

Advocacy in Teacher and School Leader Education: Partnering to Take Action

2017 NYSATE/NYACTE Annual Fall Conference
Gideon Putnam Resort, Saratoga Springs, NY
October 18-20, 2017



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

New York State Association of Teacher Educators (NYSATE)

NYSATE is an individual membership organization of teacher educators from colleges and universities, elementary and secondary schools, and teacher centers and institutes committed to the highest quality teacher education in New York State. It is the state affiliate of the national Association of Teacher Educators (ATE).

To join NYSATE as an individual member or for more information, go to:

<http://nys-ate.org/join.html>

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New York Association of Colleges for Teacher Education (NYACTE)

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

To join NYACTE (institutional membership) or for more information, go to:

<http://www.nyacte.org/index.html>

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October 2017

Dear Conference Attendees and Colleagues:

Welcome to the 2017 NYSATE/NYACTE Annual Fall Conference at the Gideon Putnam Hotel. The Executive Boards of each organization remain committed to promoting communication and action so that all stakeholders can work together to optimize education for New York State's citizenry.

Our 2017 conference theme, *Advocacy in Teacher and School Leader Education: Partnering to Take Action*, highlights exemplary work in shaping policy in educator preparation, nurturing and sustaining P-12 partnerships, adapting to changes in accreditation, and focusing on best practices.

In response to significant changes in educational policy at the federal level that will have far-reaching effects on P-12 and higher education, we have organized the conference to respond to some important questions:

1. How can we partner with P-12 teachers and leaders, policy makers, and local legislators to advocate for effective teacher and leader preparation?
2. How can we prepare teachers and school leaders as advocates for learners?
3. How can we enact inclusive practices as advocacy?
4. How can we prepare the next generation of teacher educators as advocates?

This year's preconference and conference bring together a variety of stakeholders in teacher education to discuss policies, practices, and research in teacher education. Our goal is to provide participants with the knowledge and skills you need to be effective advocates for teacher education. In addition to the many organizations represented in presentations at this year's conference, you will find information at the end of the program about two important standing committees that represent teacher education in New York State: (1) NYS Teacher Education Advisory Group (NYS-TEAG) and (2) Professional Standards & Practices Board for Teaching. We invite you to learn more about them.

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

Sincerely yours,

Joanna O. Masingila
President
NYACTE

Nancy Dubetz
President
NYSATE

CONFERENCE SPONSORS

NYSATE & NYACTE would like to thank the following companies that supported this conference. Please visit their booths in the Gallery and attend their information sessions included in the program.

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Advocacy in Teacher and School Leader Education: Partnering to Take Action

NYSATE/NYACTE FALL 2017 CONFERENCE
Gideon Putnam Resort & Spa, Saratoga Springs, NY



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NYSATE/NYACTE FALL 2017 CONFERENCE Gideon Putnam Resort & Spa, Saratoga Springs, NY

Pre-Conference Day Wednesday, October 18, 2017

9:00-10:00	Registration and Continental Breakfast	Gallery
10:00-11:00	Welcome & Introductions, Presidents of NYSATE and NYACTE Plenary Meeting: A Conversation between Education Deans and Directors and NYSED Deputy Commissioner of Higher Education John D’Agati	Orenda-Geyser
11:00-12:00	Continued Conversation: Education Deans and Directors continue dialogue with NYSED Deputy Commissioner of Higher Education John D’Agati & NYSED Panelists Barbara Elena Bruno, Barbara Downs, Patricia Oleaga, and Dina Sevayega	Orenda-Geyser
12:00-1:30	Luncheon Plenary: A Conversation with Members of the New York State Board of Regents Facilitator: Joanna Masingila, President of NYACTE & Dean, School of Education, Syracuse University Panelists: <ul style="list-style-type: none"> • Regent Kathleen M. Cashin • Regent Elizabeth S. Hakanson • Regent Judith Johnson • Regent Roger Tilles 	Orenda-Geyser

Pre-conference Concurrent Workshops/Sessions

1:45-2:45	Deans’ Strand: Continued Conversation with the NYS Regents	Hathorne
2:45-3:45	Deans’ Strand: Q & A with Donna Wiseman, Former Dean of the College of Education, University of Maryland, Current Consultant with CAEP	Hathorne
1:45-2:45 AND 2:45-3:45	Lessons for New York from Across the Nation: Sustainably Funding Quality Teacher Residencies Karen DeMoss, Director, Brigid Fallon, New York State Lead, Divya Mansukhani, New Jersey State Lead, Gretchen Mills, Communications and Engagement Manager The Sustainable Funding Project at Bank Street College Learn about states, districts, and teacher preparation programs at the forefront of a shift towards high-quality teacher residencies, including innovative state policy and financial strategies that incentivize and support programs and local approaches to partnership development and resource allocation among districts and program providers that facilitate quality, sustainable programs.	Coesa

Wed, Oct 18

1:45-2:45

AND

2:45-3:45

Overview of the New York State edTPA Handbook Review Process

Laura Glass, Coordinator, Education Programs, Office of Higher Education, NYSED

Estate

Representatives from NYS higher education, NYSED, SCALE, and Pearson collaborated on the development of an edTPA Handbook Review Process. One step in the process is collecting recommendations for specific changes to edTPA handbooks through this session and a survey. The edTPA Handbook Review Survey is available online at <https://www.surveymonkey.com/r/edtpahandbook2017>.

1:45-2:45

AND

2:45-3:45

A New Expectation Framework: What Matters in Educator Preparation and How Do We Measure It?

Virginia Goatley, University at Albany, SUNY

Mark LaCelle-Peterson, President and CEO, Association for Advancing Quality in Educator Preparation (AAQEP)

Garden

What really identifies quality in educator preparation? Educator preparation professionals from across the country have developed an Expectation Framework that differentiates settled expectations from common aspirations, and argues for prioritizing direct, measures of program quality. This framework will be presented for review and discussion by NYACTE members.

1:45-2:45

AND

2:45-3:45

CAEP Accreditation and Accountability & CAEP Latest Developments

Tatiana Rivadeneyra, Director of Accreditation, SI/TI Pathways

Blue

This session will focus on the key language and intent of CAEP Initial and Advanced Standards and components. Content will reference the evidence sufficiency criteria and handouts.

Wednesday Evening

NYSATE and NYACTE Board Meetings

4:30 PM

NYSATE Board Meeting

Red

4:30 PM

NYACTE Board Meeting

Sun

6:30-8:00

NYSATE & NYACTE Boards - Joint Dinner Meeting

Blue

SAVE the DATES:
Fall 2018 NYSATE-NYACTE CONFERENCE
October 10-12, 2018
Gideon Putman Hotel
Saratoga Springs, NY
For more information, go to www.nys-ate.org or www.nyacte.org

NYSATE/NYACTE FALL 2017 CONFERENCE

Gideon Putnam Resort & Spa, Saratoga Springs, NY

Thursday, October 19, 2017

8:00-9:00	Registration and Continental Breakfast	Gallery
9:00-10:30	Plenary Session	Hathorne- Coesa- Geyser
	<p>Welcome, Opening Remarks from presidents of NYSATE & NYACTE Nancy Dubetz, President of NYSATE & Joanna Masingila, President of NYACTE</p> <p>Invited Keynote: “Voices” of Educator Preparation Professionals Nadene Davidson, AACTE Board of Directors & Past-President, Advisory Council of State Representatives</p> <p>Facilitator: Kate DaBoll-Lavoie, Dean of the School of Education, Nazareth College</p> <p>Educator preparation professionals offer exceptional programs to prepare highly effective educators for schools of tomorrow. However, in today’s social and political context, educational professionals must also engage in advocacy initiatives beyond the traditional program framework. We must collaborate with various stakeholder groups to build partnerships and engage in areas that might include policy development and legislative actions. During this session, we will discuss a range of options for engaging in advocacy initiatives and share successes and challenges from other state affiliates. We will also explore developing the “voices” of educator preparation professionals.</p>	
10:45-11:30	Concurrent Sessions	
10:45-11:30	<p>Fostering Teacher Candidates’ Success on the Elementary Education edTPA Sarah Birch & Phyllis Corbin, St. Joseph’s College <i>Format: Workshop</i></p> <p>This workshop presents supports to prepare teacher candidates to complete the edTPA. Emphasis is placed on examples of authentic projects, integrating edTPA tasks, presented during students’ sophomore, junior and senior years. Examples of support (graphic organizers; self-monitoring tools) are presented. Participants have opportunities to practice using the tools developed.</p>	Red
10:45-11:30	<p>EPP Accreditation, Assessment, and Accountability Tatiana Rivadeneyra, Director of Accreditation, SI/TI Pathways</p> <p>This session will focus on the key language and intent of CAEP Initial and Advanced Standards, and components. Content will reference the evidence sufficiency criteria with handouts provided.</p>	Sun

Thu, Oct 19

- 10:45-11:30 **Navigating the rough “C’s” of Program Impact: The Cycle of Collection, Connection, and Continuous Reflection** Estate
Linda Kraemer & Madeline Craig, Molloy College
- Through this presentation, we will share our strategies to access P-12 data from program completers. We will describe a pilot study of our newly developed plan for measuring program impact in order to respond to Standard 4 of the CAEP accreditation process.
- 10:45-11:30 ***Getting the Most From edTPA™ for Program Improvement*** Garden
Christine Widdall, SUNY Cortland, Matthew Guilford, & Dara Wexler, Education Solutions, Taskstream-TK20
- Learn how SUNY Cortland, one of NY State’s largest EPPs, has gained uniformity to assess candidate performance, identify patterns and challenges, and inform improvements across 11 programs with Taskstream-Tk20 and edTPA.
- Sponsored by

- 10:45-11:30 **Keynote Follow-Up Session with Nadene Davidson** Geyser
Opportunity to talk in a more informal setting with the morning keynote speaker.
- 10:45-11:30 **Promoting Advocacy for English Learners (ELs) in Teacher Education Programs** Coesa
Sylvia Valentin, Niagara University
- Teacher education programs must prepare all teacher candidates, not only those in TESOL programs, with the necessary tools to become advocates for English Learners and their families. It necessary to examine teacher education programs to identify how advocacy is integrated throughout their curriculum. This paper will provide recommendations on how to integrate and promote advocacy skills in teacher preparation courses.
- 10:45-11:30 **ROUNDTABLE SESSION** Orenda
- Roundtable 1: Innovation through P-20 Partnership: The Classroom Academy: A Clinical Residency Model for Teacher Preparation**
Colleen McDonald, NBCNY and Cambridge Faculty Association; Stephen Danna, SUNY Plattsburgh; James Dexter, WSWHE Board of Cooperative Education Services
- This innovative 2-year clinical residency pilot stems from the knowledge that, as with the medical model, extended clinical residencies are critical to the teaching profession. Our P-20 collaboration has reshaped paradigms of payments, for both residents and attending teachers, through a sustainable BOCES Contract for Shared Services model.
- Roundtable 2: The Role of Successful Clinical Field Experiences Starting Freshmen Year Through Student Teaching**
Amy Gervich & Cindy McCarty, SUNY Plattsburgh
- During this roundtable discussion, we will present on how the teacher education program at SUNY Plattsburgh utilizes field experiences as an integral part of our success for teacher candidates to build their confidence teaching and their ability to be advocates in their future classroom.
- Roundtable 3: Relationships Among Academic Indicators for Effective Educator Preparation**
Sunny Duerr & Michael Rosenberg, SUNY New Paltz
- Recent policy decisions have increased the burden on prospective teachers by requiring a battery of expensive standardized tests. An analysis of relationships among several common indicators of academic success (e.g., GPA, SAT/GRE scores, and NYSTCE scores including edTPA) from one SUNY institution will provide a foundation for this discussion.

Roundtable 4: Taking the Plunge to Upgrade: Tech Integration for Technophobic Teacher Educators

Miriam Hirsch, Stern College for Women, Yeshiva University

This session offers teacher educators guidance with free digital tools to enhance their EPPs. Introduction to the SAMR model (Puentedura, 2006) precedes demonstration/discussion of five tools: Kami for collaborative reading, Adobe Spark for Digital Storytelling, Piktochart for Presentation, Pinterest for Curation, & Google Sites for Collaborative Research and Portfolios.

**Thu, Oct 19
11:45-12:30**

Concurrent Sessions

11:45-12:30	Advocacy in Action Leah Lembo, New York State United Teachers / United University Professions Jamie Dangler, Vice President for Academics, United University Professions <i>Format: Workshop</i>	Red
	<p>Staying on top of the policy agenda and advocating for teacher preparation is important work and anyone concerned can play a role. Members of the field can work together with policy makers to collaborate towards change. In this presentation, we share information about the work of the ongoing advocacy initiatives and will provide ways for you to get more involved.</p>	
11:45-12:30	Program Improvement through Collaboration: The Summer Institute Approach Matthew LaFave. University at Albany, State University of New York	Sun
	<p>Collaboration between Teacher Preparation Programs and community partners is critical. Input from school districts, and the collective experiences of University faculty, and cooperating teachers can shape the design of programs, and transform clinical practice. This session discusses the use of a Summer Institute as means for developing a shared vision.</p>	
11:45-12:30	Obstacles to Reporting Bullying Four Years after DASA: Avenues for Advocacy with P-12 Partners Nanci Monaco & Katherine Knauf, SUNY Buffalo State	Estate
	<p>After four years of DASA at SUNY Buffalo State, we have trained 1000 teacher candidates on best practices to address bullying. Despite this, fewer than 5% of the schools in Western New York made a single report to the state. This presentation addresses the reasons why and advocacy strategies.</p>	
11:45-12:30	Partnering to Prepare New Teachers to Support English New Learners Roberta Trachtman, The Allenwood Company, LLC	Garden
	<p>Session cancelled. Materials shared on NYSATE/NYACTE website.</p>	
11:45-12:30	Funding Teacher Candidates During Year-Long Clinical Practice: Structuring Partnerships to Meet School and Candidate Needs Karen DeMoss, Director, Brigid Fallon, New York State Lead, Divya Mansukhani, New Jersey State Lead, Gretchen Mills, Communications and Engagement Manager, The Sustainable Funding Project at Bank Street College	Geyser
	<p>Imagine an education system that works for everyone – aspiring teachers, preparation programs, districts, schools, and, above all, students. When designed with principles of quality and fiscal sustainability, teacher residencies can help bring this vision to fruition. Learn about the promise of residency partnerships and resource allocation approaches that support them.</p>	

Thu, Oct 19

What Does It Mean to be a “Good” or “Suitable” Teacher? Tensions and Advocacy in Preparing a Diverse Teaching Force

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

Facilitator: Christine Dawson, SIG President; Visiting Scholar at University at Albany, SUNY

Luncheon Plenary Panelists:

Ellen Contopidis, Nazareth College; Immaculee Harushimana, Lehman College
Rebecca Page Johnson, Elmira College; Shirley Sommers, Nazareth College; &
Patricia Velasco, Queens College, City University of New York

Social justice educators have long asked for a more diverse teaching force to reflect the students in today's public schools. Despite our best efforts in building an inclusive teacher workforce, the restrictive nature of becoming a teacher presents multiple hurdles for teacher candidates who live in the margins. From mounting costs and state requirements to resistance within public school placements, diverse candidates often face a true challenge in the process of becoming certified teachers. In this lunch plenary session, the panelists will examine the ways in which teacher education programs and individual student teacher candidates negotiate identity and opportunity in diversifying the teaching force. Individual presentations will address the restricting nature of new teacher certification mandates, immigrant identities in the age of Trump, stereotyping of student teachers of color, and heteronormativity in student teacher placements. Examples of promising practices that can move us toward teacher education transformation will be provided.

2:00-2:45

Concurrent Sessions

2:00-2:45

Empowering Silenced Voices through Talking Circle Processes in Just and Equitable Learning Environments

Andrea Zakin & Abigail McNamee, Lehman College
Format: Workshop

College faculty & students can gather in circle groups to solve problems, support and connect to one another & further understanding of ourselves, others, & ideas. This workshop will use art to bring participants into a talking circle. The process will be followed by discussion of suitability, preparation, convening, and follow-up.

Red

2:00-2:45

A Checklist for Professional Learning: Planning, Carrying out and Evaluating Culturally Responsive Professional Development for Teacher Leaders

Sharon Peck, SUNY Geneseo & Tracey Cretelle, University of Rochester
Format: Workshop

This presentation introduces a checklist for planning effective professional development aimed to empower teachers and teacher leaders to support diverse learners. We focus on ensuring that programs fit the needs of diverse students, and by supporting teacher leaders to enact professional development, as they know best the cultural backgrounds and needs of their students.

Sun

2:00-2:45

Multiple Perspectives on Enacting Social Justice through Inclusive Teacher Preparation

Leslie Soodak, Roberta Wiener, & Christine Clayton, Pace University

This presentation will detail the implementation and outcomes of a program that prepares dually certified teachers for inclusive classroom. Two themes will be explored: 1) capacity-building and sustainability of inclusive teacher preparation and 2) realizing benefits to P-12 students. Perspectives of faculty, field supervisors, candidates and graduates will be provided.

Estate

Thu, Oct 19

2:00-2:45

Student Teachers Learn about Becoming Agents of Change in Their Classrooms

Barbara Burns, Canisius College

Garden

This presentation discusses an assignment where student teachers designed and implemented a change agent project with their respective elementary or secondary students. The project assisted students in considering injustices in their communities and world and determining how they could work to change or alleviate injustices such as bullying.

2:00-2:45

A New Expectation Framework: What Matters in Educator Preparation and How Do We Measure It?

Virginia Goatley, University at Albany, SUNY Mark LaCelle-Peterson, President and CEO, Association for Advancing Quality in Educator Preparation (AAQEP)

Hathorne

What really identifies quality in educator preparation? Educator preparation professionals from across the country have developed an Expectation Framework that differentiates settled expectations from common aspirations, and argues for prioritizing direct measures of program quality. This framework will be presented for review and discussion by NYACTE members.

2:00-2:45

Continued Conversation: What Does It Mean to be a “Good” or “Suitable” Teacher? Tensions and Advocacy in Preparing a Diverse Teaching Force

Geyser

Facilitator: Christine Dawson, SIG President; Visiting Scholar at University at Albany, SUNY

Panelists:

Ellen Contopidis, Nazareth College; Rebecca Page Johnson, Elmira College
Immaculee Harushimana, Lehman College; Shirley Sommers, Nazareth College & Patricia Velasco, Queens College, City University of New York

2:00-2:45

Why Universities Love Educational Impact

Joseph Rowley & Eric Epstein, Educational Consultants, Educational Impact

Coesa

The video partner of choice for Colleges of Education. 500+ hours of video. 250+ hours of real classroom video. 5100+ URL's you can embed in your courses. Make theory come alive. Replace textbooks with real-life examples. edTPA content for faculty & Teacher Preparation candidates. Ed Foundations, Ed Psychology, Clinical/Practicum, Methods, Special Ed, ESL...we have it all.

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2:00-2:45

ROUNDTABLE SESSION

Roundtable 1: Poverty and Inequity Within the Public Schools

Ann Fradkin-Hayslip, St. Bonaventure University

Orenda

Participants will: Explore the statistics of school-aged children who are living at or below the poverty level within NYS and across the nation; Discuss how poverty affects children - academically, socially and personally, and how it relates to inequity within the schools; and Collaboratively develop strategies for beginning teachers to meet the needs of students who live in poverty.

Roundtable 2: How do Principals Engage in the Design and Implementation of a Science Residency Program?

Maritza Macdonald, American Museum of Natural History, Yvette Rivera, Principal, Bronx Early College Academy for Teaching & Learning, Sarah Goodman, Principal, Hunters Point Community Middle School, Michael McDonnell, Principal, Midwood High School, Gail Joyner-White, Principal, Yonkers Public Schools

Principals in partnership-residency schools share key experiences over the past five years by focusing on these three questions: 1) Why and how principals engage with Residents? 2) How are National and State policies affecting the role of Principals? 3) How do partners involve Principals in the design of the program? design and research?

Thu, Oct 19

2:00-2:45

Roundtable 3: Addressing and Assessing Preservice Teachers' Professional Dispositions

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

Orenda

We will lead a discussion about preparing preservice for the field beyond teaching content—around professional dispositions, behaviors, skills, and abilities. We will share Technical Standards and a related rubric, developed by faculty at RWC, used to assess dispositions. We will elicit conversations about how other institutions attend to such.

Roundtable 4: Preparing Leaders in Literacy and Special Education: Learning and Leading Together

Jennifer Reichenberg & Colleen Wilkinson, Medaille College

This roundtable will explore the collaboration between two graduate level classes—one for teachers of students with disabilities and one for literacy professionals—centered on students designing and implementing professional development workshops for presentation to our combined classes. Techniques for preparation and facilitation of the workshops will be shared.

3:00-3:45

Concurrent Sessions

3:00=3:45

Safe Spaces and Educational Policies

Timothy Bellavia, Touro College & University System, & Tanzeah Robinson-Sharpe, Ashland University

Format: Workshop

Red

This research based project explores “safe spaces” and educational policy, by using the patented Sage doll that focus’ on self-perceptions in relation to race, gender, religion, creed, orientations, socio-economic status, segregation, etc.

3:00=3:45

Thinking Critically and Visually about Data with Infographics

Peter McDermott, Pace University & Kathleen Gormley, The Sage Colleges

Format: Workshop

Sun

Thinking critically and visually with data are ever more important in today’s world. In this workshop, theory and practices for critical and visual thinking are examined. The use of conventional and digital strategies are discussed, and particular attention is given to ways infographics can be used in teacher education.

3:00=3:45

Promoting Equity, Excellence and Ethics through P-12 Partnerships, Collaboration & Community Engagement

Craig Michaels, Dean of Queens College, City University of New York & Madelene Chan, Superintendent, Community School District 24 NYCDOE

Garden

In this session, the Queens College Dean of Education and the Superintendent of NYCDOE District 24 present their collaborative work on promoting Equity, Excellence and Ethics by promoting the learning and well-being of students in the K-12 schools and their families; and enhancing the preparation, induction, and professional development of educators at the pre-service and in-service levels.

3:00=3:45

The Value of Career Changers as Classroom Teachers

Heather Reynolds, SUNY Empire State College

Hathorne

This presentation will focus on the analysis of an in-depth survey of 40 career changers and what they bring to schools and classrooms in terms of professional experiences, strengths/characteristics, and applied knowledge that can help to make the subject matter relevant and engaging to a wide range of students.

3:00=3:45

Innovative Approaches Utilizing Video Case Analysis in Teacher Preparation

Chandra Foote & Mary Ellen Bardsley, Niagara University

This session examines innovative uses of ATLAS in the development of pre-service teachers. Presenters will emphasize strategies that integrate ATLAS to prepare teacher candidates to be successful in their own classrooms by exploring the online case library of National Board Certified Teachers' videos of classroom practice combined with their written analysis of the instruction and student work.

3:00=3:45

Moving Special Educators from "Guests" to Co-Teachers: Strategies to Support Preservice Teachers

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

Coesa

It is important for teacher preparation programs to understand that preservice teachers need practical experiences with co-teaching, not just theory. In talking with P-12 teachers as well as the results from our own research studies we have found several ways to provide these practical experiences to our preservice teachers in constructive ways.

4:00-4:45

Concurrent Sessions

4:00-4:45

Learning From One Another: A School-University Tutoring Collaboration for Multilingual Learners

Francine Falk-Ross, Pace University & Ann Dealy, Ossining Free Union School District

Red

This school-university collaboration model focuses on an after school tutoring program for multilingual struggling readers that benefits the preservice teachers' growth as educators as well as the young children's content literacy learning. This program has produced statistically significant results in students' achievement, and opportunities for educators to learn about diversity.

4:00-4:45

Be the Change You Want to See: A Culturally-Responsive Reading Intervention with African-Born Elementary Children

Immaculee Harushimana, Lehman College

Sun

This presentation describes a small reading intervention program, in the form of participatory action research, which was conceived for African-born, elementary level immigrant children upon realization that a third grader did not know the meaning of the word of in print. A culturally-responsive pedagogy is enacted from a foreign-born perspective

4:00-4:45

Putting the Pieces Together: Using Assessment Data to Inform Aligned Programmatic Change

Amanda Winkelsas, St. Bonaventure University

Estate

This session will focus on a new program director's use of key assessments to understand strengths and gaps in candidate development within a teacher preparation program. We'll explore how assessment data was analyzed to inform programmatic changes to align with the needs of candidates and the demands of the edTPA.

4:00-4:45

Infusing the Concepts and Academic Language of the edTPA into Supervision of Pre-Service Teachers: Using the B-D-A Approach

Nancy Casey, St. Bonaventure University

Garden

The edTPA can be thought of as a curriculum map, guiding what pre-service teachers should be able to do. This presentation will discuss one approach to infusing edTPA concepts and academic language into pre-service programs focusing on using the language before, during and after candidate's teaching during field experiences.

Thu, Oct 19

4:00-4:45

Fostering Teacher Leadership and Advocacy Through University-School Partnerships: An Examination of the National Writing Project Model

Hathorne

Mary Sawyer & Tom Meyer SUNY New Paltz, Christine McCartney, Excelsior Academy, Newburgh Enlarged Central Schools, Dorothy Luongo, Poughkeepsie Day School, Christine Dawson, SUNY Albany

This presentation examines the National Writing Project (NWP) as a model for developing teacher leaders. Each of New York's eight Writing Project sites represents a university-school partnership focused on improving the teaching of writing/literacy using a teacher-teaching-teacher model. The results of a new credit-bearing leadership program offered by the Hudson Valley Writing Project @ SUNY New Paltz will be discussed.

4:00-4:45

Preparing for Your Next CAEP Reaccreditation Review

Geyser

Dr. Lance Tomei, University of Central Florida, College of Education and Human Performance, Director for Assessment, Accreditation, and Data Management (ret. 2013); Consultant for Livetext

Beginning in 2019, CAEP reviews will require three cycles of data. During this presentation, Dr. Lance Tomei will share with you the essential elements of successful preparation for a CAEP re-accreditation review. This presentation will provide a broad overview of important considerations including: major differences between former NCATE requirements and current CAEP requirements, developing an effective assessment system at both unit and program levels, designing high quality rubrics, demonstrating validity and reliability, focusing on impact and quality assurance/continuous quality improvement, and establishing a comprehensive action plan and timeline for your re-accreditation visit.

Sponsored by



4:00-4:45

We Are in This Together: Sharing Assessments to Meet the CAEP Standards

Coesa

Christine Smith, Assistant Service Professor, Department of Educational Policy and Leadership, University at Albany

This interactive session will allow participants to discuss and share assessments being used to collect data for self-studies. Emphasis will be on assessments used for CAEP Standard 4, but participants are encouraged to bring items/ideas for all standards to share. This is not a CAEP sponsored session; it is an opportunity for EPPs to share with other EPPs

4:00-4:45

ROUNDTABLE SESSION

Roundtable 1: Taking Action to Maintain Quality in Special Education

Orenda

Frances Meyer, Metropolitan College of New York

It has taken over fifty years to achieve first class citizenship for children and adults with disabilities. The role of the advocate brought about access to education in the least restrictive environment and development of special education teacher education programs. Today it is imperative that we advocate for retaining these same advancements.

Roundtable 2: Using Lesson Study to Create Effective, Reciprocal University-School Partnerships

Krystal Barber, SUNY Cortland

This session was cancelled.

Roundtable 3: Transformation of undergraduate teacher candidates' professional identity through early experiences

Yong Yu, Denise Simard & Jean Mockry, SUNY Plattsburgh

This presentation shares several focal cases of undergraduate teacher candidates who participated in the afterschool program as part of the early field experiences requirement of the education courses they take.

Roundtable 4: Visualizing edTPA Tasks 1 & 3 within EngageNY Frameworks: Aligning Standards, Differentiated Objectives and Assessments

John Wands Sacca, PhD, The Esteves School of Education, Troy, NY

The edTPA obliges candidates to design differentiated objectives that align with standards and formative assessment instruments. The suggested chart facilitates the alignment of academic and domain-specific language with language functions and higher-order cognitive behaviors, by allowing candidates to visualize this process through the use of a matrix and color coding.

Thursday Evening Schedule

5:00-6:00	Business Meeting for NYSATE	Red
5:00-6:00	Business Meeting for NYACTE	Estate
6:30-7:00	Cocktail Reception (<i>Open Bar & Appetizers</i>)	Gallery

7:00-8:30

THURSDAY, OCTOBER 19

Dinner Plenary Session

Hathorne-
Coesa-
Geyser

Welcome

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

Presentation of Awards

Nancy Dubetz



Kathleen DaBoll-Lavoie 2017 Appleby Award Recipient

Dr. Kathleen DaBoll-Lavoie is currently the Dean of the School of Education at Nazareth College and has served in many roles at Nazareth since 1991. She has served as the co-director of the Robert Noyce Scholar Program, as Chair of the Department of Inclusive Childhood Education, Associate Chair of the School of Education, the Director of Graduate Inclusive Early Childhood and Childhood Education Programs, and the Director of the Undergraduate Inclusive Childhood/Middle Childhood Education Program. Prior to her tenure at Nazareth, Dr. DaBoll-Lavoie taught at Syracuse University and began her career in education as a high school social studies teacher at South Jefferson Central School and Lowville Academy.

Dr. DaBoll-Lavoie is immediate Past President of the New York Association of Colleges for Teacher Education, and serves on the Teacher Education Advisory Group to the New York State Education Department. She is Co-Chair of the New York State Professional Standards and Practices Board. She is past president of the New York State Association of Teacher Educators, and was a member of the New York State Higher Education Task Force on Quality Inclusive Schooling/New York State Partnership for Statewide Systems Change. She was also a member of the planning group for "Building a New York State P-16 Educational Quality Information System." She was an invited member of the New York State Teacher Standards Development Working Group, and the New York Assessments for Initial Teacher and School Building Leader Certification Work Group. Dr. DaBoll-Lavoie has presented extensively at state and national conferences; her work has focused on the development of inclusive teacher education programs, school/college partnerships, and assessment. Dr. DaBoll-Lavoie has a B.A. in history, art history and secondary education from the State University of New York College at Potsdam; an M.S.Ed. in secondary education from the State University of New York University Center at Binghamton; and a Ph.D. in Curriculum and Instruction from Syracuse University.

Thursday October 19, 2017

Keynote Address: The Path Way to Success and the Importance of Teaching Service in Our Schools
Presentation by the 48th New York State Teacher of the Year Christopher Albrecht

Introduction: Jerry Rivera-Wilson



Christopher Albrecht is a 4th grade teacher at the Fred W. Hill School in Brockport, NY. Mr. Albrecht obtained his B.S. in Elementary Education from St. Bonaventure University in 1993 and his M.S. in Education from Clarion University in 1995. Mr. Albrecht created a first of its kind fully integrated technology curriculum involving the internet with his work at the New Martinsville School in West Virginia, which earned him the Sallie Ma First Class National Teacher of the Year Award. Mr. Albrecht returned to upstate New York and has taught for the last 20 years at the Fred W. Hill School. Mr. Albrecht has served on many committees and has mentored many first-year teachers. He has also coached baseball and soccer and began an after school running program. Mr. Albrecht also serves his community as a Board member of the Western Monroe Historical and Clarkson Historical Societies and of the YMCA Camp Cory. He has served as a Boy Scout leader and mentor for Girls on the Run. Mr. Albrecht is also a self-taught geologist focused on paleontology who is a frequently requested presenter on Mineralogy. Mr. Albrecht has been chosen for multiple awards, including the NBC News 10 Golden Apple Award (2013), the National Teacher of the Year by the Campaign for Cursive (2016), and the Mr. Roy Bubb Award from the College at Brockport (2017).

During this presentation, Mr. Albrecht will start with an introduction of his very unconventional start in education in the foothills of West Virginia at a time when the internet was born. He will use this setting as a platform to unravel the steps that he has discovered over years of teaching that help students, schools and communities help students find success. Once success is found, it is our duty to teach community service. However, what does service look like? Community service is a mindset that needs to be part of the culture of education. Mr. Albrecht will dig deep into what this means.

FRIDAY, OCTOBER 20, 2017

8:00-8:45	Conference Registration and Continental Breakfast	Gallery
8:00-8:45	Breakfast Meeting of the Inclusive Teacher Education Special Interest Group (SIG) If you are seeking a forum for discussing how to make your own practice more inclusive, how to advocate for inclusive projects in schooling and in teacher education, or if you want to learn more about the Inclusive Teacher Education SIG, please join SIG members for breakfast.	Orenda
8:45-9:45	Plenary Session: Invited Panel	Hathorne-Coesa

Shaping Policy to Guide Clinical Practice in Teacher Preparation

Facilitator: Nancy Dubetz, President of NYSATE, Professor at Lehman College, City University of New York

Panelists:

Christine Smith, Assistant Service Professor, Department of Educational Policy and Leadership, University at Albany
David Cantaffa, Assistant Provost for Educator Preparation, System Administration of the State University of New York
Laura Glass, Coordinator, Education Programs, Office of Higher Education, New York State Education Department
Erika Abelson, Director Early Career Services, Office of Teacher Recruitment and Quality, New York City Department of Education

In this session, panelists describe policy efforts and recommend practices that will ensure preservice teachers have meaningful clinical experiences that successfully prepare them to assume responsibility for their own classrooms once they begin teaching.

Defining the characteristics of effective clinical preparation has been a focus of recent policy efforts at both national and state levels. The American Association of Colleges for Teacher Education (AACTE) created a Clinical Practice Commission that has developed a white paper organized around ten propositions to guide clinical practice decisions. The white paper will be framed by 10 proclamations to guide decisions about clinical practice in teacher preparation. At the state level, the Board of Regents called for the creation of a Clinical Practice Work Group that is charged with reviewing the regulatory framework for clinical practice and making recommendations to the Board of Regents that would enhance the existing requirements.

The panel includes individuals involved in these policy initiatives as well as representatives of K-12 schools and higher education institutions.

Concurrent Sessions

10:00-10:45

10:00-10:45 **Inter-professional Education for Pre-service Teachers: NOT Another Education Course** Red
Ellen Contopidis, Kerry Dunn & Shanna Jamanis, Nazareth College
Format: Workshop

Professionalism is an essential quality for future teachers. Developing these skills cannot be done in one education course. Presenters will explore how one teacher education program has been involved in an institutional approach to Inter-Professional Education. The structure of course delivery, clinical practice and student perception data will be addressed.

10:00-10:45 **Teacher Education Beyond the Classroom: Partnering with National Parks and Art Museums** Estate
Christine Dawson, University at Albany & Mary Sawyer, SUNY New Paltz

This presentation shares benefits of taking teacher education outside the traditional classroom and into parks and museums. By partnering with environmental, historical, and arts educators, these initiatives extend teacher education into the community and enable teachers to explore opportunities for community engagement and advocacy.

10:00-10:45 **Implementing a Collaborative, Teacher-Powered Model of School Innovation with Integrated Co-teaching at the Core** Garden
Jane Morse, Anjoo Sikka & Crystal Simmons, SUNY Geneseo

Partnerships with struggling public schools are a priority and an opportunity for Schools of Education. Presenters describe the process, challenges, rewards, and initial results of a partnership with a urban public school. Simultaneous renewal, a working model of inclusive classrooms, and a collaborative Teacher-Powered governance system are described.

10:00-10:45 **Modeling Project-based Learning to Engage K-6 Teacher Candidates in the Development of Science and Social Studies PBL Units** Hathorne
Beth Klein & Lin Lin, SUNY Cortland

This presentation shares the implementation of Project-Based Learning into childhood science and social studies methods courses. Faculty model PBL as teacher candidates create their own PBL units. Teacher candidates learn the challenges and benefits of PBL as students and teachers. Methods, project outcomes and teacher candidate perspectives will be shared.

10:00-10:45 **Partnering to Engage Diverse Candidates through Learning Communities and Peer Mentoring** Geysler
Julie Henry, Corinne Kindzierski, Tiffany Nyachae & Dianne McCarthy, Buffalo State College

This session will share two initiatives on our campus designed to help promote success and retention for diverse teacher candidates. We developed a learning community for teacher candidates enrolled in our Introduction to Education class facilitated by undergraduate Teacher Assistants and also began a peer mentoring program for prospective education majors.

Fri. Oct 20 **Advocacy in Clinical Partnerships**
10:00-10:45 Sasha Ramlal, SUNY Oneonta

Coesa

This session will present the how SUNY Oneonta embedded a clinical partnership in an undergraduate teacher preparation course. The clinically-rich experiences of SUNY Oneonta teacher candidates as they assumed an advocacy role to develop a community garden in Bushwick, Brooklyn will be shared.

11:00-11:45

Concurrent Sessions

11:00-11:45 **Fall Meeting of the New York State Association of Early Childhood Teacher Educators (NYSAECTE)** Red
Jeanne Galbraith, SUNY Cortland, Sherry Cleary, The City University of New York (CUNY), Mira Berkley, State University of New York College at Fredonia (SUNY Fredonia), QUALITYStarsNY, Victoria Fantozzi, Manhattanville College, Julie Henry, State University of New York College at Buffalo (SUNY Buffalo State)
Format: Workshop

Please join us for a fall meeting with the NYSAECTE board members. Everyone is welcome. Join us to learn more about our organization, our advocacy for teacher education policies in NYS, discuss topics related to Early Childhood Teacher Education, and to learn how you can become involved with our organization.

11:00-11:45 **Inquiring into Co-Constructing School Partnerships: Developing a Cognitive Apprenticeship Model** Sun
Kimberly Rombach, SUNY Cortland

CAEP (2017) calls for colleges to have "high-quality clinical practice" as central to teacher preparation which shifts practice teaching experiences to the center of program design. This session will describe a cognitive apprenticeship model which can provide a framework for improving teacher candidates' outcomes when participating in practice teaching experiences.

11:00-11:45 **Building Bridges Through Social Contexts of Learning** Estate
Denise Simard, Kathryn Alton. Amy Gervich, Alison Puliatte & Maureen Squires, SUNY Plattsburgh

Our goal is to create a conversation that centralizes content, resources, and instructional strategies regarding social context in education. An overwhelming majority of teachers come from white middle-class backgrounds, but most of the children we teach do not. We hope this presentation will help create a discussion between educators to foster the development of safe, trusting, and caring learning environments.

11:00-11:45 **Scaling up Recruitment and Support for Underrepresented Students in Teacher Education** Garden
Anne Burns Thomas, SUNY Cortland

This presentation will describe a successful teacher education scholarship and program for students of color who are interested in teaching in urban areas. The presentation will address best practices for program development and support for students of color in teacher education.

11:00-11:45 **Examining Program-Level edTPA Data Using ResultsAnalyzer®** Hathorne
Kellie Crawford, Manager, Educator Relations; Evaluation Systems Group of Pearson

ResultsAnalyzer® provides a data dashboard for programs to view, filter, and download edTPA results. In this session, you will explore numerous "data overlays" that can be set up to present score information in a variety of ways. The presenter will walk you through viewing individual candidate data, filtering and sorting by content area, task, rubric, and other criteria. Presenters will also demonstrate several scenarios in which programs may use data to facilitate dialogue around candidate-performance trends, areas of strength or concern, etc.



Fri. Oct 20

11:00-11:4

Dispositions: Content Validity of an Assessment of Non-Academic Characteristics.

Sunny Duerr, SUNY New Paltz

Geyser

This presentation discusses the way one education preparation provider partnered with P-12 educators, administrators, and faculty from other higher-education institutions to establish content validity for an assessment of candidate dispositions. Participants will learn how this process provides accreditation evidence for CAEP standards 2.1, 2.3, 3.3, 3.4, 5.1, 5.2, and 5.

11:00-11:45

Strategic Planning for Sustainably-Funded Teacher Residencies: A Working Session

Karen DeMoss, Director, Brigid Fallon, New York State Lead, Divya Mansukhani, New Jersey State Lead, Gretchen Mills, Communications and Engagement Manager
The Sustainable Funding Project at Bank Street College

Coesa

How might your programs apply principles of sustainability and innovative resource reallocation to develop and/or expand year-long clinical practice models? In this work session, begin or continue strategic planning to ensure your residency program(s) are strong and sustainable, drawing from lessons and best practices from early innovators across the country.

11:00-11:45

ROUNDTABLE SESSION

Orenda

Roundtable 1: Advocating for Teacher Candidates from Community Colleges

Leslie Craigo, Borough of Manhattan Community College, Katharine Miles, Brooklyn College, Selenid Gonzalez-Frey, Graduate Center, City University of New York

This project advocates for teacher candidates who come from underserved populations, which is reflected at community colleges. Writing performance and college experience of initial two year enrolled (community college transfer students) versus initial four year enrolled students in a teacher preparation program were examined.

Roundtable 2: Creating Trauma Sensitive Classrooms: Greece Central School District's and St. John Fisher College's School of Education's Partnership

Susie Hildenbrand, Michael Wischnowski & Donna Riter, St. John Fisher College School of Education, Valerie Paine & Chris Sloane, Greece Central School District

Greece Central School District and St. John Fisher College School of Education share their partnership to implement a professional development series for teachers to assist in creating trauma sensitive classrooms fostering social emotional health and academic success.

Roundtable 3: Co-Creating Teacher Preparation Through Methods Courses and Field Experiences: What Works?

Susan Stratton, SUNY Cortland

Coordinating a range of tasks and responsibilities for teacher candidates, from host teachers, and university faculty is critically important for successful field placements. Can candidate learning in these contexts be maximized? Our presentation describes activities we are using to coordinate and co-create methods to enrich learning experiences for our teacher candidates.

Roundtable 4: Integration of iPads with Students with Low Incidence Disabilities in Elementary Classrooms

Katie Heath, Roberts Wesleyan College

The use of iPads in the classroom is a common scene in today's schools. iPads are leading the technology revolution in classroom environments. iPads assist all students, especially students with special needs. This research studied the use of iPads in K-6 educational settings with students with low incidence disabilities.

Roundtable 5: Novice Teacher and Preservice Teacher Research: Informing Best Practice in Teacher Education Programs

Sheila Flihan, The College of St. Rose & Kayla Curtiss, All Saints Catholic Academy

In this presentation, a teacher educator and novice K-8 teacher discuss the ways in which the findings of a small-scale research study conducted in a capstone graduate course revealed the professional concerns of novice teachers and preservice teachers and provided information on how teacher education programs can address them.

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

On Our Way to Stronger Schools: Progress Made and The Work Ahead

Senior Deputy Commissioner of Education Policy Jhone Ebert will speak about the newly adopted ESSA plan, the newly adopted learning standards and state assessments, and the path forward.



As Senior Deputy Commissioner for Education Policy in New York State, Jhone Ebert provides leadership, guidance, and support for the efforts of local educators to prepare students for success in life after high school. Her responsibilities include standards, assessment, educational technology, special education, teacher certification, and university evaluation. Prior to joining the New York State Education Department, Ms. Ebert served in various roles in the Clark County School District in Nevada. These included Chief Innovation and Productivity Officer, Chief Technology Officer, Assistant Superintendent for Curriculum and Professional Development, Director of Magnet Schools, Principal of Virtual High School, Director of K-12 Mathematics, and High School Teacher. An occasional author and frequent speaker, Ms. Ebert is an advocate for capitalizing on technology and innovation to increase access for all students. She was named one of 20 to watch by the National School Boards Association's Technology Leadership Network in 2013, inducted into the CCSD Excellence in Education Hall of Fame in 2012, and was a 1996 recipient of the Presidential Award for Excellence in Mathematics Teaching.

AWARDS

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

R. Neal Appleby Outstanding Teacher Educator Award

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

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

Charles Mackey Jr. Excellence in Service Leadership Award

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

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

Distinguished Program Award in Teacher Education

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

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

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

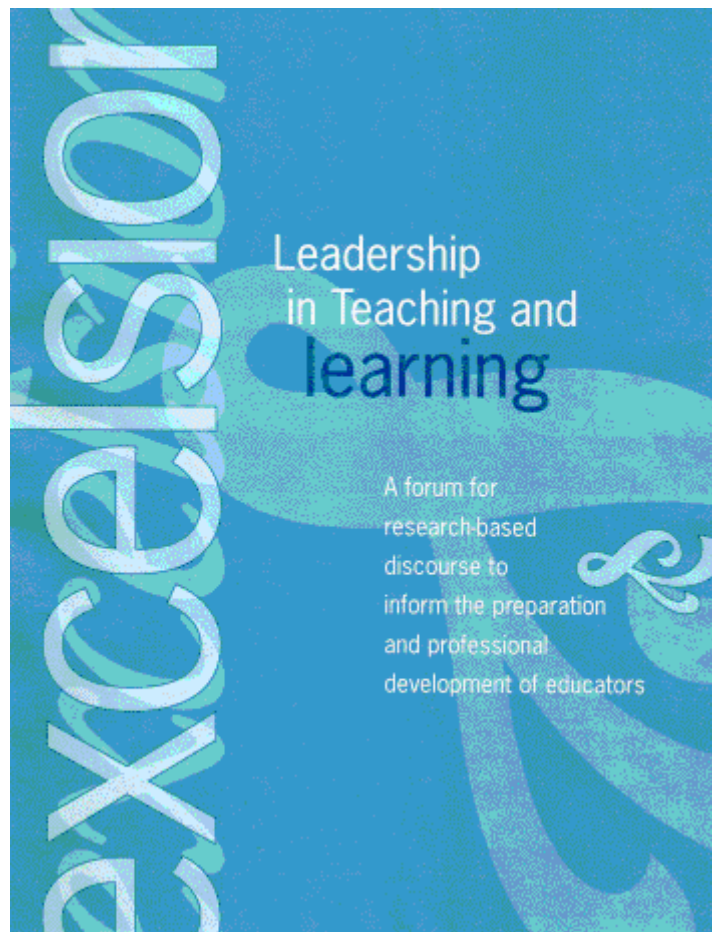
Institutions achieving the *Distinguished Program Award* (DPA) will be honored by the NYSATE/NYACTE membership at the Fall conference. If considered appropriate the Executive Boards of NYSATE/ NYACTE will nominate the program for the *Association of Teacher Educators* (ATE) **Distinguished Program in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

EXCELSIOR: Leadership in Teaching and Learning

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

For subscription information & submission requirements, go to:

<http://www.nyacte.org/journal/journal.html>



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

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

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

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

Professional Standards & Practices Board for Teaching

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

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

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

*Gideon Putnam Resort
Main Floor*

