of the New York State Teacher Education Advisory Group is to serve as a channel of communication between the field of teacher education, as represented by professors, practitioners, and deans of teacher education, and representatives from the New York State Education Department (NYSED). TEAG shares perspectives on policy and regulation, on research and practice, and on trends and issues that face this field with the New York State Education Department members. TEAG also shares with the field those perspectives offered by the Commissioner and State Education Department staff on the same matters. TEAG provides a ready and able means by which matters of teacher education can come to be understood and addressed, and acts in an advisory capacity to the NYSED Commissioner.

TEAG supports a research-based approach to teacher preparation and is committed to preserving the integrity of the profession of teaching, and thus not transforming teacher education into simple job training, but instead continuing program design that reflects the complexity of what is needed to produce highly effective teachers who positively impact P-12 student learning.

As demonstrated by our diverse membership, unlike any other group, TEAG represents the full range of teacher education programs and institutions of higher education in New York State. TEAG membership is comprised of representatives from the New York State Association of Teacher Educators [past president, president, and president-elect], New York Association of Colleges for Teacher Education [past president, president, and president-elect], State University of New York (SUNY) School of Education deans [convener and co-convener], a City University of New York (CUNY) representative, and others as appropriate.

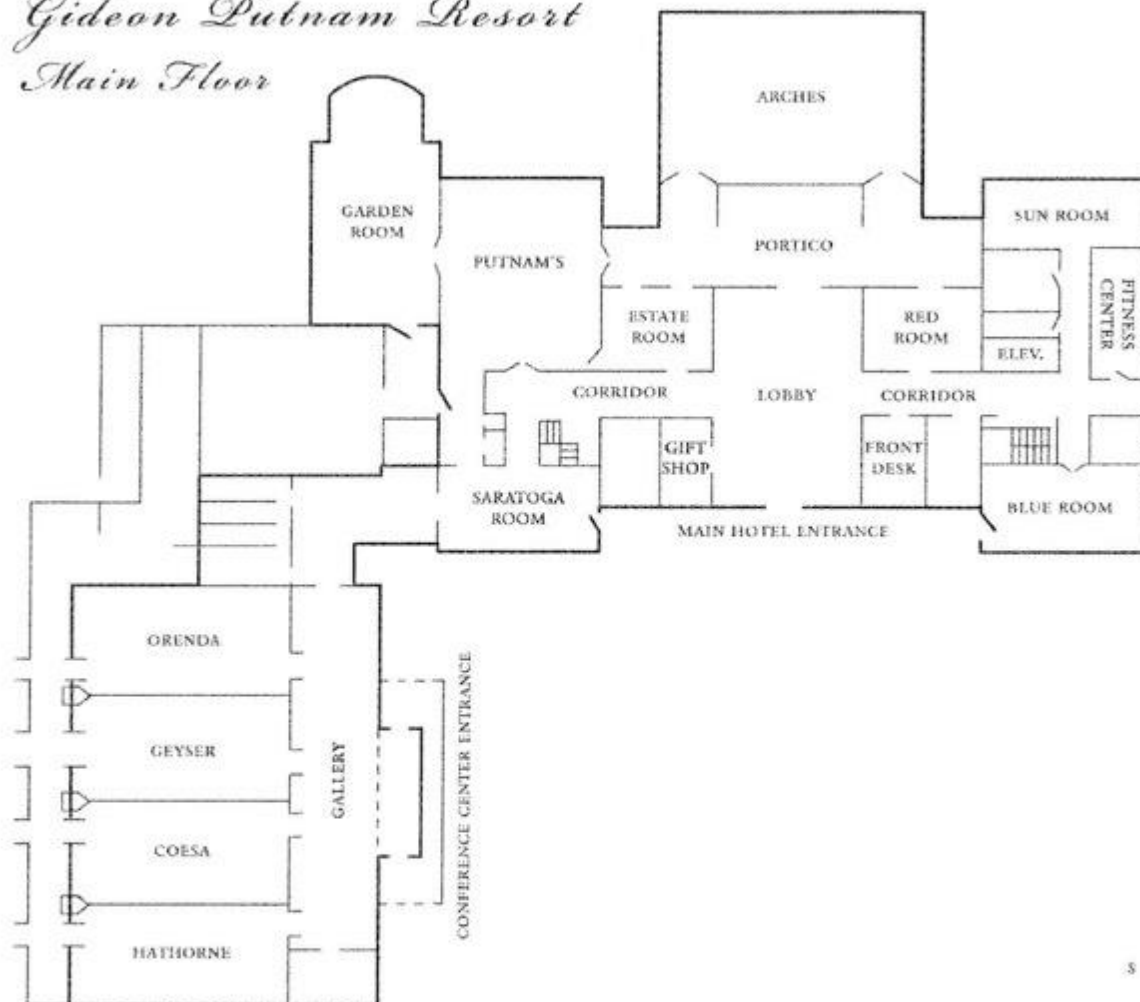
Professional Standards & Practices Board for Teaching

The State Professional Standards and Practices Board for Teaching was established in 1998 by the New York State Board of Regents to advise the Regents and the Commissioner of Education on matters related to teaching in New York State. The Board's mission is to advance and support quality teaching and student learning in New York State through initiating, influencing, and evaluating policy and best practice in the teaching profession. The Board is composed of 28 members and includes P-12 teachers and administrators, higher education representatives, public representatives, and one teacher education student. Members are selected to represent diverse perspectives, and serve four-year staggered terms, with the exception of the teacher education student, who serves a single two-year term as a non-voting member.

The Board has two standing subcommittees: the Professional Practices Subcommittee, which examines issues related to teaching practice, and the Higher Education Subcommittee, which handles issues related to teacher preparation.

For information about membership and responsibilities, please go to the following link:
http://www.highered.nysed.gov/kiap/standardboard/standardboard_main.html

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