New Opportunities and Challenges in Teacher and School Leader Preparation

2016 NYSATE/NYACTE Annual Fall Conference
Gideon Putnam Resort, Saratoga Springs, NY
October 19-21, 2016

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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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. NYSATE is the state-level affiliate of the national professional association the American Association of Colleges for Teacher Education (AACTE).

To join NYACTE (institutional membership) or for more information, go to:
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Dear Conference Attendees and Colleagues:

Welcome to the 2016 NYSATE/NYACTE Annual Fall Conference at the Gideon Putnam Hotel. The Executive Boards of each organization remain committed to promoting communication and action so that all stakeholders can work together to optimize education for New York State’s citizenry. Our annual conference provides NYSATE and NYACTE members the opportunity to share research and best practices in the preparation of 21st century educators—from classroom teachers to school leader.

Our 2016 conference theme, New Opportunities and Challenges in Teacher and School Leader Preparation, 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. Our conference will bring together teacher educators, practitioners, policy makers, administrators, and stakeholders to discuss best practices, research, and scholarship in the fields of teaching, curriculum and instruction. In addition to concurrent sessions in which our colleagues present important work being undertaken around New York State, this year’s conference includes a series of keynote panels. The preconference will include a panel of educators from K-12 schools and higher education to discuss challenges to and strategies for preparing teachers and school leaders for the 21st century in New York State. Opening the regular conference, Karen Embry-Jenlink, ATE President Elect, and Deborah Koolbeck, Director of Government Relations at AACTE, will engage participants in a exploration of how we can collectively advocate for preparing teachers in ways that recognize the developmental nature of becoming a master teacher or school or district administrator. The conference also includes opportunities to engage in discussion with a panel of members of the Board of Regents and a panel of experts working with diverse populations of learners. Finally, participants will meet with two individuals who help shape and implement teacher education policy in New York State, Commissioner of Education, MaryEllen Elia and Deputy Commissioner John D’Agati.

We are looking forward to a stimulating conference during which we engage colleagues and stakeholders to assure that we continue to prepare excellent teachers to serve our State and nation.

Sincerely yours,

Joanna Masingila
Vice President/President Elect
NYACTE

Nancy Dubetz
President
NYSATE
CONFERENCE SPONSORS

NYSATE & NYACTE would like to thank the following companies that supported this conference. Please visit their booths in the Gallery and attend their information sessions included in the program.
# New Opportunities and Challenges in Teacher and School Leader Preparation

NYSATE/NYACTE FALL 2016 CONFERENCE
Gideon Putnam Resort & Spa, Saratoga Springs, NY

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Pre-Conference Day
Wednesday, October 19, 2016

9:00-10:00  Registration and Continental Breakfast  Gallery

10:00-12:00  Welcome & Introductions
Plenary Meeting: A Conversation between Education Deans and Directors and NYSED Deputy Commissioner of Higher Education John D’Agati.  Orenda-Geyser

12:00-1:30  Preparing Teachers and School Leaders in the 21st Century  Orenda-Geyser

Facilitator:
Lori Quigley, President of NYACTE & Vice President for Academic Affairs, Medaille College

Panelists:
April Bedford, Dean of School of Education, Brooklyn College, CUNY
David Cantaffa, Provost Fellow for Teacher Education, The State University of New York
Charles Dedrick, Executive Director, NYS Council of School Superintendents
Deborah Larrabee, Principal, Fort Plain Junior-Senior High School
Joanna Masingila, Dean of School of Education, Syracuse University
Kristine Orr, Assistant Superintendent, South Glens Falls School District

The panel will engage the audience in identifying the critical skills and attributes for 21st century teachers and school leaders and exploring ways that P-12 and higher education can work together to effectively support and mentor teachers and school leaders to develop these skills and attributes.

Pre-conference Concurrent Workshops/Sessions

1:45-2:45  Deans, Directors, Faculty and/or and Campus Certification Officers to meet with Ann Jasinski from NYSEd
Tentative Agenda: Questions & Answers regarding the certification process for candidates in NYS.  Geyser

1:45-4:00  Examining edTPA Data and Candidate Work
Barbara Burns, Canisius College, Teacher Education Department  Orenda

In this pre conference workshop, attendees will work with candidate edTPA data and candidate work samples to explore candidate and program strengths and areas for growth. Attendees will discuss how they can use this method to improve instruction and support for candidates and support program improvement.
Wed, Oct 19

1:45-4:00  edTPA Case Study - Special Education  
Matthew LaFave, University at Albany, Division on Special Education

In this pre conference workshop, participants will learn how one program has evolved to better meet the needs of their Special Education Teacher Candidates. The presenter will share how faculty work together to review candidate data, create support resources, and make changes to courses and the student teaching seminar as they adapt to handbook revisions.

3:00-4:00  Deans, Directors, Faculty and/or and Campus Certification Officers to meet with Ann Jasinski from NYSEd

Tentative Agenda: Questions & Answers regarding the certification process for candidates in NYS.

Wednesday Evening

NYSATE and NYACTE Board Meetings

5:00 PM  NYSATE Board Meeting  
Red

5:00 PM  NYACTE Board Meeting  
Sun

6:30-8:00  NYSATE & NYACTE Boards – Joint Dinner Meeting  
Arches

SAVE the DATES:  
Fall 2017 NYSATE-NYACTE CONFERENCE  
October 18-20, 2017

Gideon Putman Hotel  
Saratoga Springs, NY

For more information, go to www.nys-ate.org or www.nyacte.org
The fall conference is being held a few weeks before the presidential election and almost a year after the authorization of the Ensuring Every Child Succeeds Act (ESSA). What new challenges and opportunities will new policies for educating learners and preparing teachers and school leaders offer our profession? How do we move forward in preparing teachers and school leaders within the context of continual change? How can we work through our professional organizations to shape the national conversation about educational policies? How can we collectively advocate for preparing teachers in ways that recognize the developmental nature of becoming a master teacher or school or district administrator?

10:45-11:30  Concurrent Sessions

10:45-11:30  **ASK about Teaching: Authentic Skills and Knowledge about Teaching and the Certification Exams**  Red
Nancy Gilchriest & Margaret Moss, St. Joseph's College
*Format: Workshop*

This session is designed to share hands-on lessons implemented to prepare candidates not only for the certification exams and requirements, but especially for becoming an effective educator. These lessons model classroom techniques, afford the candidate the opportunity to reflect on pedagogical skills, and provide insights into the needs and challenges of special populations.

10:45-11:30  **Using Technology to Evaluate, Engage, and Challenge Students in the Classroom and Beyond**  Sun
Cheryl Davis & Lori Finn Sage College

Active student responding is one of the best predictors of student learning, yet oftentimes the opportunities for students to frequently respond are limited. This session is designed to discuss how to use technology to increase student responding. Presenters include interactive lectures, flipped classrooms, immediate student surveys, and checks for understanding, all using technology.
10:45-11:30  ROUNDTABLE SESSION

Roundtable 1:
Effective Teaching and the "Cool" Teacher: Locating Self within Changing Educational Policy & Diverse Classrooms
Nancy Barno-Reynolds, Cazenovia College

This roundtable uses critical and positioning theories as two means of examining and reflecting on student and teacher identity.

Roundtable 2:
False Starts and Missteps: Navigating the Ever Changing Accreditation Landscape
Erica Miller & Tiffany Coyle Cazenovia College & Kim Wieczorek, SUNY Cortland

Along with opportunities to build a “culture of evidence” through CAEP accreditation self-study come many challenges with what is required to meet the 2013 CAEP standards. This roundtable will engage participants in conversations about realities of and strategies for seeking national accreditation within New York State teacher education programs.

Roundtable 3:
Teacher Preparation: Effectively Preparing Urban Community College Students for New York State Teacher Certification
Tonya Johnson, Bronx Community College, CUNY

The National Center for Education Statistics (2013) reports that New York State teachers are disproportionately White while teaching a racially and ethnically diverse student population. Particularly, White teachers face an increasingly diverse student population. Set in an urban community college, this research highlights the unique complications in preparing diverse populations for the teaching profession.

Roundtable 4: Session Cancelled

10:45-11:30  Reorienting Teacher Education in a Liberal Arts College: A New Commitment to Social Justice and Equity
Deborah Owens, James Nageldinger, Rebecca Johnson, Hollie Kulago, Eunyoung Jung, Martha Evans & Andrew Stage, Elmira College

Education faculty members from a liberal arts college describe the ongoing process of employing Cochran-Smith’s theoretical framework of teacher education for social justice in order to reorient programmatic goals to reflect a commitment to social justice and equity in curricula, program outcomes, and program recruitment.

10:45-11:30  Keynote Follow Up Session with Deb Koolbeck & Karen Embry-Jelink

Opportunity to talk in a more informal setting with the morning keynote speakers.
Thu, Oct 20

10:45-11:30  TWO PAPER SESSION
Paper #1
Teaching Developmental Reading to Teacher Education Students in One Urban Community College
Jean Shaddai, Bronx Community College, CUNY

College developmental reading courses are often required for a number of incoming community college teacher education students. This qualitative research describes the experiences of twelve instructors of remediation at a large urban community college in New York City as they applied approaches to enable students to master basic skills and to prepare for college-level teacher education courses.

Paper #2
Differentiating Professional Development: Engaging Diverse Faculty
Michelle Ciminelli, Paul Vermette, and Kathleen McGraph, Niagara University

Faculty engaged in various professional development sessions related to different topics throughout the academic year. The format of the sessions included Powerpoints, online Kahoot games, direct instruction, and scenario analysis. Faculty were surveyed to determine which presentation formats were viewed as effective for achieving the objective of each session.

10:45-11:30  Developing an Understanding of edTPA Elementary Education Task 4
Barbara Burns, Canisius College, Teacher Education Department

This session will take a close look at the three rubrics attached to the edTPA Elementary Education Mathematics Task 4. These rubrics will be applied to sample work for Task 4 and use of this type of local evaluation to improve Task 4 scores will be discussed.

11:45-12:30  Concurrent Sessions

11:45-12:30  Coaching for Teachers: A Judgment-Free Zone
David Henry, SUNY Buffalo State; Cassandra Goldman, Orleans Niagara BOCES; Kristina Tomei, Starpoint High School
Format: Workshop

Coaching is an excellent way for cooperating teachers to engage in conversations about their pedagogical choices in the classroom. In a safe, judgment-free space, coaches observe teaching and make suggestions. Presenters share how a coaching session is conducted and describe how these experiences have shaped teachers’ ability to coach teacher candidates. Participants will have a chance to practice coaching.

11:45-12:30  Teacher Education Faculty Use of Research Literature in Their Pedagogical Practice
Leigh Yannuzzi, SUNY Albany

This presentation shares results from a recent research project examining teacher education faculty practice in NYS. Specifically, the study considers patterns of knowledge dissemination in teacher education through the mechanism of graduate methodology course syllabi. Findings reveal varied orientations, definitions, and motivations among participants in the assignment of research literature.
11:45-12:30  
Creating A Culture of Assessment: Insight and Strategies from Medaille College  
Christopher Polony, Educational Consultant: LiveText  
Dr. Illana Lane, Chief Assessment and Learning Officer: Medaille College  
Mary Beth Scumacci, Clinical Associate Professor & DOE Technology Coordinator: Medaille College

Join us to learn how Medaille College initially implemented LiveText, a full service assessment platform, in its School of Education to help plan the process of assessment, as well as collect, manage, and showcase data for programmatic improvement and accreditation purposes.

Sponsored by

**LIVETEXT**

11:45-12:30  
CAEP's Advanced Standards: Process, Policy, and Expectations  
Deborah Eldridge, CAEP Consultant

This session will provide an overview of the CAEP Standards for Advanced Programs along with information on policies and the scope of accreditation specific to Advanced Level Programs.

12:30-1:45  
Luncheon Plenary Presentation

**Invited Keynote: A Conversation with New York State Regents**

**Facilitator:** Joanna Masingila, Vice President/President Elect of NYACTE

**Panelists:**
- Regent Kathleen M. Cashin
- Regent Catherine Collins
- Regent Elizabeth S. Hakanson
- Regent Roger Tilles

2:00-2:45  
Concurrent Sessions

2:00-2:45  
Partnering for Purposeful Placement for Professional Success of Teacher Candidates  
Marshall George & Kenney Robinson, Hunter College, CUNY

This session explores one institution’s evolving system of placing teacher candidates for field experiences and student teaching using an interview process with partner schools. After sharing the development of this innovative approach, presenters share research that examines the perspectives of principals, cooperating teachers, and current and former teacher candidates.

2:00-2:45  
Wounded Warriors in Teacher Education: How Can We Make Empathy Visible  
Andrea Zakin & Abigail McNamee, Lehman College, CUNY  
**Format: Workshop**

We often feel like wounded warriors as we “battle” to prepare teachers for their battle: battle to get into our programs, to stay in, to pass the NYS teacher assessments, to pay for it all. Are there ways that we can make empathy visible among ourselves and our students?
Thu, Oct 20

2:00-2:45  **From Theory to Practice: Mentoring Alumni**
Deborah Carter, Concordia College

The need to collaborate with alumni who are new teachers is urgent with federal requirements at our doorstep. This study examined the constructs of a new teacher alumni mentoring program. The new teacher implications, the TEP benefits, and the continued requirements of the program were analyzed.

2:00-2:45  **Do you know Excellence When You See It?: Visual Exemplars of High Quality Pre-Kindergarten and Kindergarten**
Mira Berkley, SUNY Fredonia, Beverly Falk, The City College of NY, CUNY
Jeanne Galbraith, SUNY Cortland

*Format: Workshop*

Young children learn best when they are actively engaged in playful learning in environments that welcome their exploration and in the context of interactions and relationships. What does teaching look like when children are learning this way? Images of multi-dimensional and integrated learning will be shown. Resources will be shared.

2:00-2:45  **ROUNDTABLE SESSION**

**Roundtable 1:**
**Working in a 'Small Data' Environment in a 'Big Data' World**
Laurence Zoeckler, Utica College

Focusing on the conference theme of challenges in teacher and school leader preparation, this roundtable discussion presents an opportunity to share ideas and discuss ways smaller educator preparation programs are making the best use of "small data" including descriptive statistics and qualitative data, for accreditation “in a big data” world.

**Roundtable 2:**
**The Fredonia-Hamburg School District Partnership- 43 Years and Still Thriving!**
Jill Marshall & Kathleen Magiera, State University College at Fredonia

At a time when teacher education is under scrutiny, it is essential to study how student teachers are being prepared for the profession. The Fredonia-Hamburg School District Partnership was developed comparatively by SUNY Fredonia and the Hamburg Central School District in 1972 providing a year-long competency based clinical student teaching experience.

**Roundtable 3:**
**From Candidate to Teacher: Supporting Students Through NYSTCEs**
Kelly Ahuna, Claudia Conway, Crystal Elias, Susan Dunkle, Colleen Wilkinson & Jeff Faunce, Medaille College

In an effort to provide targeted support for teacher candidates from diverse backgrounds, Medaille College secured a grant to develop online preparation materials for a number of the New York State certification exams, including the ALST, EAS, and several CST exams. This roundtable will discuss that process and the resulting symbaloo prep materials.

**Roundtable 4:**
**Opportunities and Challenges in an Elementary Teacher Residency Program**
Nadine Bryce, Hunter College, CUNY & Susan Gonzowitz, East Harlem Tutorial Program

This roundtable examines how the East Harlem Tutorial Project and Hunter College, CUNY, partnership attempts to increase teacher quality, and address opportunities and challenges in learning to teach by examining how it merges theory, support and practice in a pre-service elementary teacher residency program.
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| 3:00-3:45| **What does the Blueprint for Students with Disabilities Mean for Teacher Education Programs?**  
Patricia Wrobel & Dennis Garland, Niagara University & Kathleen Mageira, SUNY Fredonia  
*Format: Workshop* | Sun      |

Using the newly adopted blueprint, the seven principles will be discussed how teacher education programs have incorporated the principles in Special Education programs and what an exemplary clinical placement should look like.

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| 3:00-3:45| **Preparing Teachers and Leaders to Meet the Growing Needs of English Learners**  
Sharon Peck, SUNY Geneseo & Tracy Cretelle, Rochester City School District  
*Format: Workshop* | Red      |

This session focuses on preparing educators to meet the needs of English Learners (EL). It addresses the New York State Blueprint for ELL Success and aspects of CR Part 154, how administrators support the collaboration of ELL and classroom/content teachers. It highlights teacher preparation in co-teaching, differentiation and backward planning.

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| 3:00-3:45| **Embedding High Leverage & Evidence-Based Practices in Clinically Rich Experiences**  
Lawrence Maheady, SUNY Buffalo State | Estate    |

This session describes how high leverage or evidence-based practices can be taught and practiced in the context of two developmentally sequenced, clinical experiences, describes implementation challenges, and provides evidence on program impact on pre-service teacher and student outcomes.

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| 3:00-3:45| **Teaching for Social Justice: Incorporating Human Rights Education into Teacher Education Programs**  
Nicole Waid, SUNY Oneonta  
*Format: Workshop* | Blue     |

Incorporating a discussion of social justice affects teacher candidates by creating a dialogue about effective ways to promote human rights, social justice, and diversity in teacher preparation programs. Presenters discuss ways to bring social justice into teacher education programs in order to promote social justice and diversity.

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| 3:00-3:45| **Improving Data and Assessment Literacy among Candidates for Adolescent Certification**  
Mary Rose McCarthy, Lower Hudson Regional Information Center  
*Format: Workshop* | Geyser   |

Participants will explore digital resources to help candidates utilize demographic data, create assessments that provide usable data, maintain grade books that chart student progress, and analyze data from summative assessments. Participants should bring laptops or tablets and will leave the workshop with practical ideas and tools for their instruction.

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| 3:00-3:45| **Past, Present, Future of Education: The Collective Wisdom of NYSATE Presidents**  
Moderator: Jerusalem Rivera-Wilson, 2006-2008  
Panel of Past NYSATE Presidents:  
Kathleen DaBoll-Lavoie, 2002-2003  
Annette Digby, 2003-2004  
Illana R. Lane, 2012-2014  
James Shuman, 1996-1998 | Hathorne |


Thu, Oct 20

3:00-3:45  **Model Self-Study Reports: Works-in-Progress**  Deborah Eldridge, CAEP Consultant

EPPs have been asking CAEP for examples of self-study reports to guide and improve their own evidence collections and self-study writing. During this session, several model examples of how to write the narratives for Standards 1 and 2 (along with examples of appropriate types of evidence) will be shared and discussed.

### 4:00-4:45  Concurrent Sessions

4:00-4:45  **Assessing the Professional Dispositions of Teacher Candidates: How Accurate Are Teacher Candidate Self-Assessments?**  Erica Miller, Cazenovia College

CAEP Standard 3.3 requires each EPP to "establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program." This paper presentation will share results from a recent study which examined the accuracy of self-reported teacher candidate professional disposition ratings used by our EPP to address CAEP Standard 3.3.

4:00-4:45  **The Importance of Diversity: Recruiting Men of Color into the Teacher Pipeline**  Ashleigh Thompson & Angelita Alvarado-Santos, The City University of New York

The Office of the Mayor of NYC, NYC Department of Education, and the City University of New York launched NYC Men Teach to recruit 1000+ men of color into the teacher pipeline by 2018. Data trends, program goals, partnerships, implementation challenges, and replicable strategies will be discussed.

4:00-4:45  **The Interdisciplinary Specialty Program in Autism (I-SPAN): Multiple Perspectives for Professional Preparation**  Shanna Jamanis, & Dawn Vogler-Elias, Nazareth College

Given the growing prevalence of autism, professionals must enter the workforce with skills to support individuals with autism. This presentation will provide outcomes from the last 3 years for an interdisciplinary specialty program in autism; a concentration for graduate students in education, speech-language pathology, and other professional programs.

4:00-4:45  **Why Universities Love Educational Impact**  Joe Rowley & Eric Epstein

Educational Impact’s innovative and plentiful use of classroom observation video has made it the choice for Colleges of Education.

Come see how we incorporate classroom video into our edTPA program.


Sponsored by Educational Impact
ROUNDTABLE SESSION

Roundtable 1:
Collaborative Professional Development School (PDS) Action Research Studies for Change and Improvement
Linda Catelli, City University of New York, Gina Petraglia & Joan Carlino, Belmont Elementary Professional Development School/North Babylon School District

Teachers and researchers present their collaborative Professional Development School (PDS) video-based action research aimed at improving classroom teaching directed at student achievement. The studies took place within a larger research study and a New York State grant-funded project. The studies involved analyzing student data and video lessons of teaching and then measuring changes over time.

Roundtable 2:
Employing Formative Assessment to Assist Teacher-Candidates to Develop Standards-Based Discourses
Edward Lehner & Tonya Johnson, Bronx Community College, CUNY

In many urban Community Colleges, Teacher Education Program continue to enact a form of pedagogy that tends to underutilize the technology informing current society. This research calls for more innovative ways to deploy critical youth media practice, technology, and youth culture to reshape and envision community college teacher education classes.

Roundtable 3:
Empowering Teaching Repertoires
Sunshine Sullivan, Houghton College

Come dialogue together about how our research in classrooms can support teachers in their reflective pedagogy and teacher agency, which in turn can help sustain their engagement in intentionally responsive planning, instruction, and assessment routines that prioritize the students’ diverse learning and development as well as meet standards.

Thursday Evening Schedule

5:00-6:00
Business Meeting for NYSATE
Blue

5:00-6:00
Business Meeting for NYACTE
Garden

6:30-7:00
Cocktail Reception  (Open Bar & Appetizers)
Supported by funding from Portico

PEARSON Education

15
Welcome
Nancy Dubetz, President of NYSATE
Joanna Masingila, Vice President/President Elect of NYACTE

NYSATE 60th Anniversary Celebration

Presentation of Awards
Nancy Dubetz & Barbara Burns

Jerusalem Rivera-Wilson
2016 Appleby Award Recipient
Dr. Rivera-Wilson demonstrates all of the qualities of an exemplary teacher educator as articulated in national ATE standards. She has provided leadership in developing, implementing and evaluating programs for educating educators; collaborated regularly with school and university faculty, and the state education department to improve teacher education and celebrate teaching; and she has served as an informed advocate and leader for teacher educators in the state as a past president of NYSATE and NYSATE’s current Executive Director.

Maritza McDonald
2016 Charles Mackey Award Recipient
Dr. McDonald demonstrates personal and professional qualities that exemplify the highest standards of service leadership in teacher education. Throughout Dr. Macdonald’s long career in education, she has served as a teacher, program director, policy analyst, and researcher, always with commitment to issues of equity and responsiveness to socioeconomic, cultural and linguistic diversity. Dr. Macdonald has been involved in designing programs, securing funding, developing partnerships, and creating as well as teaching graduate courses. She currently serves as Senior Director of Education and Policy at the American Museum of Natural History in New York.

Keynote Address: If the Hat Fits...
Amy Hysick, 2017 New York State Teacher of the Year

Amy Hysick, the 47th New York State Teacher of the Year, has taught in the North Syracuse Central School District for 12 years. She currently teaches Regents Biology (Living Environment) at Cicero-North Syracuse High School.

Hysick believes that building relationships with students is the key to unlocking their motivation and engaging them. One way she fosters relationships with her own students is by housing the school’s reptile collection in her classroom. She uses her sewing skills to create “over-the-top” costumes to support school Spirit Week, and other school events, to further connect with students and help to build a positive school culture. Volunteer activities through her church help to strengthen ties with students, families, and the community outside the school setting.

In the coming year, Hysick will serve as an ambassador for teachers throughout the state and will be the New York State nominee for the National Teacher of the Year.
FRIDAY, OCTOBER 21, 2016

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

8:00-8:45  Breakfast Meeting of the Inclusive Teacher Education Special Interest Group  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, join SIG members for breakfast.

8:45-9:45  Plenary Session  Hawthorne-Coesa
Welcome & Introduction to Speaker: Illana Lane, Past President of NYSATE

On Our Way to Stronger Schools: Progress Made and The Work Ahead
MaryEllen Elia. New York State Education Commissioner

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.

10:00-10:45  Concurrent Sessions  Hawthorne-Coesa

10:00-10:45  Looking at 21st Century Skills through the Lens of a Virtual Classroom: Using Technology to Broaden the Look  Caitlin Riegel, Donna Phillips, & Alice Kozen, Niagara University
With technology changes, many Teacher Education programs have chosen to include online courses. These courses include virtual classrooms in an effort to mimic traditional classrooms. This session will describe some of the best practices for attaining 21st Century Skills in a virtual classroom as proposed by the National Education Association.
Fri, Oct 21

10:00-10:45 **Leveraging P-12 Partnerships to Support Candidates Through edTPA- Opportunities and Challenges**
Julie Henry, Buffalo State College
Clancy Seymour & Barbara Burns, Canisius College

Because edTPA is completed during student teaching, often in partnership schools, it seems logical to assume that cooperating teachers are 'stakeholders' in edTPA. Presenters used a survey and virtual focus group to see if teachers feel that they have a stake in this process. Come see what cooperating teachers think about edTPA and what they want from teacher preparation programs.

10:00-10:45 **A Model of an Effective P-12 Partnership Focused on Literacy**
Kristen Driskill, Roberts Wesleyan College

In order to best prepare students for the rigors/challenges of teaching, Roberts Wesleyan College has partnered with a local school district to establish an adolescent literacy clinic. The clinic serves two purposes: help Masters students obtain valuable experience with secondary students, and help RWC stay current with P-12 changes/trends.

10:00-10:45 **Scaffolding Content and Components of NYS Certification Exams into an Existing Program**
Alexandria Ross & Jeanne Peloso, Lehman College CUNY

The Lehman College Graduate Childhood Education program will provide an overview of adaptations it has made to existing coursework and field experiences in order to strengthen alignment with edTPA components as well as strategies it has incorporated in order to support candidates in preparing for the ALST, CSTs and EAS.

10:00-10:45 **The NYS Early Childhood Higher Education Inventory: Its Findings and Implications**
Kristen Kerr, Executive Director of the NYS Association for the Education of Young Children and ECAC Focus Area Co-chair of Early Learning & Sherry Cleary, NYS Association of Early Childhood Teacher Educators

The New York Early Childhood Advisory Council (ECAC)'s Workforce Work Group commissioned a team at UC Berkeley to conduct an inventory of New York's early childhood higher education. These findings are comprehensive and provide recommendations. This session will engage the participants in discussion of the best strategies that might be developed to address opportunities identified in the study.

10:00-10:45 **Embracing edTPA? A Conversation**
Paul Vermette, Michelle Ciminelli, & Alice Kozen, Niagara University

This session consists of a free-flowing conversation about the external assessment, the edTPA. Participants will (1) identify its benefits and dangers, (2) examine test-prep practices, (3) design new interventions to assist candidates, and (4) assess the consequences on programs and people.

10:00-10:45 **Black Professor, White Students: Reflecting on the Relevance of Culturally Responsive Teaching with Predominantly White Students in a Graduate Teacher Preparation Program**
Tiffany Powell, The Sage Colleges

Presenter shares the research findings from a self-analysis case study of an African American professor who uses critical reflection to examine the relevance of utilizing culturally responsive teaching methods with her predominantly White students enrolled in a graduate level teacher education program. Findings have implications for effective program development across educational settings.
Fri, Oct 21

10:00-10:45  The Liberal and Technical in Teacher Education – Revisited
            Timothy Glander, Nazareth College

What should be the proper relationship between liberal education and technical proficiency in the preparation of teachers? This paper explores the historic goal of the integration of liberal education and technical proficiency in teacher education in light of new regulatory pressures and an unprecedented market assault on the value of liberal education.

10:00-10:45  A Partnership Grows in Brooklyn: Clinically-Rich Experiences of SUNY Teacher Candidates
            Sasha Ramial, SUNY Oneonta

SUNY Oneonta teacher candidates develop clinically-rich experiences by working with students in Bushwick, Brooklyn to promote healthy eating habits and create a community garden. This session will discuss the process of developing this partnership and how the teacher candidate identities developed through this partnership.

11:00-11:45 Concurrent Sessions

11:00-11:45 Creating Sustainable pK-24 Partnerships: Tips, Funding, and Action Plan Development
            Amanda Zullo, Saranac Lake High School/Hope Street Group
            Format: Workshop

As a K-12 educator who gathered together a dozen focus groups for a research project, the presenter shares how to harness pk-12 colleagues in a revolutionary way that connects to individual higher education goals. Participants will leave with a developed action plan for establishing productive collaborations impacting educators and students alike.

11:00-11:45 An Analysis of the Development and Use of Case Studies in a Clinically Rich Residency Program
            Heather Reynolds, SUNY/Empire State College

The national push towards longer and more in depth clinical placements/residencies for preservice teachers has led to a host of positive outcomes and challenges. This study documents the use of program specific data to develop and analyze case studies which focus on long term clinical placements within our residency program.

11:00-11:45 Up-cycling the edTPA: Preparing Candidates to Advocate for their Practice through Rhetorical Argumentation
            Christine Dawson, Skidmore College

Teaching performance assessments (e.g., edTPA), require candidates to document and analyze teaching practices and literally write their way into teaching. This presentation explores the use of argumentation as a rhetorical frame with the potential to demystify the edTPA, empowering candidates to take ownership of how they present themselves professionally.

11:00-11:45 Gender Based Instruction for Boys
            Frances Meyer, Metropolitan College of New York

British and Australian educational policies address scientific evidence regarding differences in male and female brains. Yet, American policies make little reference to this same evidence. Particular attention must be given to underachieving boys in all three countries. Best practices for program development should include gender based instructional strategies.
ROUND TABLE SESSION

Roundtable 1:
Preparing Candidates for the New Certification Exams in Mathematics
Eric Fuchs, Metropolitan College of New York

The new NYS certification requirements pose new challenges for prospective teachers. Many candidates find particularly challenging passing the 222 mathematics exam. Using technology, our candidates attempted to solve over 40,000 mathematics problems. Our study sheds light on candidates’ difficulties in understanding key mathematical concepts and provides recommendations on how to overcome these difficulties.

Roundtable 2:
Ensuring Every New Teacher Succeeds: The Critical Need for Emotional Intelligence Training in Pre-Service Teacher Education
Janet Kremenitzer, Lehman College, CUNY

Stress is the foremost emotional consequence of teaching. Forty to fifty percent of all teachers leave the profession within their first five years. Occupational stress and its impact on novice teachers and the critical need to include emotional intelligence training at the pre-service level will be discussed.

Roundtable 3:
Teacher Candidate Discourse: Exploring the Context for Learning
Elizabeth Stevens & Denise Johnson, Roberts Wesleyan College

We will present findings from a study that examined teacher candidates’ discourse around the context for learning in the edTPA Literacy Planning Task 1, and discuss ways to guide teacher candidates to explore social constructions that might impact their teaching of diverse students in grades K-12.

Roundtable 4:
What We Know Now: Investigating the Differences between Novice and Student Teachers
Maureen Elliot & Christina Pfister, The College of St. Rose

This session presents data collected from novice and student teachers who reviewed written cases and were interviewed about steps they would take to handle the situations. Results indicate that novice teachers think broader and consider issues in more depth than student teachers. Implications for teacher education programs are provided.

A Call to Realize Dewey’s Dangerous School Paradigm through Technology
Jeanine DeFalco, Gerald Ardito, Pace University & Anthony DeFalco, Long Island University

This paper examines how to empower current and future educators to protest and resist the scripted nature of the Common Core State Standards by addressing a model of the learner and the school grounded in cognitive science principles and validated by a re-articulation of how to prepare our future democratic citizens as mediated through technology.

Critical Dispositions: Integrating Disability Studies in Teacher Education
Eileen Radigan, Monroe College

This session highlights a collective case study of five novice secondary inclusion teachers after completing teacher preparation influenced by the field of disability studies in education. Results showed that this preparation cultivated 'dispositions' for the participants, who used critical analysis skills to deconstruct issues related to the inclusion of students with disabilities.
Preparation of Teachers for Complex Identities in a Complicated World: A Moment to Re-focus in the Wake of High Stakes Mandates and Social Tensions

Facilitator:
  Kim Wieczorek, State University of New York at Cortland

Panelists:
  Ellen Contopidis, Nazareth College
  Rebecca Page Johnson, Elmira College
  Immaculee Harushimana, Lehman College, City University of New York
  Patricia Velasco, Queens College, City University of New York

In the face of ever-changing and somewhat daunting policies and mandates for educator preparation, it seems we have lost some of our fuel (and funding) to motivate us to focus on teacher preparation for inclusive education, which we are defining as a form of teaching for social justice that includes and embraces all students learning together in their classroom and school communities. Panelists have been selected who can help teacher educators across varying New York State contexts offer suggestions around teaching for understanding multiple and complex student identities that encompass gender, race, language, and disabilities.

*This panel is sponsored by the Inclusive Teacher Education Special Interest Group (SIG), which promotes the cause of inclusive schooling and inclusive teacher education in New York State. The SIG is comprehensive in terms of its focus and refers to support for all learners without exception.*
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 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
Making a Difference in Education for Over 60 Years

### NYSATE Presidents: 1956 ~ Present

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<th>President</th>
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<td>Margaret Lindsey</td>
<td>1957-1958</td>
<td>Mark Staszkiewicz</td>
<td>1984-1985</td>
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<td>James Rotello</td>
<td>1978-1979</td>
<td>Sylvia Blake</td>
<td>2010-2012</td>
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<td>Mary Lynn Collins</td>
<td>1979-1980</td>
<td>Illana R. Lane</td>
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<td>Howard Coron</td>
<td>1980-1981</td>
<td>Nancy E. Dubetz</td>
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<td>Karen Kolbeck</td>
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The formative years
On Saturday, May 5, 1956, twenty-three members of the National Association for Student Teaching from the New York State area met in the Founder's Room of the Maxwell School of Citizenship at Syracuse University. The purpose of the gathering was to establish a New York State Unit of NAST. From this "humble" beginning the New York State unit has grown from a small committee organization to a reputable and influential organization aligned with the national agenda on teacher education.

The first officers and executive board
At this first meeting, the following were elected to leadership positions in the NYSAST: President - Ernest J. Milner (Syracuse University), Vice-President - Margaret Lindsey (Columbia University), Secretary-Treasurer - Dorothy Shenk (SUNY, Cortland), The Executive Committee - Charles Smith (SUNY, Plattsburgh), Dannetta M. Sanders (Brooklyn College), Anthony Milanovich (SUNY, Buffalo), Florence Hill (Cooperating Teacher, Roaring Brook School, Chappaqua), Richard Lawrence (Secretary, American Association of Colleges for Teacher Education), and Wendell Andrews (Schenectady City Public Schools). The slate was elected in the fall of 1956 and the first Executive Board meeting took place in December of that year.

The first conference
Over two hundred educators attended the first conference held at Syracuse University on May 4, 1957. Of these, seventy were cooperating teachers from twenty-seven school systems, nine public school administrators, twelve college students, twenty-seven student teaching supervisors from campus schools, sixty-six college instructors and/or supervisors of student teaching from twenty different colleges, fourteen administrators or directors of educational programs in colleges and universities, and two representatives of state and national professional groups. The conference theme, "Guiding the Student Teacher," was implemented with three different approaches: a symposium, discussion groups, and a culminating address by Dr. Florence Stratemeyer of Columbia University. During the first conference, a Constitution was written, discussed, and approved by the membership.

Organizational focus, meetings, and membership
Annual meetings of the NYSAST took place in various locations during the first ten years: New York City (1958), Schenectady (1959), Buffalo (1960), New Hartford (1961), New York City (1962), Rochester (1963), Ithaca (1964), Plattsburgh (1984), Buffalo (1968), Syracuse (1967) and Albany (1968). Conference themes were focused on student teaching: "Promising Practices in Student Teaching" (1958), "Conferencing Today with Tomorrow's Teachers" (1961), and "Teaching: Change and Challenge" (1965).

The focus of the organization in the early years was to "stimulate both in-state and inter-state exchange of ideas on student teaching and other types and phases of teacher laboratory practices in New York State." However, when the national organization became the Association of Teacher Educators (ATE) in 1970, the New York State unit revised its Constitution and By-Laws to indicate the following purposes: (A) To promote quality programs of teacher education in New York State, (B) To provide opportunities for individual professional growth for all persons concerned with teacher education in New York State, (C) To cooperate with other professional agencies and organizations for the continuous support and reappraisal of effective professional standards for the teaching profession in New York State, (D) to concentrate one's efforts in working for the improvement of elementary, secondary, and higher education in New York State, and (E) to stimulate research, investigation, and experimentation within various fields allied with teacher education.

Conferences continued to be held in various locations in New York State, always in the spring but, beginning in the 1970's, in the fall as well. Conferences reflected the issues and the times; for example, the theme of the 1974 conference was "Preparing for Competency-Based Teacher Education (CBTE)." Many of our conferences and activities have been co-sponsored with the New York Association of Colleges of Teacher Education (NYACTE) -- for example, "Critical Issues Facing Teacher Educators Today," (fall 1977), "The 1980's: Teacher Education in the Pressure Cooker," (fall 1980), "Changing Roles and Multi-cultural Concerns: Strengthening the Profession" (fall 1989), and "The Education of Teachers: Celebrating Our Best Practices (spring 1996)." Over the past twenty years, the conferences have promoted advocacy, equity, leadership, and empowering the profession of education with our recent conference theme: "New Opportunities and Challenges in Teacher and School Leader Preparation" (fall 2016). In the mid-1990's, both NYSATE and NYACTE were proactive in the initiatives of the Regents Task Force on Teaching, particularly in the successful establishment of a Professional Standards and Practices Board. Both organizations continue to advocate for the profession of teaching and teacher educators through their program work/research and involvement in policymaking, locally and nationally, to build and support quality teacher education programs. These collective efforts have resulted in shaping how important federal and state policy changes have been realized in teacher education across New York State.

The historical evidence is clear: NYSATE has been a strong, dynamic force for improving education in New York State. As a unit of the Association of Teacher Educators (ATE), many state members have held active service roles and leadership positions on the national level. NYSATE continues to provide direction to more effective methods for the development of teacher competence. It has promoted best practice for both pre-service and in-service practitioners and worked cooperatively with organizations and agencies to strengthen and enhance its mission. Now another milestone has been reached: A 60th Anniversary Celebration! On behalf of earlier historians Anna Mae Lokken, Ruth McKinney, and Jim Collins, and Ralph Ware, we add yet another page to the history book. Happy 60th NYSATE!