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

Executive Board Officers
Illana Lane, President
Sylvia Blake, Past President
Nancy Dubetz, President Elect
Amanda Gulla, Secretary
David T Cantaffa, Treasurer

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Ralph DiMarino Ralph Ware (Historian)
Daniel Stuckart Kim Wieczorek

Jerry Rivera-Wilson, Executive Director
Ed Teall, Webmaster

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
Lori Quigley, President
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Barbara Burns Linda Pratt
Chris Givner Kathy Wood

Cynthia Lassonde, Excelsior Journal Editor
Ed Teall, Webmaster
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.
Developing a Critical Consciousness to Affect Change in Teacher Education

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

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

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00-10:00</td>
<td>Registration and Continental Breakfast</td>
<td>Gallery</td>
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<tr>
<td>10:00-12:00</td>
<td>Welcome &amp; Introductions, Deb Colley, NYACTE Vice-President, Preconference Plenary Meeting</td>
<td>Hathorne/Coesa</td>
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<td>Moving Ahead Together in Educator Preparation: A Conversation between Education Deans and Directors and NYSED Deputy Commissioner of Higher Education John D’Agati</td>
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<td>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.</td>
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<td>12:00-1:00</td>
<td>Lunch Buffet</td>
<td>Arches</td>
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<td>1:00-2:15</td>
<td>Preconference Concurrent Workshops</td>
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<td><strong>Group 1:</strong> Deans, Directors, Faculty and/or and Campus Certification Officers to meet with Ann Jasinski from NYSEd</td>
<td>Geyser</td>
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<td><strong>Agenda:</strong> Questions &amp; Answers regarding the certification process for candidates in NYS.</td>
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<td><strong>Group 2:</strong> Deans, Directors, Faculty and/or Certification Officers to meet with James Connolly from Pearson</td>
<td>Orenda</td>
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<td><strong>Agenda:</strong> Using the Results Analyzer: 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.</td>
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<td>2:30-3:45</td>
<td><strong>Group 2:</strong> Deans, Directors, Faculty and/or and Campus Certification Officers to meet with Ann Jasinski from NYSEd</td>
<td>Geyser</td>
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Wednesday Evening
NYSATE and NYACTE Board Meetings

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

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 or www.nyacte.org.
### Thursday, October 15, 2015

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00-9:00</td>
<td>Registration and Continental Breakfast</td>
<td>Gallery</td>
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<tr>
<td>9:00-10:30</td>
<td>Plenary Session</td>
<td>Hathorne/Coesa/Geyser</td>
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<tr>
<td><strong>Welcome, Opening Remarks</strong></td>
<td><strong>Invited Keynote: MaryEllen Elia, New York State Commissioner of Education</strong></td>
<td><strong>Introduction to Speaker: Illana Lane, President of NYSATE</strong></td>
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<td>10:45-11:30</td>
<td>Concurrent Sessions</td>
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<td>Literacy Teaching and Learning in Changing Schools: A Culturally Responsive Framework for Literacy Specialist Candidates</td>
<td>Kristin Rainville, Katie Cunningham, Courtney Kelly Sacred Heart University and Manhattanville College</td>
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<td>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.</td>
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<td><strong>Conference Strand: Best Practices in Program Development</strong></td>
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<td>Aspects of Validity: An Argument-based, Systematic Framework to Study Validity and Reliability of Unit and Program Assessments</td>
<td>Nancy Wellenzohn, Conesus College</td>
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<td>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.</td>
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<td><strong>Conference Strand: Accreditation</strong></td>
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<td>An Asset-Based Model for Developing Mutually Beneficial and Sustainable External Partnerships</td>
<td>Gess LeBlanc &amp; Kenney Robinson, Hunter College</td>
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<td>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.</td>
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<td><strong>Conference Strand: Nurturing P-12 Partnerships</strong></td>
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Effects of Providing Virtual Performance Feedback to Novice Science Educators of Students with EBD in Inclusive Science Classrooms
Dr. 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

Changes in Teaching NY Social Studies: SED update
Greg Ahlquist, Webster Thomas High School

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

Updates from AACTE
Sungti

Roundtables Group 1: Shaping Teacher Education through Critical Action

Roundtable # 1
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?

Roundtable # 2
Here’s What We’ll Do Until Everything’s Perfect: Empowering Youth With Disabilities for Life After High School through University/Community Collaboration
Judy Bentley, SUNY Cortland

Based upon a collaborative needs assessment of youth with disabilities in transition to life after high school, this roundtable will share examples of innovative, empowering supports—where the resources consist of a small group of committed individuals: college faculty, teacher candidates, and the local Independent Living Center.
Preparing Candidates for the edTPA
Moderator: TBA

**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

*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*

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**Concurrent Sessions**

11:45-12:30

Staying Ahead of the Curve: Taking Steps to Strengthen an Educator Preparation Provider
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
Brian Sherman, Dr. 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*
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
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
Invited Keynote: Deb Eldridge, Council for the Accreditation of Teacher Preparation (CAEP)

Title: 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

Concurrent Sessions

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

Collecting & Infusing Locally Relevant Video to Support Teacher Learning
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
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
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)
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

The Tripod Survey as a Measure of Program Impact in an Educator Preparation Program
Nancy Wallace, Nancy Wellenzohn & 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

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

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

Ameliorating the Impact of Two Decades of Education Reform on the Next Generation of Teachers
Elizabeth Bloom & Kerstin VanSlyke-Briggs, Hartwick College and SUNY Oneonta

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.

Conference Strand: Shaping Teacher Education Policy through Critical Action

12
The Wicked Problem of Linking Teacher Education to Student Outcomes
Dr. Lawrence Maheady, Buffalo State College

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?

Conference Strand: Accreditation

Roundtables Group 2: Nurturing K-12 Partnerships

Roundtable # 1
Living & Learning the edTPA: Student and Cooperating Teachers Team Up for a Dry Run with Performance Assessment
Esther Oey, St. Lawrence University

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.

Roundtable # 2
Strand 2: The Total Package
Colleen McDonald & Stephen Danna
National Board Council of NY

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.

Roundtable # 3
Finding the Right Fit: Challenges of Obtaining and Maintaining Appropriate Field Placements for Inclusive Education Preservice Teachers
Erica Miller, Tiffany Coyle & Kim Wieczorek, 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.

Exploring the Roles and Responsibilities of the edTPA Coordinator
Chandra Foote, Barbara Burns, David Cantaffa, & Jennifer Case
CUNY, University of Buffalo, Canisius, Niagara

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.

Conference Strand: Best Practices in Program Development

Pearson Information Session
Concurrent Sessions

4:00-4:45

A PDS Partnership Pioneers New Career Ladders for Educators: CLIPS - A STLE-2 Grant Funded Project
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
Solvay Free Union School District and Syracuse University: A Partnership for the Development of Students, Pre-service Teacher and In-service Teachers
Kelly Chandler Olcott, 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
A Bucket List for Character in a Time When Standards Dominate
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

Roundtables Group 3: Best Practices in Program Development

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 Sayji, 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.

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**Thursday Evening Schedule**

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<tr>
<td>5:00-6:00</td>
<td><strong>Business Meeting for NYSATE</strong></td>
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<tr>
<td>5:00-6:00</td>
<td><strong>Business Meeting for NYACTE</strong></td>
<td>Garden</td>
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<tr>
<td>6:30-7:00</td>
<td><strong>Cocktail Reception</strong> <em>(Open Bar &amp; Appetizers)</em></td>
<td>Portico</td>
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<td><strong>Sponsored by Pearson Education</strong></td>
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<tr>
<td>7:00-8:30</td>
<td><strong>Dinner Plenary Session</strong></td>
<td>Arches</td>
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Welcome
Lori Quigley, President of NYACTE & Nancy Dubetz, President Elect of NYSATE

Presentation of Awards

Invited KEYNOTE: Teacher of the Year
Introduction to Speaker: Jerry Rivera-Wilson
Friday, October 16, 2015

8:00-9:15

Conference Registration and Continental Breakfast

9:00-10:00

Plenary Session

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, NYATE

10:15-11:00

Concurrent Sessions

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

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 Moss and Ann Gazzard

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

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
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

Roundtable #1
Does edTPA Subject Matter Matter?
Nancy Gilchriest, 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
Dr. Mary Ellen Bardsley, Dr. 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.

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

10:15-11:00

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

LIVETEXT
LIVETEXT INFORMATION SESSION

11:15-12:00

Concurrent Sessions

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

Roundtables Group 5: Accreditation & Nurturing P-12 Partnerships

Roundtable #1
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.

Roundtable #2
Using ENGAGING to Maximize Effectiveness of Partnerships and Student Learning
Dr. Paul Vermette, Ms. Danyelle Moore, Ms. 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 # 3**  
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.*

**Roundtable # 4**  
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.*

**Conference Strand: Best Practices in Program Development**

High Leverage Practices: Emerging Policies and Implications for Teacher Education  
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  
James Nichols and Dr. 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.*
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<thead>
<tr>
<th>Time</th>
<th>Luncheon Plenary</th>
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<tbody>
<tr>
<td>12:00-2:00</td>
<td>A Conversation Regarding Legislative Efforts with State Officials</td>
<td>Hawthorne/Coesa</td>
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*Luncheon Roundtable Discussion: Legislative Needs for NYS Institutions*—with John D’Agati, NYSED Deputy Commissioner of Higher Education; Representatives from AACTE and the NYS Legislature; NYSATE and NYACTE.
AWARDS

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

Neal Appleby Outstanding Teacher Educator Award
http://nys-ate.org/about/awards/appleby.html

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

Charles Mackey Jr. Excellence in Service Leadership Award
http://nyacte.org/award/mackey.html

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

Distinguished Program Award in Teacher Education
http://nys-ate.org/about/awards/program.html

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

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

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

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

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