

*Enhancing Student Learning through Meaningful Collaboration*  
**NYSATE/NYACTE**  
**SPRING 2009 CONFERENCE**  
*Gideon Putnam Resort & Spa, Saratoga Springs, NY*

*Wednesday, April 22nd*

**NYSATE and NYACTE Board Meetings**

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

*Thursday, April 23rd*

8:00-9:00                      **Registration and Continental Breakfast**                      Veranda

9:00-9:15                      **General Session**                      Ballroom

9:15-10:15

**Welcome, Opening Remarks**

**Teaching and Learning in the 21<sup>st</sup> Century**

Vickie Mike

Spanish Teacher and Department Chair of Languages Other Than English,  
 Horseheads High School

New York State 2009 Teacher of the Year

Vickie Mike graduated from Horseheads High School in 1971; received an Associate's degree from Corning Community College in 1973; a Bachelor's degree from Brockport State in 1976; a Master's degree from State University of New York at Buffalo in 1983; and a Doctorate in Education from Binghamton University in 2000.

As an undergraduate and graduate student, she studied abroad at the Universities of Seville, Salamanca, and Madrid, in Spain, as well as at the University of Besançon in France.

Dr. Mike has been a Spanish teacher for over 30 years. She began her teaching career in the Rochester and Buffalo areas. In 1980 she returned to

Horseheads and will begin her 29th year with the Horseheads School District this year.

During her teaching career at Horseheads High School, Dr. Mike has received several honors. She has been the recipient of a Rockefeller Foundation Fellowship, a National Endowment for the Humanities Award, the Horseheads National Honor Society Teacher of the Year, and the Twin Tiers Outstanding Educator Award. In October of 2007, she was invited to participate as a Delegate of World Language Educators Symposium in China and most recently, in March of 2009, she was selected as the Northeast Conference on the Teaching of Foreign Languages (NECTFL) Teacher of the Year.

In addition to teaching Spanish, Dr. Mike is actively involved in professional development institutes and workshops for teachers. She has presented many workshops on curriculum, instruction, assessment, and technology for teachers. She is dedicated to preparing students and teachers to be global citizens who embrace lifelong learning.

10:15-10:30

### Refreshment Break

10:30-11:15

### Concurrent Paper Sessions

**Paper 1:** Reconnecting to Place: An Interdisciplinary Approach

Red

Pat Tempesta, Elizabeth Bleicher, & Linda Hanrahan, Ithaca College

Strand: **Innovative Practices**

*This presentation will focus on the use of innovative and intensive short-term field components to enhance the preparation of students and supplement the required 100 hours of fieldwork prior to student teaching. We'll examine student learning outcomes and identifying key success indicators in building these modules.*

**Paper 2:** Being Puerto Rican in America: Learning from Nuyorican Children

Sun

Abigail McNamee, Lehman College, CUNY

Strand: **Partnerships**

*This presentation focuses on the stories of young children who were asked about their own cultural group: what Puerto Rican people are like, what it is like to be Puerto Rican while living in The Bronx. They speak about themselves, their families, and Puerto Rican people who live in Puerto Rico and in the United States.*

**Paper 3:** Testing 1, 2, 3

Estate

Katherine Bassett, Center for the Study of Teacher Assessment

Strand: **Assessment**

*In extensive work with teachers in the field, ETS researchers have found that many teachers – both beginning and experienced – have little understanding of what formative assessment is, or of its power to monitor and adjust instruction to meet the needs of all students as learning is happening. The purpose of this presentation is to present three conceptual models currently being piloted through the research division of the*

**Paper 4:** Priorities, Experiences, Trends and Transitions: Insights from Two First-Year Teachers

**Orenda/  
Geysler**

Karrie Jones, Tapestry High School, Buffalo, NY  
Jennifer Jones, Emmet Belknap Middle School, Lockport, NY  
Paul Vermette & Barbara Iannarelli, Niagara University

**Strand: Professional Development**

*Participants will consider the daily reflective journals of two first year teachers, whose action research provides great insight into how teacher educators can better meet the needs of teacher candidates. By examining the priorities, experiences, trends and transitions of these educators, a model of teacher supervision, effective mentoring and teacher reflection will be explored.*

**Paper 5:** Partnerships and Placements: Are They the Real Deal?

**Hathorne/  
Coesa**

Marcia Swiatek & Suzanne E. D'Amato, Medaille College

**Strand: Partnerships**

*Education departments around the country are having increasing difficulty placing candidates who require early field experiences and student teaching placements. Participate in an enlightening critique of the viability of using partnerships to place Pre-service teachers; hear suggestions for alternative placements with lively discussion about how the two may be complimentary.*

11:30-12:15

**Concurrent Paper Sessions**

**Paper 1:** Multi-agency Connections for Meaningful Collaboration: Coming Full Circle with Graduate Students **Red**

Kerry Dunn, Debbie Godsen DePalma, & Theresa Pulos, Nazareth College

**Strand: Partnerships**

*This session focuses on best practices in student field placement through use of multi-agency connections. This collaboration includes course instructors, the Mid West Regional School Support Center, school administrators, building level reading specialists, the classroom teachers, and graduate students. The collaboration focuses on a strong theory to practice connection.*

**Paper 2:**

**Sun**

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

**Strand: Assessment**

*The presentation defines a collaborative process identifying the steps used by one school of education to revise their assessment system for the clinical experience of their teacher candidates. The session examines the teacher work sample instruments selected and will encourage conversation on the results of two pilots.*

**Paper 3:** Teaching "Buddy" Journaling: A Collaborative and Innovative Practice to Enhance Classroom Outcomes for Both Students and Teachers **Estate**

Janet P. Kremenitzer, Lehman College, CUNY

**Strand: Innovative Practices**

*This paper presents the results of a collaborative study conducted by two teacher*

educators who developed a journal buddy system to assess their own classroom teaching and learning outcomes. This process provided a vehicle for on-going weekly structured reflective assessment with continuous partner feedback that enhanced student learning.

**Paper 4:** Project AMIGO: Aligning Meaningful Instruction, Goals, and Objectives

Orenda/  
Geysler

John Travers, St. John Fisher College

Strand: **Professional Development**

*The Project AMIGO initiative provided a comprehensive professional development seminar series designed for 27 untenured, Grade 3 general education classroom teachers. This presentation will share the design of this action research study, its rationale and methodology, as well as its data collection procedures and analysis. It will report its relevant quantitative and qualitative findings, and suggest salient recommendations.*

12:30-1:30

**Luncheon**

Putnam/  
Arches

1:30-2:15

**General Session**

Orenda/  
Geysler

**Data Sets from the Teacher Quality Research Center (TQRC) Pilot Project: What Do We Have, How Do We Use This Data, and What Other Data Do We Need?**

A Panel Discussion – Speakers TBA

2:30-3:15

**Concurrent Paper Sessions**

Red

**Paper 1:** “Twice Exceptional” Students Can Be Successful in Advanced Placement

Susan M. Schultz, St. John Fisher College

Strand: **Innovative Practices**

*This presentation presents the findings of a research study regarding the experiences of high school and college students with learning disabilities, who received special education services and also participated in Advanced Placement or for college credit classes, highlighting the supports and barriers they encountered prior to and during their participation.*

**Paper 2:** PDS Self-Studies

Sun

Alexandria Lawrence Ross, Nancy Dubetz, Bonnie Boltax, & Scott Wolfson, Lehman College, CUNY

Strand: **Partnerships**

*In this session, self-studies of two elementary school/university partnerships utilizing the NCATE PDS self-assessment structure will be described. The process and findings will be examined. Recommended strategies for using the self-study to support meaningful K-5.*

**Paper 3:** An Initial Meeting of the Teacher Quality Research Center Consortium

**Orenda/  
Geyser**

Drs. Chris Givner & Pamela Sandoval

Strand: **Assessment**

*NYSATE-NYACTE members are encouraged to participate in the New York State Teacher Quality Consortium (TQRC) meeting.*

**Paper 4:**

**Estate**

Jennifer Dolan-Waldman

*Engaging the interest and attention of graduate in-service teachers attending an evening class in educational research was initially a significant challenge. A necessary component to meeting this challenge was to find an immediate application for the skills students would learn to support their growth and sustain their interest. The action research project to be described in this session was developed to address those needs and also to respond to the need to support teachers' ongoing professional development in the area of technology.*

**Paper 5:** Modeling Academic Literacy for Teacher Candidates

**Hathorne/  
Coesa**

James N. Nichols & Stuart M. Knapp, Nyack College

Strand: **Professional Development**

*This presentation provides a viable model for Academic Literacy instruction, including the three groups involved in the process: the teacher educator, the teacher candidate, and the ultimate beneficiary, the K-12 student. The presenters believe that teacher educators must model and apply a practical paradigm for teacher candidates to organize the many ideas they are taught in their methods programs for application in student teaching and their future classrooms*

**3:30-4:15**

### **Concurrent Paper Sessions**

**Paper 1:** New York State Field Directors Forum

**Orenda/  
Geyser**

Co-Chairs: Laura Dorow and Jerry Rivera-Wilson

**Paper 2:** Benefits of a Partnership between Teacher Education and an On-Campus Program for Young Adults with Intellectual Disabilities

**Estate**

Stuart Carroll & Rebecca Daley, The College of New Jersey

Strand: **Partnerships**

*This session will describe a number of ways in which our teacher education programs and an on-campus program for young adults with intellectual disabilities have worked*

together to enhance the experiences of all participants. The benefits of inclusive post-secondary programs will also be explored more generally.

**Paper 3: Enhancing Student Learning Through Meaningful Collaboration**

**Red**

Leslie Soodak, Mary Rose McCarthy, Roberta Wiener, Pace University

**Strand: Assessment**

*In this session, three Pace University professors report the results of their investigation of special education inclusive programs in high schools across New York State. The reauthorized NCLB and IDEA have made a significant impact on the way high schools are currently implementing inclusive programs. This session will review the findings of this study.*

**Paper 4: Using the Arts to Promote Literacy Through Poetry**

**Hathorne/  
Coesa**

Andrea Zakin, Limor Pinhasi-Vittorio, & Faith Deveaux, Lehman College, CUNY

**Strand: Innovative Practices**

*This presentation by three professors from Lehman College's Division of Education will demonstrate techniques that use the arts as stimuli for verbal and written text, particularly poetry, to develop an understanding of how each form enhances the other. A participatory workshop will be followed by an open discussion.*

## Thursday Evening Schedule

4:30-5:00	<b>Business Meeting for NYSATE</b>	<b>Sun</b>
4:30-5:00	<b>Business Meeting for NYACTE</b>	<b>Estate</b>
5:30-6:30	<b>Cocktail Reception</b> ( <i>Open Bar &amp; Appetizers</i> )	<b>Veranda</b>

## Dinner Presentation

6:30-8:30	<b>Dinner and Presentation of 2009 Appleby Award Recipient and Speaker:</b> Presentation of the 2009 Appleby Award:	<b>Orenda/ Geyser</b>
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### The Appleby Award

*The R. Neal Appleby Outstanding Teacher Educator Award* is given each year by the New York State Association of Teacher Educators to one or more teacher educators who exhibit characteristics by which Neal Appleby is remembered by his colleagues and friends. The award is presented at the Spring Conference.

Neal Appleby was an educator of teachers for twenty years at Syracuse University, until his untimely death in 1993. He was a Renaissance man who loved people, ideas, activities, and teaching. He was concerned with all his students as persons, and he strove for their whole development. Neal was a happy, warm, friendly, caring person who took time to talk to people. Perhaps more importantly, Neal took time to listen. His students spoke of him as a special kind of person who deeply loved teaching and who conveyed that love to all with whom he worked.

*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). These seven standards, along with suggested indicators and sources of evidence, are available on ATE's website at [www.ate1.org](http://www.ate1.org).

## Friday, April 24<sup>th</sup>

8:00-9:15      **Conference Registration and Continental Breakfast**      Veranda

8:00-9:00      **Meeting of New York State TEAC institutions**      Orenda/  
Geyser

9:00-10:00      **General Session**      Orenda/  
Geyser

### Collins Address

#### **Water from our own well: can accreditation enhance meaningful collaboration?**

Mark LaCelle-Peterson

Mark LaCelle-Peterson holds a B.A. in Scandinavian Studies and English, an M.A. in International Development Education (both from the University of Minnesota), and an Ed.D. in Curriculum Theory and Development from the Harvard Graduate School of Education. He has worked in teacher education in New York State since 1993, having taught at SUNY Geneseo, Roberts Wesleyan College, and Houghton College where he currently serves as Professor and Chair of Education. He has served on the executive boards of both NYSATE and NYACTE and is currently a member of the joint TEAC/NCATE Design Team (on the future of accreditation of educator preparation programs).

He has taught courses in educational studies, curriculum theory, history and philosophy of education, research design, assessment, bilingual education, and multicultural education, as well as courses in writing, the humanities, and medieval literatures of northern Europe. Beginning in July of 2009, he will serve as Executive Vice President of the Teacher Education Accreditation Council (TEAC), which he has served for the past three years as a consulting and staff auditor.

10:15-10:55      **Concurrent Sessions**

**Roundtable 1** : Collaboration in School Communities: Making Connections with and for Our Students

**Hathorne**

Kerry Dunn, Deana Darling, Kate DaBoll-Lavoie, and Kathleen Russell, Nazareth College

Strand: **Partnerships**

*The Department of Inclusive Childhood Education at Nazareth College has developed a variety of field experience partnerships with local schools including site-based courses, cluster schools, and cooperative placements. This presentation will explore the types of*

*partnerships, the significant impacts on all stakeholders, and the challenges of maintaining and supporting such collaboration.*

**Roundtable 2: Inclusive Lesson Planning for Secondary Preservice Teachers**

**Coesa**

Carol Willard, Syracuse University

**Strand: Professional Development**

*Discussion of the preliminary findings of a study that examines the lesson planning skills of preservice teachers before and after using a specific lesson planning template designed to consider the needs of diverse learners.*

**Roundtable 3: Constructivist INNOVATIONS in a Teacher Education Program**

**Blue**

Chris Palmi, Donna Phillips, Daniella Frisone, & Paul Vermette, Niagara University

**Strand: Innovative Practices**

*Constructivism suggests student-centered initiatives and a diverse set of learning experiences; the term “program” suggests a common set of well designed experiences with clear expectations. These are not mutually exclusive endeavors. This interactive session features a set of stations that show the unique, fascinating and empowering activities of a group of students in a constructivist program and demonstrates the power of differentiated innovations to spark growth.*

**Roundtable 4: Using Online Discussion Forums to Find Out What Our Student Teachers Really Think**

**Red**

Carol S. Dean & Ashley Stoddard, SUNY College at Oneonta

**Strand: Innovative Practices**

*A cohort of student teachers is participating in an on-line discussion forum. Initial analysis suggests that these discussions reveal more than traditional journal writing would, thus warranting further examination. Emerging themes relate to teacher identity, collaboration, school culture, and teacher preparation. Roundtable participants will consider these themes and offer insight and perspectives to further inform the study.*

10:15-10:55

## Concurrent Roundtable Sessions, Continued

Sun

### Roundtable 5:

Maria DiCarlo & Sister Nancy Gilchriest, St. Joseph's College  
Patricia Scaturro & Colleen Hochmuth, Sagamore Middle School

#### Strand: **Partnerships**

*St. Joseph's College and Sagamore Middle School have a partnership whereby the students of St. Joseph's College complete fieldwork hours at Sagamore Middle School. The communication between college professors and middle school administrators ensure that students learn theory in the college classroom and observe best practice during their fieldwork.*

10:15-10:55

## Poster Sessions

Veranda

**Poster 1:** A Day at the Races: Saddling up a Winning Pedagogical Team with a Picture Perfect Collaboration Featuring Pace University School of Education and the New York City Department of Education

Sharon Medow & Teri Buch, Pace University

#### Strand: **Partnerships**

*Our presentation features a unique professional partnership between Pace University School of Education and the New York City Department of Education Special Education District (D.75). We focus on preparing pre-service teacher education candidates working in tandem with a campus based inclusion class throughout the university as well as in authentic field experiences. This poster session and documentary highlights will showcase the pioneers of this successful relationship utilizing the eclectic strengths and talents of the coaching teachers, teacher candidates and individuals on the autism spectrum via classroom collaborations.*

**Poster 2:** Tools for Solving Problems: Developing and Retaining Quality K-12 Educators Through Self-Directed Inquiry

Christina C. Pfister & Sheila Flihan, The College of St. Rose

#### Strand: **Professional Development**

*Pre-service and in-service teachers share semester long small-scale research studies from a capstone masters class aimed at developing inquiry skills through the exploration of personal questions about practice-based teaching and learning. Poster presentations describe their research design, findings, and implications for how research provides motivation and promotes their professional growth.*

**Poster 3:** Building Partnerships Through Project-Centered Fieldwork Experiences

Monica Merritt & Catherine Paolucci, Mount Saint Mary College

Strand: **Partnerships**

*This session chronicles the collaborative efforts of parents, elementary teachers, college faculty, and teacher candidates in the planning and implementation of a Family Math Night. It highlights the impact of developing a partnership between a college community and a local K-6 school and the benefits of meaningful project-centered fieldwork experience.*

11:10-11:50

**Concurrent Roundtable Sessions**

**Roundtable 1:** College and High School Students TEACH Together

**Hathorne**

Maria DiCarlo & Sister Nancy Gilchrist, St. Joseph's College  
Patricia Scaturro & Colleen Hochmuth, Sagamore Middle School

Strand: **Partnerships**

*Learn what happened when high school students were invited to*  
*Talk with potential student teachers*  
*Engage in conversations about successful classroom strategies.*  
*Act as a "model class" for mini-lessons*  
*Collaborate with other future teachers*  
*Help potential student teachers*  
*At St. Joseph's College!*

**Roundtable 2:** Reconnecting to Place: An Interdisciplinary Approach.

**Coesa**

Jennifer Rosenthal, SUNY at Albany

Strand: **Innovative Practices**

*This session will focus on place-based education and will describe how this teaching method can reconnect students and teachers to their local community. Practical suggestions for how place-based teaching methods can be implemented within the classroom and existing curricula will be offered and sample lesson ideas will be presented.*

**Roundtable 3:**

**Blue**

Beverly Burnell, Cindy McCarty, Heidi Schnackenberg, Peggy Snowden, & Kathleen Whittier, SUNY at Plattsburgh

Strand: **Professional Development**

*A discussion about the quantitative and qualitative methods used and the results of a year and a half long research project – "An examination of pre-service teacher education students' performances in their programs and their perceptions of their participation in a learning community."*

**Roundtable 4:** Mentoring Teacher Candidates into Becoming Professional Teachers, Researchers, Presenters and Authors

**Red**

Bernadette Donovan, Molloy College

Strand: **Mentoring**

*Two professors, one certified and experienced in social studies and another possessing certification with expertise in special education, have designed a pilot program which infuses social studies content and special education methodology and mentors*

*candidates' reflective journaling of their teaching performance in both areas. Successful mentoring both within and outside the classroom has resulted in several cooperative conference presentations and co-authored journal articles.*

**Roundtable 5: Preservice Teachers and the WIKI Workshop**

Sun

Marcia Margolin & Kristi Fragnoli, The College of Saint Rose

**Strand: Innovative Practices**

*This exploratory case study examined the work of preservice teachers from an urban college on weekly academic workshops for 32 10<sup>th</sup>-12<sup>th</sup> grade students in an urban high school. Preservice teachers prepared, implemented, and archived workshop materials using a wiki. Findings and implications are reported and discussed.*

12:00-1:45

**Lunch & General Session**

Orenda/  
Geyser

**Update from New York State Department of Education**

Joseph Frey, Associate Commissioner,  
Office of Higher Education, New York State Dept. of Education

1:45-3:00

**General Session**

Orenda/  
Geyser

**TEACH: Certification Processing and Security**

Deborah Horton, Processing Manager, Office of Teaching Initiatives,  
New York State Education Department

**SAVE the DATES:**

**Fall 2009 NYSATE-NYACTE CONFERENCE**

**October 22-23, 2009**

**Gideon Putnam Resort & Spa, Saratoga Springs, NY**

**For more information, go to [www.nys-ate.org](http://www.nys-ate.org) or [www.nyacte.org](http://www.nyacte.org).**