

***Skills and Data: Driving Excellence in  
Teacher and School Leader Preparation***

Fall 2013 Conference

New York State Association of Teacher Educators  
(NYSATE)

*and*

New York Association of Colleges for Teacher Education  
(NYACTE)

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

The Gideon Putnam  
Saratoga Springs, New York  
October 16 - 18, 2013

# *Skills and Data: Driving Excellence in Teacher and School Leader Preparation*

## NYSATE/NYACTE Fall 2013 PRE-CONFERENCE

*Gideon Putnam, Saratoga Springs, October 16, 2013*

<b>edTPA in New York Implementation Conference</b>			
<i>October 16, 2013</i>			
<b>8:00-8:40a</b> <i>Registration and Continental Breakfast</i>			
<b>8:45-9:15a</b> <i>Opening Remarks – Hathorne/Coesa/Geysler/Orenda</i>			
<b>NYSED</b>		<b>SCALE</b>	<b>NYSATE-NYACTE</b>
<b>9:30-10:40a</b> <b>Session # 1</b>			
Garden Room	Arches	Geysler/Orenda	Hathorne/Coesa
<p><b><i>New Implementers of edTPA</i></b></p> <p>Nicole Merino, SCALE Bev Falk, CUNY &amp; SCALE</p> <p><i>(Facilitator: Lori Quigley, NYACTE)</i></p>	<p><b><i>Programmatic Perspectives: Lessons Learned from Secondary Ed Field Tests</i></b></p> <p>Beverly Smith, Associate Professor of Mathematics Education, CUNY City College Jessica Riccio, Lecturer &amp; Preservice Coordinator for Science Ed, Teachers College Columbia University &amp; Clement Gomes, Master Teacher &amp; Graduate Assistant, Teachers College Columbia University</p> <p><i>Two 20-min presentations, 20 min Q&amp;A</i></p> <p><i>(Facilitator: Hilary Aylesworth, CUNY)</i></p>	<p><b><i>A Step-by-Step Guide for Engaging Key Stakeholders in the Thoughtful Introduction &amp; Implementation of the edTPA</i></b></p> <p>Eve Dieringer, Director of Field Placement, Molloy College Joseph Eppink, Associate Professor, The College of Saint Rose &amp; Anthony Schrader, Graduate Assistant, The College of Saint Rose</p> <p><i>Two 20-min presentations, 20 min Q&amp;A</i></p> <p><i>(Facilitator: Jennifer Case, NYSED)</i></p>	<p><b><i>Programmatic Perspectives: Lessons Learned from Elementary Ed Field Tests</i></b></p> <p>Barbara Burns, Professor, Canisius College Christine Murray, Professor, The College at Brockport SUNY</p> <p><i>Two 20-min presentations, 20 min Q&amp;A</i></p> <p><i>(Facilitator: Amy Svirsky, clcu)</i></p>

<b>10:50-11:50a</b>			<b>Session # 2</b>		
<b>Hathorne/Coesa</b>		<b>Geyser/Orenda</b>		<b>Arches</b>	
<p><b>Curriculum Mapping across the Content Areas: Case Studies from Three Institutions</b></p> <p>Dr. Daisuke Akiba Akiba, <i>Department Chairperson of Elementary &amp; Early Childhood Education</i> &amp; Dr. Eleanor Armour-Thomas, <i>Department Chairperson of Secondary Education and Youth</i>, CUNY Queens College          ServicesChandra Foote, <i>Associate Dean</i>, Niagara University          Denise Simard, <i>Associate Professor</i>, SUNY Plattsburgh</p> <p>Three 15-min presentations, 15 min Q&amp;A          (Facilitator: Melissa Greene, NYSED)</p>		<p><b>Understanding Key Patterns, Roadblocks &amp; Successes in Strategizing How-to Implement the edTPA across Programs</b></p> <p>Gess LeBlanc, <i>Chair of the Dept. of Educational Foundations</i>, Hunter College          Chris Widdall, <i>Instructor</i>, SUNY College at Cortland          Barbara Burns, <i>Professor</i>, Canisius College</p> <p>Three 15-min presentations, 15 min Q&amp;A          (Facilitator: Amanda Lester, SUNY)</p>		<p><b>Building Technological Capacities: Supporting Candidates through the Video Component of the edTPA and Beyond</b></p> <p>Leslie Lieman, <i>Educational Technology Specialist</i>, Lehman College          Eileen O'Connor, <i>Associate Professor</i>, SUNY Empire State College</p> <p>Two 20-min presentations, 15 min Q&amp;A          (Facilitator: Chris Givner, SUNY)</p>	
<b>12:10-1:00p</b>					
<b>Lunch</b>					
<b>Hathorne/Coesa/Geyser/Orenda</b>					
<p><b>Featured Panel</b></p> <p><b>Voices from the Field: A Conversation with edTPA pilot candidates and field supervisors</b></p> <p>Laura Geraci, <i>Assistant Professor</i>, SUNY Fredonia; Guangyu Tan, <i>Assistant Professor</i>, SUNY Fredonia; Andrew Ratner, <i>Associate Professor of English Education</i>, (+ possible teacher candidate?), CUNY City College; Ileana Infante, <i>Director of Early Childhood &amp; Childhood Clinical Experiences</i>, (+ , teacher candidate?), CUNY Hunter College</p> <p>(Facilitator: Jennifer Case, NYSED)</p>					
<b>1:15-2:15p</b>			<b>Session #3</b>		
<b>Hathorne/Coesa</b>		<b>Geyser/Orenda</b>		<b>Arches</b>	
<p><b>Understanding Academic Language</b></p> <p>Melanie Hundley, <i>Assistant Professor</i>, Vanderbilt University</p> <p>(Facilitator: Sylvia Blake, NYSATE)</p>		<p><b>Optimizing Support Systems to Enhance Candidates' Clinical, Media &amp; Technology Skills</b></p> <p>Chris Widdall, <i>Instructor</i>, SUNY College at Cortland          Irene Watts-Politz, <i>edTPA Coordinator &amp; Lecturer of Clinical Practice</i>, SUNY New Paltz</p> <p>Two 20-min presentations, 15 min Q&amp;A          (Facilitator: Melissa Greene, NYSED)</p>		<p><b>Complex Teaching &amp; Learning: Best Practices in Preparing Teacher Candidates for the Demands of the edTPA</b></p> <p>Nancy Casey, <i>Associate Professor</i>, St. Bonaventure University          Christy Folsom, <i>Assistant Professor of Early Childhood Education</i>, Lehman College</p> <p>Two 20-min presentations, 15 min Q&amp;A          (Facilitator: Amanda Lester, SUNY)</p>	
<b>2:30-3:30p</b>					
<b>Implementation Updates and Q&amp;A- Hathorne/Coesa/Geyser/Orenda</b>					
<p>Jenn Case, <i>NYSED</i>; Nicole Merino, <i>SCALE</i>; Chris Givner, <i>SUNY Fredonia</i>; Joan Lucariello, <i>CUNY</i>; Chandra Foote, <i>Niagara University</i></p> <p>(Facilitator: Kate DaBoll-Lavoie, NYACTE)</p>					


**NYSATE and NYACTE Board Meetings  
Wednesday Evening, October 16**

4:30-6:30 p.m.	NYSATE Board Meeting	<b>Blue Room</b>
5:00-6:30 p.m.	NYACTE Board Meeting	<b>Sun Room</b>
6:30-8:30 p.m.	NYSATE & NYACTE Boards – Joint Dinner Meeting	<b>Garden Room</b>

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# *Skills and Data: Driving Excellence in Teacher and School Leader Preparation*

## NYSATE/NYACTE Fall 2013 CONFERENCE

Thursday, October 17		
8:00-9:00 a.m.	<b>Registration and Continental Breakfast</b>	
9:00-10:00 a.m.	<b>General Session</b>	
	<p><b>Welcome, Opening Remarks</b>  <i>Illana Lane</i>, President-Elect, NYSATE—Conference Co-Chair  <i>Lori Quigley</i>, President-Elect, NYACTE—Conference Co-Chair</p> <p style="text-align: center;"><b>Collins Address</b></p> <div style="text-align: center;">  </div> <p><b>Mark LaCelle-Peterson, Senior Vice-President for Engagement, Research, and Development for the Council for the Accreditation for Educator Preparation (CAEP)</b></p> <p>In his role as senior vice president for engagement, research, and development, LaCelle-Peterson oversees member and state relations; research and development; and communications and marketing. LaCelle-Peterson joined the Teacher Education Accreditation Council (TEAC) as a staff auditor in 2008, becoming vice president with responsibility for day-to-day operations in 2009, and president in 2011. He served as a member of the Joint TEAC/NCATE team that designed the new Council for the Accreditation of Educator Preparation (CAEP).</p>	<p><b>Hathorne, Coesa</b></p>

	<p>Prior to joining TEAC, LaCelle-Peterson held administrative posts in teacher education programs at public and private institutions of higher education in New York State, and served as a faculty member in the social foundations of education, teaching the history and philosophy of education; research methods; curriculum theory; and social, cultural, and linguistic foundations of education; as well as courses in humanities and early medieval literature (Anglo Saxon and Old Norse). He co-founded and directed a center for partnerships with urban schools, developed a transition-to-teaching program to provide highly qualified teachers for high-needs urban schools, and served on the applicant board for a community-based, two-way bilingual charter school. He has written on equity in assessment for English Language Learners, democratic teacher education, faculty development in higher education, and curriculum history.</p>	
10:00-10:15 a.m.	<b>Break</b>	
10:15-11:00 a.m.	<b>Concurrent Paper Session I</b>	
	<p><b>Paper 1:</b> Helping Pre-Service Teachers Understand DASA: Ethnography as an Access Point</p> <p>Rebecca Page Johnson—Cazenovia College</p> <p><b>Strand:</b> Contextualizing Data</p> <p>This paper addresses the use of the ethnography, <i>Dude, You're A Fag</i> by Judy Pascoe (2007) to help pre-service teachers understand the requirements of DASA. The author focuses on teaching techniques, student resistance and response, and student work in three different teacher education programs in New York State.</p>	<b>Blue</b>
	<p><b>Paper 2:</b> Journeying Towards Clinically-Rich Teacher Preparation: Possibilities and Challenges of Field-Based Graduate Education Coursework</p> <p>Marshall A. George, Jane Bolgatz, Rhonda S. Bondie—Fordham University</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>Faculty members from Fordham University's adolescence education programs will describe their experience planning, implementing, and evaluating a clinically rich teacher education module with partners in public middle and high schools in New York City. A semester-long pilot served as a springboard for a successful application to NYSED for a two-year Graduate Level Clinically Rich Teacher Preparation Pilot Program. Presenters will describe the challenges and lessons learned from the initial pilot program and will share details from the ongoing program funded by NYSED.</p>	<b>Sun</b>
	<p><b>Paper 3:</b> Read a Book, Watch a Movie: Exploring the Dynamics of Social Justice Through Literature and Film</p> <p>Tiffany Powell-Lambright—The Sage Colleges</p> <p><b>Strand:</b> Contextualizing Data</p> <p>Literature and films provide ample opportunities to delve into the domain of social justice in a unique way. This presentation highlights activities devoted to</p>	<b>Red</b>

	<p>raising awareness about social justice issues through the multicultural perspectives with YA literature and films. Content can be useful for college courses and K-12 environments.</p>	
	<p><b>Paper 4: When Structural Reforms Fail: Just Teach!</b></p> <p>Larry MaHeady—Buffalo State College</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>This session describes the relative ineffectiveness of structural reform movements (e.g., increased funding, school choice, national accreditation, mentoring and induction programs, and “highly qualified” teachers) to improve pupil achievement and argues for direct enhancement of teaching practice through instructional coaching.</p>	<p><b>Estate</b></p>
	<p><b>Paper 5: Use of Data for Self-Reflection in Teaching and Learning Mathematics</b></p> <p>Eric Fuchs, Patrick Ianniello—Metropolitan College of New York</p> <p><b>Strand:</b> Data: Self-Reflection, Teaching, Learning</p> <p>Use of real-time assessments helped candidates master basic math concepts and become more reflective learners. The pilot program was recently expanded to include hundreds of students in other department. We will share our ideas and successes in using technology to help our candidates teach math more effectively.</p>	<p><b>Garden</b></p>
<p><b>10:15-11:00 a.m.</b></p>	<p><b>Roundtable Session I</b></p>	
	<p><b>Roundtable 1: Embedding Practices Related to edTPA into Teacher Preparation Courses</b></p> <p>Denise Love, Klaudia Lorinczova—Keuka College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>The purpose of this round table discussion is to discuss the different ways that curriculum has been aligned and how aspects of the edTPA have been embedded into courses. This discussion will help others to form ideas of ways they can transform their courses to better help the teacher candidates.</p>	<p><b>Arches</b></p>
	<p><b>Roundtable 2: Secondary Social Studies Teacher Candidate Beliefs About Common Core Teaching and Learning at an Urban University</b></p> <p>Daniel Stuckart—Lehman College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p>	<p><b>Geyser</b></p>

	<p>This roundtable session presents the results of the first cycle of a two-year, mixed methods study examining undergraduate and graduate candidates' beliefs about integrating the Common Core State Standards into their teaching and student learning at a large, urban university. The investigator constructed a 50 item Likert-scaled survey instrument aligned to the standards with four constructs: (1) Reading with traditional texts; (2) writing with traditional tools; (3) reading with digital texts; and (4) writing with digital, internet-based tools. Further, he administered the surveys at four, key programmatic points, including pre- and post-methods, and after each of the two, student teaching practica. The researcher then triangulated the survey data with student teaching journals and structured exit interviews. The study addressed the following research questions: (1) What attitudes do social studies teachers/candidates have about teaching literacy concepts and skills using social studies content in an urban school system pre- and post methods courses? (2) What attitudes do social studies teachers/candidates have about teaching literacy using social studies content in an urban school system <i>after</i> experiencing student teaching/mentorship? And (3) What types of attitudes do social studies teachers/candidates hold about literacy and digital media and texts? While paired t-tests did not reveal statistically significant differences between the means of the variables in the pre- and post-methods, and student teaching data, the results do suggest that the teacher candidates fail to embrace all aspects of literacy instruction. Furthermore, in general, the participants do not evenly support digital texts and media.</p>	
<b>10:15-11:00 a.m.</b>	<b>Technology Sponsor Session I</b>	
	<p><b>Prepare for Change with Comprehensive Assessment Management, Analytics, and edTPA™ Support</b></p> <p>The landscape of education is changing. Whether you're preparing for the new CAEP accreditation standards, or implementing edTPA, it's increasingly important to have an assessment system that can grow with you to meet your evolving needs. Join us to learn how you can manage unit and program planning and assessment, streamline accreditation preparation, oversee clinical placements, and support your edTPA implementation with <b>Taskstream</b>. We will also showcase our analytics dashboards for students, faculty, and administrators, including our new edTPA dashboard.</p> <p><i>Presenter: Dara Wexler, Ph.D., Education Solutions Specialist, Taskstream</i></p>	<b>Orenda</b>
<b>11:15 a.m.- 12noon</b>	<b>Concurrent Paper Session II</b>	
	<p><b>Paper 1:</b> Teacher Role and Its Influence on the Creativity of Pre-School Art Students: A Comparative Study Between U.S. and China</p> <p>Yingying Cao, Dengting Boyanton—Long Island University</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>This qualitative comparative research investigated the impact of teacher role on pre-school art students' creativity. This study shows that American teachers</p>	<b>Blue</b>



	<p>differed from Chinese teachers in three areas: 1) definition of creativity, 2) perception of teacher authority, and 3) teacher-student relationship.</p>	
	<p><b>Paper 2:</b> New Approaches to Evaluating Educator Preparation Programs: What Promise for Program Improvements?</p> <p>Jane Ashdown, Corinne Donovan, Anne Mungai—Adelphi University</p> <p><b>Strand:</b> Data: Self-Reflection, Teaching, Learning</p> <p>This paper presentation will analyze and reflect on the changing role of data as a tool used in evaluating educator preparation programs. The extent to which this changing accountability landscape offers promise for improving educator preparation programs and consequently P-12 teaching and learning, will be investigated.</p>	<b>Sun</b>
	<p><b>Paper 3:</b> Data Is Important, But So are Relationships!</p> <p>Jeff Faunce—Medaille College</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>Data is important, but so are relationships! This presentation will focus on how we, as teacher educators, can incorporate hands-on experiential learning activities in our classrooms. The emphasis will be on sharing tried and true activities that participants can share with their students, and in turn, their students can use in their classrooms. Participants will leave with materials and ideas to create a classroom climate of cooperation, respect, interpersonal relationships, and fun!</p>	<b>Red</b>
<b>11:15 a.m.- 12noon</b>	<b>Roundtable Session II</b>	
	<p><b>Roundtable 1:</b> Transitions in Rural Education: Enhancing School-University Partnerships</p> <p>Kathleen Magiera, Rhea Simmons, Jill Marshall—SUNY Fredonia</p> <p><b>Strand:</b> Advocacy and Policy</p> <p>Through a federal 325T program improvement grant, SUNY Fredonia is enhancing our merged special education and general education undergraduate teacher preparation program. In Spring 2013, aggregated survey results from SUNY Fredonia faculty and staff as well as rural school partners indicated that there is general satisfaction with the overall teacher preparation program. The surveys further indicated that teacher candidates need to address Common Core Learning Standards in summative and formative assessments within rural schools.</p>	<b>Estate</b>
	<p><b>Roundtable 2:</b> Is There a “Proper” Critique? Examining Skills, Data, Excellence and Outrage in Teacher Education Contexts</p>	<b>Garden</b>

	<p>Kim Wieczorek—SUNY Cortland</p> <p><b>Strand:</b> Contextualizing Data</p> <p>This roundtable session presents a pilot study of teacher educators surveyed for their perceptions of reform initiatives like the edTPA and evaluations of the conversations and critiques related to such reforms in their departments and schools of education. The role of whether or not and how to compartmentalize critiques of such initiatives will be examined.</p>	
	<p><b>Roundtable 3:</b> Developing a Reflective Action Approach to Teaching Through Videotaping Analysis</p> <p>Guang Yu Tan—SUNY Fredonia</p> <p><b>Strand:</b> Data: Self-Reflection, Teaching, Learning</p> <p><i>The goal of this pilot study was to provide pre-service teachers with reflective tools, i.e. videotaping, self-analysis, peer analysis, and guided reflective journal writing. This research project intended to answer the following research questions:</i></p> <ol style="list-style-type: none"> <li>1. <i>How does videotape analysis help pre-service teachers develop a reflective action approach to teaching and learning?</i></li> <li>2. <i>What role does a video club play in fostering collaboration and forging communities of learning?</i></li> </ol> <p><i>This proposed panel discussion is to present the pre-service teacher candidates' perspectives, giving voice to the participants.</i></p>	<p><b>Arches</b></p>
<p><b>11:15 a.m.- 12noon</b></p>	<p><b>Technology Sponsor Session II</b></p>	
	<p><b>Why are so many colleges choosing Tk20 HigherEd™ for assessment, reporting, and edTPA™ support?</b></p> <p>As a trusted partner of CAEP, NCATE, and TEAC accredited institutions nationwide, Tk20 is focused on providing you with a solution that's comprehensive and customer-centric. Designed to support all of your teacher education activities, HigherEd's features such as field experience, applications, portfolios, advising, and transition point management provide colleges of education with seamless reporting at course, program, and unit levels. As an Integrated Platform Provider, Tk20 provides students with an easy to use interface and integrated support for candidates completing edTPA requirements. Please join us for a presentation that will highlight the capabilities and workflow of our HigherEd system.</p> <p><i>Presenter: Amy Levy, Regional Sales Consultant, Tk20, Inc.</i></p>	<p><b>Orenda</b></p>
<p><b>12:00-1:30 p.m.</b></p>	<p><b>Lunch</b></p>	<p><b>Hathorne, Coesa, Geysner</b></p>

**Welcome and Introduction:** Kate DaBoll-Lavoie and Sylvia Blake

**Address: Dr. John B. King, Jr., Commissioner of Education  
President of the University of the State of New York**



As New York State Education Commissioner, Dr. John B. King, Jr. oversees more than 7,000 public and independent elementary and secondary schools (serving 3.1 million students), and hundreds of other educational institutions across New York State including higher education, libraries, and museums. Dr. King is a strong voice for education reform, and he was a driving force in New York's successful Race to the Top application. A former high school teacher and middle school principal, Dr. King has earned a national reputation for his vision and commitment to education reform. Dr. King earned a B.A. from Harvard University, an M.A. from Teachers College, Columbia University, a J.D. from Yale Law School, and an Ed.D. from Teachers College, Columbia University.

**1:45-2:45 p.m.**

**Concurrent Paper Session III**

**Paper 1:** Using Collaborative Partnerships to Support Students with Autism Spectrum Disorder

Lori Finn—The Sage Colleges

Strand: Data: Self-Reflection, Teaching, Learning

The new diagnostic criteria for ASD and the new diagnosis of social (pragmatic) communication disorder will be discussed. Classroom strategies and an overview of various treatment techniques will be provided. Participants will learn about incorporating collaborative partnerships to support students with ASD. Easy data collection methods will be demonstrated.

**Blue**

**Paper 2:** Learn on Your Own Before I Throw You a Bone

Laura Campbell—Ithaca College

**Sun**

	<p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>Teacher candidates need to practice the skill of accessing valid information and taking initiative to remain up-to-date on current research. This interactive session will help professors train teacher candidates in the skill of taking initiative to learn information on their own before they throw them a bone.</p>	
	<p><b>Paper 3:</b> Preparing Student Teachers for edTPA: Lessons Learned and New Initiatives</p> <p>Christine E. Murray, Jie Zhang, Diane Maurer, Don Halquist—SUNY Brockport</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>Eleven student teachers completed the edTPA during the Spring 2013 semester. Much was learned from the pilot that enabled the department to prepare for full implementation involving all student teachers (N=75) during the Fall 2013 semester. This presentation will address lessons learned and share new initiatives for students' edTPA success.</p>	<b>Red</b>
	<p><b>Paper 4:</b> An Examination of Residents' Self-Efficacy: Changes in Perceptions and Behaviors Over the Course of a Clinically Rich Residency Program</p> <p>Heather Meyer Reynolds, Donna Mahar, Tina Wagle, Leigh Yannuzzi—SUNY Empire State College</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>This paper documents significant changes in the perceptions and behaviors of pre-service teachers as a result of a year-long clinically rich residency program. Analysis of classroom observation data and resident surveys suggests that residents demonstrated significant gains in their perceptions of effectiveness and the use of effective classroom behaviors over the course of the program.</p>	<b>Estate</b>
<b>1:45-2:45 p.m.</b>	<b>Technology Sponsor Session III</b>	
	<p><b>Getting Ahead Of The Curve.... And Staying Ahead"</b></p> <p>Education program leaders count on <b>LiveText</b> to facilitate a culture of assessment by delivering tools that drive student learning. As new requirements from EdTPA and CAEP continue to emerge, educators count on LiveText to stay ahead of the curve.</p> <p>By integrating e-Portfolios, course-embedded assessments, rubrics aligned with programmatic learning outcomes and streaming video assessments, LiveText has helped hundreds of education program leaders gain accreditation and drive improved student outcomes.</p> <p>Presenter: Christopher Polony, Educational Consultant, LiveText, Inc.</p>	<b>Orenda</b>

<b>1:45-2:45 p.m.</b>	<b>Roundtable Session III</b>	
	<p><b>Roundtable 1:</b> It Takes a Village to Implement the edTPA</p> <p>Catherine O’Callaghan—Western Connecticut State University Ellen Small, Cynthia Slotkin, Danielle Nisca, Teresa Trapasso—Iona College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>This presentation will discuss how Iona prepared for the edTPA implementation. It will describe how school partners, student teaching supervisors, and graduate students were involved. Included in the presentation will be materials on the Iona ‘edTPA Boot Camp’ which was to prepare incoming student teachers for the new certification exam.</p>	<b>Arches</b>
	<p><b>Roundtable 2:</b> Differentiated (Music) Instruction Influencing African-American Academic Performance in K-12 Schools</p> <p>Stuart Knapp, Joan Mallory—Wesley College</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>Three teacher factors-content, process, product (Tomlinson &amp; McTighe, 2006) are identified as vital curricular components of differentiated instruction for use with African-American youth in grades K-12. Student engagement in age-appropriate, (readiness) high interest, (motivation) hands-on music-making (learning style) is described as a characteristic that stimulates productive and pro-active self-image.</p>	<b>Garden</b>
	<p><b>Roundtable 3:</b> Maintaining Program Identity While Preparing Candidates for the edTPA</p> <p>Chandra J. Foote, Vincent Rinaldo, Donna Phillips, Michelle Ciminelli, Paul Vermette, Alice Kozen, Mary Ellen Bardsley, Sylvia Valentin, Sherri Cianca, Dennis Garland, Tracia McKissic—Niagara University</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>This session highlights the curriculum-mapping efforts of one, inclusive teacher education institution in preparation for edTPA implementation. Faculty and supervisors will share signature assessments embedded throughout our programs that align to the edTPA <u>and</u> preserve our identity. Participants may question the presenters while viewing the assessments and candidate work samples.</p>	<b>Geyser</b>
<b>2:45-3:00 p.m.</b>	<b>Break</b>	

3:00-3:50 p.m.	Roundtable Session IV	
	<p><b>Roundtable 1:</b> edTPA Field Test—Lessons Learned</p> <p>Laura Geraci, Guang Yu Tan—SUNY Fredonia</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>This presentation has three intended objectives: 1) to share the first-hand experience of field-testing edTPA 2) to discuss how the participants perceived edTPA: How did they benefit from this new assessment? What challenges did they encounter? What support did they wish they had? 3) Finally, recommendations for next steps.</p>	<b>Estate</b>
	<p><b>Roundtable 2:</b> Theory, Practice &amp; the edTPA: Research on Effective Teaching</p> <p>Maria DiCarlo, S. Nancy Gilchrist, Margaret Moss—St. Joseph’s College</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>Effective teacher education allows students opportunities to explore research underlying good teaching. Time-honored ideas, such as those of Dewey, should be known by students, as should more recent theorists, such as Tomlinson. The proposed roundtable will serve as a means of sharing information on merging theory, practice, and the edTPA.</p>	<b>Garden</b>
	<p><b>Roundtable 3:</b> Capturing the Impact of Campus-Based Transition Program on Teacher Candidates</p> <p>Ellen Contopidis—Nazareth College</p> <p><b>Strand:</b> Contextualizing Data</p> <p>LifePrep@Naz, a campus based transition program for young adults with developmental disabilities, has anecdotal accounts of benefits to participants and teacher candidates. The session will begin with a review of initial survey and case study findings. Discussion will explore ways to capture the influence on the dispositions of teacher candidates.</p>	<b>Arches</b>
	<p><b>Roundtable 4:</b> The Impact of Special Education Law on Culturally and Linguistically Diverse (CLD) Families</p> <p>Tracy McLeod—The Sage Colleges</p> <p><b>Strand:</b> Advocacy and Policy</p> <p>The importance of family and school collaboration regarding the education of children is vital. Both major education laws (i.e., Individuals with Disabilities</p>	<b>Red</b>

	<p>Education Act and No Child Left Behind) have called for parental involvement in the education of their children. This presentation will explore the notion of cultural and linguistically diverse families as collaborators with their children’s educators as measured on three core principles; equity, individualism, and choice.</p>	
	<p><b>Roundtable 5:</b> Piloting the edTPA: The Trials, Tribulations and Triumphs</p> <p>Kelly Ahuna, Claudia Conway, Crystal Elias, Mary Beth Scumaci, Rachel Sturm— Medaille College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>We piloted the edTPA with three undergraduate student teachers in spring, 2013. This experience provided insights into necessary curricular changes, technological demands, and unexpected challenges. This roundtable discussion will focus on concrete recommendations for implementation of the edTPA in each of these three areas.</p>	<p><b>Blue</b></p>
	<p><b>Roundtable 6:</b> Linking Content with Context: The Importance of Embedding Social Justice Principles and Practices Throughout Early Childhood Teacher Education Courses</p> <p>Mona Ivey-Soto—SUNY Cortland</p> <p><b>Strand:</b> Contextualizing Data</p> <p>This interactive roundtable will share the presenter’s mixed methods research study entitled <i>“Examining the Effect of Urban and Rural Practicum Experiences on Pre-service Childhood/Early Childhood Students’ Teaching Practices and Beliefs.”</i> This study and the ongoing curriculum transformation underscore the importance of linking theory and practice regarding social justice education and anti-racist pedagogy across early childhood coursework.</p>	<p><b>Coesa</b></p>
	<p><b>Roundtable 7:</b> Meeting the Challenges of TPA and Carving New Futures for Educators: A Professional Development School (PDS) Partnership Takes Action</p> <p>Linda Catelli—Dowling College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>This session aims to (a) present the challenges of TPA for a 15-year old, PDS Partnership as seen through the eyes of its constituent membership; (b) identify an integrative pre-and-inservice professional development strategy for meeting these challenges; and (c) present a research agenda and innovative plan for initiating new career-ladder positions for educators.</p>	<p><b>Geyser</b></p>
	<p><b>Roundtable 8:</b> <i>NYS Day on The Hill</i>—Planning for 2014: Setting the Agenda Items, Making Legislative Appointments, Creating Materials to Share</p>	<p><b>Hathorne</b></p>

	<p>Lori Quigley—The Sage Colleges          Illana Lane—Medaille College          Debra Colley—Niagara University          Sylvia Blake—Long Island University          Kate DaBoll-Lavoie—Nazareth College          Michael Hogan—Long Island University          Joan Lucariello—City University of New York</p>	
<b>3:00-3:50 p.m.</b>	<b>Technology Sponsor Session IV</b>	
	<p><b>Chalk &amp; Wire: Assessment System Implementation, Accreditation &amp; edTPA™ Under One Roof</b></p> <p>Chalk &amp; Wire employs innovative system design and implementation to support accreditation and teacher certification with a minimum of personnel. Our complete solution to edTPA™ authoring, feedback provision and submission will be demonstrated. Tools aimed at saving time, and also raising faculty engagement will be shown, as well as Chalk &amp; Wire’s industry-leading analytics and field placement suites. You will discover how Chalk &amp; Wire directly assists you in your collection, validation and development of compelling reports and exhibits. Chalk &amp; Wire has achieved a 100% accreditation success rate over 17 years of service. Join us to discover how.</p> <p>Jenessa Irvine, Manager of Client Support &amp; Services, Chalk &amp; Wire Learning Assessment, Inc.</p>	<b>Orenda</b>
<b>4:00-4:30 p.m.</b>	<b>Association Business Meetings</b>	
	<p><b>Business Meeting for NYSATE</b>  <i>The semi-annual meeting of the New York State Association of Teacher Educators. Open to all conference participants.</i></p>	<b>Garden</b>
	<p><b>Business Meeting for NYACTE</b>  <i>The semi-annual meeting of the New York Association of Colleges for Teacher Education. Open to all conference participants.</i></p>	<b>Blue</b>
<b>4:30-5:00 p.m.</b>	<b>Break</b>	
<b>Thursday Evening Schedule</b>		
<b>5:30-6:30 p.m.</b>	<p><b>Cocktail Reception</b> (<i>Open Bar &amp; Appetizers</i>)</p> <p><i>Sponsored by TaskStream</i></p>	<b>Portico</b>



6:30-8:30 p.m.

**Dinner Presentations and Keynote**

**Arches**

**Dinner  
Awards and Presentations**

**Presentation of Charles Mackey Award**

*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. Dr. Mackey's tireless efforts on behalf of teacher educators and teacher practice have made lasting positive changes in education in New York State, the North-east Region and nationally. He was a science teacher in Rhode Island from 1957 to 1966, The Division Chief for Teacher Education in Rhode Island Department of Education from 1963 to 1966. He moved to New York State in 1966 and since then has been the head of teacher education initiatives in the Department of Education's Division of Teacher Education and Certification. During his career he also served in numerous leadership roles in NASDTEC and other interstate and national teacher education organizations.*

**Presentation of Award:** Kate DaBoll-Lavoie and Joanne Curran

**Presentation of 2013 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:** Kate DaBoll and Jerry Rivera-Wilson



Ashli Skura Dreher

## New York State Teacher of the Year for 2014

### **"Teachers Possess an Unending Belief that all Students will Learn"**

Ashli Skura Dreher, the 44th New York State Teacher of the Year, is committed to developing partnerships with families, service providers, and community business leaders in order to advocate for her students that are differently-abled. A teacher for the last 18 years, she has been teaching in the Lewiston-Porter Central School District for 16 years. Ashli teaches special education in an 8:1:1 high school classroom working with students with moderate intellectual disabilities and developmental disabilities.

"Ashli is truly a model of teaching excellence; she is the kind of teacher principals want to lead a class and parents want to teach their children," Commissioner King said. "What I find most impressive about Ashli is her drive to continuously improve her practice. She has achieved the gold standard of teaching, National Board Certification, and is now doing dissertation-level doctoral work."

Currently a doctoral student in the Teaching and Curriculum Department of the University of Rochester's Margaret Warner School of Education and Human Development, Ashli enjoys researching literacy, specifically the best instructional practices for teaching reading to her students with moderate intellectual disabilities.

"Ashli has developed a most unique learning experience for her students," Lewiston-Porter High School Principal Paul Casseri said. "Certainly the learning in her class is focused on life skills and workplace experiences, but at the same time a strong emphasis is placed on academic rigor and literacy development."

Ashli also served as the NYSUT Education and Learning Trust Regional Coordinator for the Western New York and Rochester areas for ten years to promote turnkey training and professional development for teachers and aspiring teachers, and she continues to serve as an instructor in the program teaching undergraduate courses for Ulster County Community College.

"New York's teachers are among the best and most professional in the nation. Still, Ashli manages to stand out," said NYSUT President Richard C. Iannuzzi. "In

her classroom, students with special needs receive a mix of research-based instruction and innovative lessons. Her focus on community and volunteerism, and her close collaboration with parents, make her a sterling example of what happens when great teachers and concerned parents work together on behalf of our children.”

As a former collegiate rower, speed swimmer, and synchronized swimmer, Ashli earned medals at the Junior Olympics and National Championships. Ashli resides on Grand Island with her two daughters; Heavyn, a senior at Grand Island High School and Skye, a first grade student at Charlotte Sidway Elementary School.

Ashli has an unending passion for teaching and learning, and her teaching is embedded in the belief that all students will learn.

DRAFT

Friday, October 18		
7:30-9:00 a.m.	Conference Registration and Continental Breakfast	
7:30-8:45 a.m.	Special Interest Group (SIG) Breakfast Gatherings	
	Early Childhood	Coesa
	Childhood Education	Coesa
	Special Education	Coesa
	Literacy Education	Geyser
	Middle Adolescent, Adolescent Education	Geyser
	Educational Leadership	Hathorne
	Special Subjects (Physical Education, School Health, Art Education, Music Education, School Counseling)	Hathorne
	Deans and Directors	Orenda
9:00-10:10 a.m.	General Session	
	<p>Welcome, Opening Remarks: Sylvia Blake and Kate DaBoll-Lavoie</p> <p><b>TEACHER CERTIFICATION WORKSHOP SESSION</b></p> <p>Jennifer Case, NYSED</p>	Hathorne, Coesa
10:20-11:20 a.m.	Concurrent Paper Session IV	
	<p><b>Paper 1:</b> Aligning Common Core Instructional Shift in Teacher Education Courses: An Action Research Study Case</p> <p>Tiffany Powell-Lambright—The Sage Colleges</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>This presentation will discuss the process, results &amp; implications of an action research endeavor that investigated the degree to which the course objectives for three graduate level classes are actually aligned to CC Instructional Shifts. Findings are beneficial for departments and college-wide decision making across teacher education programs.</p>	Blue
	<b>Paper 2:</b> A Study of Pre-service and In-service Teachers	Red

	<p>Patricia Isaac—SUNY Empire State College</p> <p><b>Strand:</b> Data: Self-Reflection, Teaching, Learning</p> <p>This presentation will focus on results of an ongoing study comparing pre-service teachers ‘and in-service teachers’ perceptions of caring teaching practices and multicultural attitudes and educational beliefs of diverse students. Findings are based on data collected from the 2012 &amp; 2013 Educational Beliefs and Multicultural Attitude Survey- EBMAS.</p>	
	<p><b>Paper 3:</b> Planning for Best Work: Preparing Candidates, Teachers, Supervisors, and Instructors for the edTPA</p> <p>Nancy Dubetz, Christy Folsom—Lehman College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>Based on their experiences in the NYS edTPA pilot project, presenters share specific recommendations for how candidates, cooperating teachers, supervisors, and college instructors can effectively prepare for the edTPA process.</p>	<p><b>Estate</b></p>
	<p><b>Paper 4:</b> Building the Preservice Teacher’s Tech Toolbox: Six Strategies to Extend Tech Competence for Today’s P-12 Inclusive Classrooms in ANY Preservice Education Course</p> <p>Kathleen Gradel—SUNY Fredonia</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>Get focused on six strategies that any preservice education course can integrate, for building candidates’ skills in technology-enhanced inclusive instruction with P-12 students. Strategies will be illustrated with real instructional examples that have been integrated into inclusive teacher ed coursework and are ready for replication in your courses and programs.</p>	<p><b>Garden</b></p>
<p><b>10:20-11:20 a.m.</b></p>	<p><b>Roundtable Session V</b></p>	
	<p><b>Roundtable 1:</b> Fostering Critical Thinking Skills in Young Children</p> <p>Tammy Schillinger—The College of St. Rose</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>This round table discussion will be interactive and will familiarize the participants with practices in teaching pre-service educators how to foster critical thinking skills in young children. Participants will engage in critical thinking activities that are taught to early childhood pre-service teachers.</p>	<p><b>Orenda</b></p>

	<p><b>Roundtable 2:</b> The Role of Partnerships and Professional Collaborations in Creating a Meaningful Five-Day Teacher Education Course</p> <p>Karrie A. Jones, Paul J.Vermette, Jennifer L. Jones, Danyelle Moore, Latice Hairston, Carol Rogers—Niagara University and Tapestry Charter School</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>This interactive roundtable will discuss how community partnerships and guest speakers helped shape a unique five-day teacher education course. Graduate students, their professor, and community members who participated in the course will describe how they used professional collaborations to foster teaching and inspire learning.</p>	<p><b>Geyser</b></p>
	<p><b>Roundtable 3:</b> Turning Teacher Candidates into Teachers: Embracing Professional Dispositions and Culturally Responsive Teaching</p> <p>Susan Dunkle, Kelly Ahuna—Medaille College</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>How to best instill professional dispositions becomes an increasingly salient question as teacher preparation programs are held more accountable for the professionalism of their graduates. This roundtable will advocate for a move from the traditional didactic method to an authentic approach to professionalism, which must incorporate culturally responsive teaching.</p>	<p><b>Arches</b></p>
	<p><b>Roundtable 4:</b> From Assessments to Budgets to Common Core: Ensuring Educational Leaders Have the Skills Needed to Tell Their Own Local Stories Within the Milieu of the Modern ABC's of Schooling</p> <p>John W. Johnson—The Sage Colleges</p> <p><b>Strand:</b> Advocacy and Policy</p> <p>Today's schools operate in an era of increased competition, accountability, tight budgets, and media scrutiny focused on national and state stories of big "reforms and results". This paper outlines the current needs, reviews successful models and research literature for key program components, and lays out recommendations for school and district leadership preparation programs.</p>	<p><b>Coesa</b></p>
	<p><b>Roundtable 5:</b> Three Teachers Meeting the Challenges of APPR: Willing Partners Modeling Excellence and Professional Collaboration in an Era of Intensification</p> <p>Kim Wieczorek, John Livermore, Valerie Behr—SUNY Cortland</p> <p><b>Strand:</b> Advocacy and Policy</p>	<p><b>Sun</b></p>

	<p>This roundtable presentation highlights the perspectives of three teachers and their continued willingness to host student teachers, despite current initiatives that intensify their work. These three teachers model not only how to be effective partners but also how their skills with data and assessment enable confidence to effectively host preservice teachers and drive excellent teacher preparation.</p>	
<p>11:30am – 12:15pm</p>	<p><b>Concurrent Paper Session VI</b></p>	
	<p><b>Paper 1: Integrating Family Engagement Into Teacher Preparation</b></p> <p>Helene Fallon—Long Island University</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p><b>Integrating Family Engagement in Teacher Preparation</b> courses is fast becoming an important competitive advantage for education programs. Presenter will offer examples of how NYS teacher preparation programs incorporate explicit instruction to support the data that shows the positive impact that effective family engagement has on student performance and outcomes.</p>	<p><b>Blue</b></p>
	<p><b>Paper 2: Today’s School Counselor: Transforming Student Achievement Through Advocacy, Partnerships, and Collaboration</b></p> <p>Fallon Dodson—Long Island University</p> <p><b>Strand:</b> Advocacy and Policy</p> <p>As advocates, school counselors work tirelessly to provide academic, personal/social, and career support for all students. The purpose of this presentation is to explore the roles of today’s school counselor as an advocate, partner, and collaborator in transforming student achievement. This practice-focused presentation explores integrating collaboration with home-school-community partnerships.</p>	<p><b>Sun</b></p>
	<p><b>Paper 3: Our Race to the Top</b></p> <p>Ann Monroe-Baillargeon—Alfred Universtiy Debra Colley, James Mills, Chandra Foote, Patti Wroebel—Niagara University Kate DaBoll-Lavoie—Nazareth College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>This presentation will examine changes resulting from RTTT that impact higher education, and the planning efforts of private institutions of higher education in Western New York State as they mobilize to meet the expectations of this initiative.</p>	<p><b>Red</b></p>

	<p><b>Paper 4: Social Justice Education: Preparing Pre-Service Teachers Abstract</b></p> <p>Patricia Isaac, Jelia Domingo, Tina Wagle—SUNY Empire State College</p> <p><b>Strand:</b> Data: Self-Reflection, Teaching, Learning</p> <p>This presentation focuses on our social justice education program for pre-service teachers, which is the central to the foundation courses in our teacher education program. Within the foundation courses, pre-service teachers are instructed in various aspects of cultural diversity, identifying their own bias and developing caring teaching practices.</p>	<p><b>Estate</b></p>
	<p><b>Paper 5: Using Practice-Based Evidence to Improve Pupil Outcomes and Support Teaching Effectiveness</b></p> <p>Larry MaHeady—Buffalo State College</p> <p><b>Strand:</b> Developing Teaching/Leadership Skills</p> <p>Practice-based evidence refers to data that are collected to assess the effects of teaching practices on important pupil outcomes in real life settings. This session describes how general educators, elementary and secondary, used evidence-based practices to improve important pupil outcomes and collected rigorous evidence to document these effects.</p>	<p><b>Garden</b></p>
	<p><b>Paper 6: The Oriskany CSD-Utica College Partnership: Raising Achievement for All</b></p> <p>Patrice Hallock, Laurence Zoekler, Greg Kelahan—Utica College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>Hear about an innovative partnership that aims to (1) increase achievement for P-12 students; (2) increase professional development for in-service teachers; (3) provide clinically-rich teacher preparation for pre-service teachers, and (4) provide a pathway from high school to college for OCSD students who meet UC admissions criteria.</p>	<p><b>Arches</b></p>
	<p><b>Paper 7: Utilizing the edTPA Assessment as a Course Capstone</b></p> <p>Peter Kozik—Keuka College</p> <p><b>Strand:</b> Program Identities in an Era of Standardization</p> <p>In order to prepare students for the Assessment (part 3) portion of the EdTPA, a course capstone was designed for an undergraduate Assessment course in the Spring, 2013, using the rubric for the certification performance. The course included students working at Elementary and Secondary levels. The 72 hour test focused on gathering the quantitative and qualitative data necessary to complete</p>	<p><b>Orenda</b></p>



	<p>the EdTPA assessment as well as the means to differentiating the learning for individual students in an imaginary class, and recording corrections for three individuals. Student results as well as reflections on the success of the test will be shared.</p>	
	<p><b>Paper 8:</b> Introducing the Inclusive Teacher Education (ITE) Special Interest Group (SIG)</p> <p><b>Strand:</b> Contextualizing Data</p> <p>In this presentation we will review briefly the process of becoming the first NYSATE-SIG and discuss our goals and plans for the future. Please join us as we create together the future of the Inclusive Teacher Education SIG.</p>	<p><b>Geyser</b></p>
<p><b>12:15-1:30 p.m.</b></p>	<p><b>Lunch &amp; General Session</b></p>	
	<p style="text-align: center;"><b>Update from New York State Education Department</b></p> <p>Dr. John D’Agati, Deputy Commissioner, Office of Higher Education, New York State Education Department</p> <p>Dr. Stephanie Wood-Garnett, Assistant Commissioner, Office of Higher Education, New York State Education Department</p> <p><b>Introduction of Speakers:</b> Lori Quigley and Sylvia Blake</p> <p><b>Dr. John D’Agati</b> was appointed by the Board of Regents to serve as the Deputy Commissioner for Higher Education in July 2011. The Office of Higher Education coordinates New York State's Higher Education system encompassing 270 colleges and universities. There are 83 public, 147 independent and 40 proprietary degree-granting institutions. OHE primarily provides services to postsecondary institutions; professional educators; students; federal, state and local educational agencies as well as elected officials. The Office 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.</p> <p>Dr. D’Agati was the former direction of the NYS Senate Committee on higher education under the Chairmanship of Senator Ken LaValle and was more recently the Director of Government Relations to Empire State College. As the Director of the NYS Senate Higher Education Committee, he developed and negotiated higher education imitative and policies including financial aid and scholarship programs for students. He was co-director of the Legislative Commission on Science and Technology where he focused on improving higher education partnerships, and enhanced telecommunications policies. Dr. D’Agati also served as Associate Vice Present for Economic Development and Outreach at the College of Nanoscale Science and Engineering, University at Albany.</p>	

Dr. D'Agati earned his BS from Rochester Institute of Technology, his Masters in Public Administration from SUNY Albany and his Doctor of Philosophy in Public Administration and Policy from SUNY Albany.

**Dr. Stephanie Wood-Garnett** is the Assistant Commissioner of Teacher and Leader Effectiveness for the Office of Higher Education at the New York State Education Department (NYSED). Prior to joining NYSED, she was the Director of the Teacher and Principal Evaluation Project for the University of Washington, College of Education, where she also taught EDSPE 515A – Race and Disability. During her career, Dr. Wood-Garnett has served as a central office leader for the Bellevue School District (WA) and the District of Columbia Public Schools. She is also the former director of three technical assistance centers funded by the U.S. Department of Education. Dr. Wood-Garnett obtained her B.A. in English Literature from Dartmouth College; M.S. in Higher Education Administration from The George Washington University; and Ed.D. in Educational Leadership from the University of Pennsylvania.

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