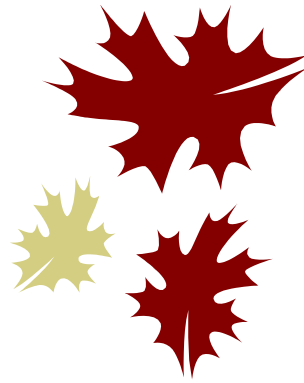


Teacher Educators Taking Action: Forging Connections and Demonstrating Leadership to Shape the Decade Ahead



Fall 2011 Conference

New York State Association of Teacher Educators
AND
New York Association of Colleges for Teacher Education

We are professional organizations dedicated to the preparation of teachers and other educators. We strive to work collaboratively to strengthen the quality of teacher education within the State of New York. It is this synergistic relationship that gives our voices the strength and credibility to have an impact on policy decisions in teacher education.

Gideon Putnam Resort & Spa
Saratoga Springs, New York
October 20-21, 2011

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).

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New York Association of Colleges for Teacher Education (NYACTE)

NYACTE is a statewide organization of public and independent colleges and universities with programs in teacher preparation. It is the state affiliate of the American Association of Colleges for Teacher Education (AACTE).

Executive Board Officers

Kate DaBoll-Lavoie, President —Nazareth College
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Mark LaCelle-Peterson—Teacher Education Accreditation Council
Jerrold Ross, St. John's University

Cynthia Lassonde, *Exelsior* Journal Editor—SUNY Oneonta



**NYSATE & NYACTE would like to thank
Katherine Bassett and the Educational Testing Service (ETS)
for sponsoring the cocktail hour and providing funding for the dinner on Thursday evening.**



**NEW YORK ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION**

October 20, 2011

Dear Conference Attendees:

Welcome to the NYSATE/NYACTE 2011 Annual Conference at the Gideon Putnam Hotel. This year's conference attendees include, among others, teacher educators, practitioners, policy makers, and administrators. The Executive Boards of both NYACTE and NYSATE are committed to promoting communication and action so that all stakeholders can work together to optimize education for New York State's citizenry. In that spirit, we promise you an exciting conference and hope you will take advantage of the opportunity to interact with our many presenters. As we look at the shifts in the political and economic landscape of both New York and the nation, we feel it is important to remember that we all have a role to play in assuring the quality of education in the State. It is this belief that has prompted our conference theme, ***Teacher Educator Taking Action: Forging Connections and Demonstrating Leadership to Share the Decade Ahead.***

Our conference's goal is to bring together teacher educators, practitioners, policy maker, administrators, and stakeholders to discuss best practices, research, and scholarship in the fields of teaching, curriculum and instruction. To that end our new Commissioner of Education, Dr. John B. King, as well as Deputy Commissioner John D'Agati and other New York State Education Department representatives will be addressing our conference attendees.

The Executive Boards of both NYSATE and NYACTE meet individually and collectively to discuss how best to work with both pre-service and in-service teachers as they educate our greatest resource, our children. Instead of a second conference during the 2010-11 academic year we co-sponsored, with the Association of Independent and Liberal Arts Colleges for Teacher Education (AILACTE), a ***Day on the Hill***. June 6-7, 2010 over 30 colleges and universities participated in New York State's inaugural ***Day on the Hill***. Next year we will once again co-sponsor, with AILACTE, a ***Day on the Hill*** to meet and share with our elected officials issues that are important to teacher education and our role with the P-16 community

NYSATE and NYACTE remain committed to providing a forum for experts in the field of teacher education to meet, discuss, challenge, and impact the preparation of teachers in New York State. We are looking forward to a stimulating conference during which we engage colleagues and stakeholders to assure that we continue to prepare excellent teachers to serve our State and nation.

Sincerely yours,

Julius Gregg Adams, Ph.D.
President, NYSATE

Kathleen DaBoll-Lavoie, Ph.D.
President, NYACTE

*Teacher Educators Taking Action:
Forging Connections and Demonstrating Leadership
to Shape the Decade Ahead
NYSATE/NYACTE Fall 2011 Conference*

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*Teacher Educators Taking Action:
Forging Connections and Demonstrating Leadership
to Shape the Decade Ahead*

*NYSATE/NYACTE
Fall 2011 CONFERENCE
Gideon Putnam Resort & Spa, Saratoga Springs, NY*

Wednesday, October 19th

NYSATE and NYACTE Board Meetings

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

Thursday, October 20th

8:00-9:00 a.m.

Registration and Continental Breakfast

Passageway
and
Veranda

9:00-10:15 a.m.

General Session

Hathorne/
Coesa

Welcome, Opening Remarks

Julius Gregg Adams, President, NYSATE

Kate DaBoll-Lavoie, President, NYACTE

Award Presentation

Presentation of 2012 New York State Teacher of the Year Award

The State Teacher of the Year Program is sponsored by the New York State United Teachers (NYSUT), the New York State Congress of Parents and Teachers (NYSPTA); the New York State Association for School Curriculum Development (NYSASCD); ING Financial Services, Inc.; the SMARTer Kids Foundation; SMART Technologies; and the Council of Chief State School Officers (CCSSO). The program is run in conjunction with the National Teacher of the Year Program, sponsored by CCSSO. The purpose of the program is to recognize and celebrate outstanding teachers throughout New York State.

Any exceptionally skilled and dedicated teacher, appropriately credentialed within his or her current teaching area, who works directly with children in a State-approved public or private school in any grade from pre-kindergarten through grade twelve who has a minimum of five years teaching experience is eligible.

Introduction to Speaker: Jerry Rivera-Wilson and Lois Fisch



Collins Address

Kathleen Ferguson

New York State Teacher of the Year for 2012

Second grade teacher at Jessie T. Zoller Elementary School,
Schenectady City School District

“Be the Spark! The Importance of Belief in Education”

Mrs. Ferguson, the 42nd New York State Teacher of the Year, began her career in 1998 in the Schenectady City School District where she has been teaching for 13 years. Mrs. Ferguson is a master teacher who is well known for pedagogical skills, collegiality, professionalism and an empathetic nature towards students with special needs.

Commissioner King said, "Last week, I met with all of Schenectady's teachers. I was struck by the dedication, passion and enthusiasm for teaching from everyone in the room. Kathleen Ferguson embodies all those qualities as the New York State Teacher of the Year. Kathleen believes in what she does and she embraces the vital role teachers have in preparing students to be successful in an ever changing world."

"In a state where teaching excellence is commonplace, Kathleen Ferguson stands out," said New York State United Teachers President Richard C. Iannuzzi. "Her caring and dedication; commitment to improving literacy among her students; and the enthusiasm with which she mentors student-teachers and beginning teachers make her a very worthy recipient to represent all teachers as the next New York State Teacher of the Year. Her union stands proudly with her, and congratulates her."

Well known for her expertise in literacy and best instructional practices, Kathleen has initiated several literacy efforts within her district and has led professional development for others. She welcomes fellow teachers and parents into her classroom and models innovative instruction. She serves as a peer leader as well as a mentor for new teachers. She has enhanced the resources of her school and district through successful grant writing and turnkey training.

Mrs. Ferguson is well regarded by all members of the extended school

community. She has been recognized locally as Schenectady's Teacher of the Year and credits the example of her colleagues as her motivation to excel. She is a true ambassador for teaching who consistently shares her passion for education as well as her exemplary skills. She views the opportunity to serve as the 2012 New York State Teacher of the Year as a chance to enhance the image of outstanding teachers in New York State.

10:15-10:30
a.m.

Refreshment Break

Veranda

10:30-11:45
a.m.

Concurrent Paper Sessions I

Paper 1: Making it Concrete: Building Positive Dispositions in Pre-Service Teachers

Garden

Elizabeth Bloom, Hartwick College

Strand: **Policy into Practice**

The task of developing programs that are truly effective in cultivating positive teacher dispositions poses a number of challenges. The author seeks to share her work in overcoming those challenges through research and subsequent comprehensive program development and offers it as a template for other schools or departments of education.

Paper 2: ePortfolios in Educational Leadership Programs: A National Study of Faculty Observations and Common Practices

Geyser

Janet DeSimone, Lehman College

Minaz Fazal, New York Institute of Technology

Strand: **Technology**

Discussion of a national study that used surveys and interviews to examine Educational Leadership (EDL) faculty perceptions regarding electronic portfolios (ePortfolios) and to explore ePortfolio development and implementation. Findings regarding common practices for EDL ePortfolio implementation and assessment of teaching/learning, as well as the required support system, will be presented.

Paper 3: Community/University Partnership: One Model for Enhancing Student Literacy

Orenda

Rebecca Rich, Long Island University - Hudson Graduate School

Iris Goldberg, Long Island University - Hudson Graduate School

Strand: **Inclusive Education**

In this presentation, we describe a 3tiered partnership that benefits students, pre-service teachers, and the community. Prospective teachers worked with first and second grade

students on literacy skills and strategies in partnership with a community center. Success was documented by case study, lesson study and a portfolio.

Hathorne

Paper 4: Supporting teachers in an alternative certification program: The development of a clinically rich residency model

Heather Meyer Reynolds, SUNY Empire State College
Donna Mahar, SUNY Empire State College
Tina Wagle, SUNY Empire State College
Barbara Tramonte, SUNY Empire State College
Leigh Yannuzzi, SUNY Empire State College

Strand: Policy into Practice

This presentation will provide an overview of the development of a new clinically rich residency model within the MAT program at SUNY/ Empire State College. This model evolved out of concerns surrounding a) students being effective in high need, high poverty schools and b) students getting teaching jobs in order to complete our alternative teacher certification program.

Coesa

Paper 5: Taking Action by Making Meaning: Examining and Implementing the new (NY) Teacher Standards across pk-16 settings

Paul Vermette, Niagara University
Cindy Kline, Dominic Savio Middle School

Strand: Public Opinion

In 2011, the Board of Regents instituted new Teacher Standards, generating a VISION of good teaching that could align Teacher Preparation programs with pK-12 schools. This document is now making its way into practice at both levels. This session will help participants evaluate the standards as (a unifying) VISION, examine plausible "models" of preK-16 alignment, clarify personal meaning of the standards.

Presentation of NYSATE Distinguished Program Award

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.

Presentation of Award: Julius Gregg Adams

And

Update on the Council for the Accreditation of Educator Preparation (CAEP)

Mark LaCelle-Peterson

President, Teacher Education Accreditation Council (TEAC)

Dr. Mark LaCelle-Peterson joined TEAC in 2008 after having held a variety of administrative posts in teacher education programs in public and private higher education, and having served as a teacher education faculty member. After joining TEAC as a staff auditor, he became Vice President with responsibility for day-to-day operation in 2009 and is currently serving as TEAC’s President.

Garden

LaCelle-Peterson’s involvement in educational reform activities includes co-founding and directing a grant-funded center for partnerships with urban schools in Rochester, NY, developing a transition to teaching program to provide highly qualified teachers for urban schools, and initial development of a community-based, two-way bilingual charter school. He has served on the boards of New York State’s AACTE and ATE affiliates.

He has written on equity in assessment for English Language Learners, democratic teacher education, faculty development in higher education, and curriculum history. He earned a BA in Scandinavian Studies and English at the University of Minnesota, and EdM and EdD degrees at the Harvard University Graduate School of Education.

Paper 1: Using the Quality Indicators for Literacy, Positive Behavioral Supports, and Effective Special Education Practice to evaluate and inform a Graduate Teacher Education Program in Childhood Education 1-6/Students with Disabilities.

Garden

S. Bernadette Donovan, OP, Molloy College
Maggie Blair, Molloy College

Strand: Policy into Practice

Utilizing a grant awarded by the New York State Higher Education Support Center for Systems Change, Molloy College Graduate Education faculty engaged in a professionally reflective review of current courses in our Childhood 1-6/Students with Disabilities Program. The focus of this review was to align and map our curriculum in special education and literacy with New York State Special Education Quality Indicators in Special Education Practice, Positive Behavioral Intervention and Literacy. Analysis of the transformational results of this project on curriculum content, on current research projects, on faculty collaboration and on educational partnerships will be shared during this presentation.

Paper 2: Preparing Teacher Candidates for APPR: One Institution's Journey

Geysler

Dolores T. Burton, New York Institute of Technology
Janice M. Sawyer, New York Institute of Technology

Strand: Policy into Practice

Focused to address Federal policy and current New York State evaluation of teachers, one institution provides evidence on how the Teacher Work Sample can prepare teacher candidates to use appropriate data to measure their effect on the academic achievement of their students and prepare them for their own individual evaluation.

Paper 3: Sculpting Classroom Community: Influencing Teaching Professionals' Knowledge of Bullying

Orenda

Sophia Paljevic, The College of St. Rose
Katherine DiFabio, The College of St. Rose
Christina C. Pfister, The College of St. Rose

Strand: Policy into Practice

Our session presents data collected from middle school teachers and staff revealing their definitions and their perceptions of bullying at their school. We will discuss how teachers effectively counter and prevent bullying in their classroom (including relational bullying

and cyberbullying). Implications for pre-service and practicing teachers and teacher educators are provided.

1:30-2:45 p.m.

Concurrent Paper Sessions II (continued)

Paper 4:

Using Smart Technology To Develop Students' Literacy Skills In Oral Language, Phonemic Awareness, Vocabulary, Fluency, Reading Comprehension And Writing

Hathorne

Wendy P. Hope, St. Joseph's College

Strand: **Technology**

This power point presentation will demonstrate practical ways in which teachers can use the interactive smart board prepackaged activities as well as internet resources to develop students' literacy skills in oral language communication, phonemic awareness, vocabulary, fluency, reading comprehension and writing through active engagement in the use of technology.

Paper 5: Making it Real: Using Case Studies to Connect Theory and Practice

Coesa

Julie A. Gorlewski, SUNY at New Paltz
David T. Cantaffa, SUNY at Buffalo
David A. Gorlewski, D'Youville College

Strand: **Policy into Practice**

Case stories, grounded in professional standards, provide concrete illustrations of potentially abstract concepts. Through these illustrations, the complexities of teaching and learning are revealed. Using an analytical framework, participants will imagine themselves as part of the story and articulate how they might respond by applying theoretical principles in challenging situations.

Paper 6: Distinguished Program Award

Blue

Recipients of the Distinguished Program Award will describe their program.

2:45-3:00 p.m.

Break

Veranda

3:00-3:45 p.m.

Roundtable Sessions I

Roundtable 1: The Common Core Standards: Incorporating into pre-service teacher education from classroom discussion to technology

Garden

Susan Dunkle, Medaille College
Patricia K. Heffernan, Medaille College
Mary Beth Scumaci, Medaille College
Jane Scura, Medaille College

Strand: Policy into Practice

This roundtable session will focus on the common core standards from the point of view of the pre-service teacher education classroom. Discussion will include methods of incorporation into the curriculum, strategies to assist pre-service teachers become aware of and user friendly with the standards and the use of technology to support these efforts.

Roundtable 2: Elementary Mathematics Specialist

Geyser

Suzanne Reynolds, St. Thomas Aquinas College
Eileen Simons, Hofstra University

Strand: Policy into Practice

AMTE, ASSM, NCSM, and NCTM have all called for states to develop advanced certification for Elementary Mathematics Specialists. This Roundtable will discuss the national movement to use these professionals to improve mathematics teaching at the elementary level.

3:00-3:45 p.m.

Roundtable Sessions I (continued)

Roundtable 3: Partnering Across the County: BOCES Welcoming Higher Education to the Table

Orenda

Connie Finney, Houghton College
Barbara VanWicklin, Cattaraugus-Alleghany BOCES

Strand: Partnerships

When an education department faculty member from a local college spent her sabbatical at the regional BOCES, both partners benefitted. This arrangement involved a semester-long internship which gave the faculty member access to Professional Development staff meetings, workshops, training sessions, and other educational events. Partnering in this way brought the voice of teacher pre-service education to the table with in-service partners. BOCES gained a clearer perspective on pre-service teacher preparation while the college partner understood the continuing professional development of young

teachers following the college years. The partnership has paved the way to further partnership ventures. Discussion will be invited on steps for planning and implementing such a partnership. Representatives of both organizations will facilitate.

Roundtable 4: The Mis-Education of the Public About the Teaching Profession

Orenda

Virginia Batchelor, Medaille College
Jeffrey Faunce, Medaille College
Illana Lane, Medaille College
Jim Thompson, Medaille College

Strand: Public Opinion

The number of individuals who feel they have the expertise to evaluate teacher educators and teacher education programs is at an all time high. This roundtable discussion will interactively engage colleagues in a discourse on how public opinion regarding teacher education fuels the flame of misunderstanding in what the profession entails.

Roundtable 5: Follow up on Day on the Hill

Hathorne

Kate DaBoll-Lavoie, Nazareth College
Michael Hogan, Long Island University, C.W. Post Campus
Julius Gregg Adams, Daemen College

Strand: Policy into Practice

In its inaugural year, the "Day on the Hill" served to build relationships between elected officials and leaders of teacher and leader programs so as to enhance the opportunities for programs to serve as resources to elected officials within their regions. The initiative was intended to expand networking across higher education sectors on professional issues related to teacher and leader preparation, advocate and share best practices in state policy arenas, and to enhance statewide capacity through high-quality and innovative programs, evidence-based preparation, and continuing professional learning. The event was attended by Deans and faculty from Schools of Education across New York State representing SUNY, CUNY, as well as the Independent Colleges and Universities.

3:00-3:45 p.m.

Roundtable Sessions I (continued)

Roundtable 6: "Schools Aren't As Good As They Used to Be, But Then They Never Were!"

Coesa

Wendy A. Paterson, St. John Fisher College

Strand: Public Opinion

This roundtable will engage P-12 faculty and teacher educators in an informed, yet frank discussion of how we can collectively reestablish our credibility and strength as a professional organization for education, unwilling to let others rewrite our curricula, policies and visions for ourselves and for the children, families and adults we serve.

Roundtable 7: Where Did the Love Go?

Coesa

Agatha Kelly, St. Joseph’s College

Strand: Public Opinion

Have you had friends, parents, or community members make negative comments to you about the teaching profession? Have they told you that teachers are overpaid, that you have an easy “9 to 5 job with summers off,” and that most teachers don’t do anything all day? Teachers today are facing unprecedented negative attacks in their communities, the press and at public meetings. What should your response be and how can you become a powerful positive public relations force in your school to counteract the negative sentiment that may continue in this difficult economy.

Thursday Evening Schedule

4:00-4:30 p.m.	Business Meeting for NYSATE <i>The semi-annual meeting of the New York State Association of Teacher Educators. Open to all conference participants.</i>	Geyser
4:00-4:30 p.m.	Business Meeting for NYACTE <i>The semi-annual meeting of the New York Association of Colleges for Teacher Education. Open to all conference participants.</i>	Garden
4:30-5:00 p.m.	Business Meeting for AILACTE <i>A meeting of the Association of Independent Liberal Arts College for Teacher Education. Open to all conference participants.</i>	Orenda
5:30-6:30 p.m.	Cocktail Reception <i>(Open Bar & Appetizers)</i>	Portico

Thursday Dinner Presentation **Arches**

6:30-8:30 p.m. Dinner

Address

Dr. John B. King, Jr., Commissioner

New York State Education Department

Dr. John B. King, who previously served as New York State Senior Deputy Commissioner for P-12 Education, was appointed by the Board of Regents to serve as the Commissioner of Education and President of the University of the State of New York on May 16, 2011. As Deputy Commissioner, Dr. King coordinated the development of New York State's successful Race to the Top application, which secured \$696.6 million to support the P-12 education reform agenda of the Board of Regents.

Dr. King brings to his role as Commissioner extensive experience leading urban public schools that are closing the achievement gap and preparing students to enter, succeed in, and graduate from, college. Earlier in his career, Dr. King served as a Managing Director with Uncommon Schools, a non-profit charter management organization. Before that Dr. King was a Co-Founder and Co-Director for Curriculum and Instruction of Roxbury Preparatory Charter School. Prior to founding Roxbury Prep, Dr. King taught high school history in San Juan, Puerto Rico and Boston, Massachusetts.

Dr. King earned a B.A. in Government from Harvard University, an M.A. in the Teaching of Social Studies from Teachers College, Columbia University, a J.D. from Yale Law School and an Ed.D. in Educational Administrative Practice from Teachers College, Columbia University.

Friday, October 21st

8:00-9:15 a.m. Conference Registration and Continental Breakfast

Passageway
& Veranda

9:00-10:15 a.m. General Session

Hathorne/
Coesa

Introductory Remarks:

Julius Gregg Adams, President, NYSATE

Kate DaBoll-Lavoie, President, NYACTE

Address

Performance-Based Assessment

Allison Armour-Garb, Executive Director,
Office of Teaching Initiatives, New York State Education Department

In her current position, Ms. Armour-Garb coordinates implementation of the Regents' policy reforms in the areas of teaching and school leadership. Previously, she served as Director of Education Studies at the Nelson A. Rockefeller Institute of Government (SUNY's public policy think tank), and as associate director of research for Giuliani's Advisory Task force on the City University of New York. She has served both as assistant general counsel for a New York City agency and as a Congressional fellow on Capitol Hill. She received her J.D. from N.Y.U., her M.P.A. from Princeton University's Woodrow Wilson School, and her A.B. from Harvard-Radcliffe.

10:20-11:20
a.m.

Concurrent Paper Sessions III

Paper 1: Deepening School/University Partnerships: A New Model of Clinically Rich Teacher Preparation

Garden

Kerry Dunn, Nazareth College

Kate DaBoll-Lavoie, Nazareth College

Deana Darling, Nazareth College

Kelly Bardeen, Teaching Fellow, Nazareth College

Ashley Cummings, Teaching Fellow, Nazareth College

Leah Hilliard, Teaching Fellow, Nazareth College

Catherine McCarthy, Teaching Fellow, Nazareth College

Allysa Mulheron, Teaching Fellow, Nazareth College

Kiri Trotto, Teaching Fellow, Nazareth College

Strand: **Partnerships**

The Teaching Fellows Pilot is a highly competitive program that situates graduate school

learning in public schools and leads to Professional Certification. Students complete one year intensive study while collaborating with teachers and leaders on action research projects that address needs of young learners. Faculty, fellows and public school partners will discuss the program's development and progress.

10:20-
11:20a.m.

Concurrent Paper Sessions III (continued)

Paper 2: What Makes Teachers Memorable?

Geyser

Jeffrey Faunce, Medaille College

Strand: Public Opinion

Each semester, I ask my students to write a journal entry entitled "The Best Teacher I Ever Had Was . . . and the Reason Is . . ." In this age of standardized test scores published in newspapers and other media, of greater accountability for teachers, and of intense scrutiny of the outcomes that students produce, I feel it is of paramount importance for us to remember that teachers touch students' lives for other reasons than academic achievement. This project will present various students' responses to the journal topic in order to remind readers about the other ways that teachers make lasting impressions. Through their interactions with students, their caring for students and their taking extra interest in students outside the classrooms, teachers impact students' lives every day and influence students' lives forever. During the session, I will share the data from my research and the implications for teachers and teacher preparation. We will also brainstorm ideas for how we can replicate the success of the teachers that the students wrote about in our classrooms and in our student teaching placements. I believe that this is a forgotten aspect of teaching and teacher preparation, but is of vital importance for students' success academically, socially, and developmentally.

Paper 3: Mathematical Word Strategies for English Language Learners and Students with Disabilities

Orenda

Eric Fuchs, Metropolitan College of New York
Patrick Ianniello, Metropolitan College of New York

Strand: Inclusive Education

The purpose of the project research was to test the effectiveness of several mathematical word problem-solving strategies for English Language Learners (ELLs) and students with disabilities in upper elementary inclusive classrooms. Following the classroom sessions, students were able to decipher and solve mathematical word problems more effectively.

Paper 4: Ethics and Values: How are Pre-Service Teachers Different from

Hathorne

Students in Other Majors?

Daniel Thero, The College of St. Rose
Christina C. Pfister, The College of St. Rose

Strand: **Public Opinion**

This session reports the results of a small scale study comparing the differences in how pre-service teachers' and college students with other majors understand ethics. Results are further compared across those preparing to teach at the childhood and adolescence levels. Implications are presented for teacher educators.

10:20-11:20
a.m.

Concurrent Paper Sessions III (continued)

Paper 5: Leading the Way in Quality Online Teacher Education

Coesa

Chandra J. Foote, Niagara University

Strand: **Technology**

This presentation will explore methods for ensuring quality in online teacher education courses. Participants will review scholarly literature related to online instruction, and offer feedback on sample classroom observation and student evaluation procedures that may best capture the quality of instruction in these classes.

Paper 6: A Special Education Course for General Educators: Constructing a New Model

Red

Howard Weiner, Touro College
Peter Kozik, Keuka College
Bryan Duff, Wells College

Strand: **Inclusive Education**

The disparity between what general educators of adolescents learn about diverse students in a required three credit special education course and their field placement experiences suggest the course may need a facelift. We describe coursework building a negotiated understanding of effective inclusive classroom instruction utilizing observed practice and personal beliefs.

11:30 a.m.-
12:10 p.m.

Roundtable Sessions II (continued)

Roundtable Session 2: Forging Alternative Partnerships for Preservice Preparation

Geyser

Laurie Bousquet, LeMoyne College
Bernard Cooney, LeMoyne College
Cathy Leogrande, LeMoyne College
Tonya Shenandoah, LeMoyne College
Diane Zigo, LeMoyne College

Strand: **Partnerships**

In this session, 5 teacher educators describe efforts to go beyond traditional practicum field placements for pre-service teachers. Partnerships include family services agency for young adults with disabilities, a school on a Native American reservation, an agency for at-risk students, and a tutoring program for urban students.

Roundtable Session 3: Using Collaboration as a Model to Promote Inclusive and Socially Responsive Learning Environments

Orenda

Jean Ann Hunt, SUNY Plattsburgh
Jean Mockry, SUNY Plattsburgh
Denise Simard, SUNY Plattsburgh

Strand: **Inclusive Education**

Join this interactive session to discuss the reflective journeys taken by three cross-disciplinary university faculty as they continue to design and implement an inclusive and socially responsive teacher education program for childhood and special education teacher candidates.

Roundtable Session 4: Culturally Responsive Teaching: Practical Applications To Literacy Teaching And Learning In The Elementary Classroom

Orenda

Wendy Hope, St. Joseph's College

Strand: Inclusive Education

This roundtable discussion focuses on culturally responsive teaching in which presenters will share how their experiences in visiting museums, cultural restaurants and cultural community fairs help them to apply culturally responsive teaching strategies through the creation of identify collages, memory boxes and cultural scrapbooks in their literacy teaching and learning.

11:30 a.m.-
12:10 p.m.

Roundtable Sessions II (continued)

Roundtable Session 5: Technology, what's in your program? Training Faculty to Train Teacher Candidates to Teach Children

Coesa

Jeffrey Faunce, Medaille College
Mary Beth Scumaci, Medaille College
Jane Scura, Medaille College
Amanda Schaus, Medaille College

Strand: **Public Opinion**

Presenters from the Medaille College School of Education Technology Committee will discuss their model, plan and lessons learned while facilitating technology training with faculty and teacher candidates. This roundtable presentation will highlight our approach for teaching and training technology skills. Participants are invited to share their experiences with the group.

Roundtable Session 6: Improving pre-service teachers' classroom management skills: Using Lemov's text as a basis for inquiry and reflection

Garden

Paul Vermette, Niagara University
Karrie A. Jones, Tapestry Charter High School; SUNY at Buffalo
Jennifer L. Jones, Niagara University; SUNY at Buffalo

Strand: **Public Opinion**

Teaching the concept of classroom management is a major challenge for pre-service teacher educators. Though necessary for success in the 21st century classroom, instruction and field experience opportunities in this area vary. In looking for ways to facilitate pre-service teachers' exploration of authentic classroom management, this roundtable discussion explores the use of Doug Lemov's book "Teach Like a Champion" in a Methods of Secondary Education course. After incorporating this text into class discussions, reflections and a culminating review of research, the promise, challenges and insights of using this model will be shared.

11:30 a.m. –
12:10 p.m.

Poster Sessions

Veranda

Poster 1: Turning On To Poetry

Krislynn Dengler, SUNY Oneonta

Strand: Inclusive Education

As young children, we are all natural poets. However, somewhere on the way to adulthood, we seem to lose that ability to play with language and many of us come to avoid poetry. In 2006, the Poetry Foundation released a report that indicated Americans feel poetry significantly contributes to their understanding and appreciation of life. The report also noted that people who read poetry lead more engaged and satisfying lives than those who do not. In addition, fully two-thirds of respondents believe that society would benefit if people read more poetry. As an “art form that defines our culture” (Poetry Foundation, 2006), poetry has been found to provide insight into the world around us and to help people better understand themselves and others. Other benefits to the use of poetry include an increase in self-motivation (Vardell, 2003), enhanced vocabulary and word choice (Hadaway, Vardell, & Young, 2001), and the enrichment of curricula in a variety of content areas, including history, science, and health (Dexter, 1988; Robertson, 1997; Spatz, 1982).

Poster 2: Building Partnerships through Course-Embedded Fieldwork Experiences

Monica Merritt, Mount Saint Mary College

Strand: Partnerships

This session showcases the collaborative efforts of teacher educators and teachers in the planning and development of course-embedded fieldwork experiences. It highlights the partnership between a college community and a local K-8 school and the benefits of providing meaningful fieldwork experiences for candidates enrolled in an elementary mathematics methods course.

11:30 a.m.-
12:10 p.m.

Roundtable Sessions II

Roundtable Session 1: $9/13 + 3/5 = 12/18$?! Forging Connections to Change the Story of Teacher Candidates' Quantitative Literacy

Geyser

John Livermore, Cazenovia College
Erica Miller, Cazenovia College
Kim Wieczorek, Cazenovia College

Strand: Partnerships

Partnerships between teacher educators and content specialists are vital for assuring comprehensive literacy skills of teacher candidates. Presenters include one math specialist and two teacher educators who will facilitate a discussion of the challenges of assuring quantitative literacy for all teacher candidates, while raising questions about best practices to do so.

12:15-1:30 p.m.

Lunch & General Session

Arches

**Update from the Office of Higher Education in the New York State
Education Department**

John D'Agati, Deputy Commissioner,
Office of Higher Education, New York State Education Department

John D'Agati was appointed by the Board of Regents to serve as the Deputy Commissioner for Higher Education in July 2011. The Office of Higher Education manages the licensing and certification of teachers, coordinates the State's efforts to ensure standards for academic excellence and performance in higher education; implements the statutory requirements that protect the educational and financial interest of students attending New York State institutions; and administers a variety of the State's grant programs that provide access to higher education for those individuals who are underrepresented and under-served.

Dr. D'Agati was the former director of the NYS Senate Committee on higher education and, more recently, the Director of the NYS Senate Higher Education Committee. Dr. D'Agati also served as Associate Vice president for Economic Development and Outreach at the College of Nanoscale Science and Engineering, University at Albany.

Dr. D'Agati earned his B.S. from Rochester Institute of Technology, his M.P.A. from SUNY Albany, and his Ph.D. in Public Administration and Policy from SUNY Albany.

Introduction to Speaker: Kate DaBoll-Lavoie and Julius Gregg Adams

September 2011

Dear Colleague:

Welcome back to another exhilarating and exciting school year filled with lots of opportunities. One of these opportunities is to renew your NYSATE membership. As you already know, NYSATE is New York State's only professional organization dedicated to improving teacher preparation programs. As a member you know the important role an organization like NYSATE plays in advocating on behalf of teacher educators statewide and in keeping you professionally informed on current issues surrounding teacher preparation.

NYSATE works diligently behind the scenes on your behalf to make sure programmatic and professional perspectives are represented in Albany. We continue to support your efforts and give you a voice at the state and national levels.

I would like to take this opportunity to invite you to renew your connection to NYSATE. By renewing your membership you are providing support to the organization in its efforts to remain a strong voice in ensuring high quality teaching and professional development. Renewing your membership today will also ensure that you will receive important information regarding our award programs, Albany updates, and conference information.

I hope you will accept this invitation to join NYSATE today. Simply log on at www.NYS-ATE.org and download the membership form or apply online. I look forward to welcoming you as a NYSATE member and seeing you at our upcoming conference in October at the beautiful Gideon Putnam in Saratoga Springs, NY! If you have questions about the organization, please visit our website or call me at 845-942-7602.

Sincerely yours,

Debi

Debra J. Thomas, Ph.D.
Vice-President of Membership



Institutional Membership Invoice for Dues Year 2011-2012

Institution: _____

Contact Person with Title:

Address: _____

Zip: _____

Phone: _____ Fax: _____

E-Mail: _____

Please send this form and a check for \$275.00 payable to "NYACTE" to the Secretary/Treasurer:

NYACTE Treasurer
Annjanet Woodburn
Pace University
861 Bedford Road
Pleasantville, NY 10570

Thank you.

Received _____ Date _____

Check # _____

**Distinguished Program Award:
Co-sponsored by NYSATE and NYACTE
Deadline to Apply: March 1, 2012**

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

Inherent to these “qualities” are the criteria recognized by the Association of Teacher Educators' (ATE) award for the Distinguished Program in Teacher Education. The ATE criteria for program consideration are as follow:

- Have been cooperatively developed and administered by institutions of higher education and local education agencies along with other appropriate educational agencies;
- Have clearly stated goals directed at the establishment of identifiable teacher behaviors;
- Have an evaluation protocol that is appropriate, operational, and directly related to its goals;
- Provide data to demonstrate that after program implementation, goals were achieved; and
- Are based on theoretically sound principles that are adaptable to other teacher education programs.

Institutions achieving the Distinguished Program Award (DPA) will be honored by the NYSATE/NYACTE membership at the Fall conference. The winner(s) will be expected to make a presentation to the conference participants. 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.

Eligible Applicants

Applicants may be either undergraduate or graduate certification teacher preparation programs or comprehensive programs involving professional development. A current NYSATE member or NYACTE delegate member must nominate the program. Any teacher education or professional development program in New York State can be nominated.

Application Process

Institutions will complete the application process outlined at <http://www.nys-ate.org/awards/awards1.html>. Applications need to address the specific program, nominated by a NYSATE or NYACTE member, viewed as “distinguished”.

Application packets and additional information on the qualities used to evaluate the applications can be found at <http://www.nys-ate.org/awards/awards1.html>.

Hotel Map

The Gideon Putman Hotel and Resort Saratoga Springs, New York

