

Preparing Teachers Together:

New Jersey P12 - Higher Ed Partner Symposium

Now more than ever, closer partnerships between P-12 schools and the colleges who prepare future teachers should be thoughtful, well-planned, and mutually beneficial.

We invite teams of P12 and Higher Education partners to join us on February 24th to discuss best practices, review models, and exchange ideas as we work together to prepare new teachers.

Beginning next year, NJDOE regulations will bring many changes to teacher preparation. This gathering is essential as we work together to understand and implement the newly required yearlong student teaching, edTPA performance assessment, and more.

We've invited energizing, knowledgeable speakers to address the issues. We'll also facilitate small working sessions so we can develop strategies for successful partnerships.

Plan for the Day

9:00 Welcome and Panel Presentation

Topic: *Voices from the Field: Joining Hands across the Continuum*

A Panel of Garden State Alliance for Strengthening Education Leaders

10:00 Opening Plenary Presentation

Topic: *Enduring Partnership Possibilities: The Sustainable Funding Project*

Dr. Karen DeMoss, Bank Street College

10:45 - 12:00 Breakout Sessions I featuring Model P12 and Higher Education Partnerships

12:00 – 1:00 Lunch

1:00 – 2:15 Breakout Sessions II (some repeat) with the choice of attending

A Partnership Exchange: Networking with a Purpose: roundtables for meeting new partners, discussing model agreements, and planning for new models.

Date: February 24, 2017

Location: New Jersey Principals and Supervisors Association
12 Centre Drive, Monroe Township, New Jersey

Time: 9:00 – 2:15 PM (Registration from 8:30 AM)

Register now!



Preparing Teachers: Toward a Shared P12—Higher Ed Vision

Name(s) _____

Position _____

School/District/College/University _____

Address _____

Phone _____ Fax _____

E-mail _____

Purchase Order No. _____ Personal Check _____

Pricing: \$75.00 per person

Number of people _____ @ \$ _____ Total \$ _____

February 24, 2017

9:00 am - 2:30 pm

Sessions to be held at:

NJPSA

12 Centre Drive

Monroe Township, NJ 08831

Please fax registration form to Michele Goldfarb at 609-409-0946
Or mail to: NJASCD, 12 Centre Drive, Monroe Township, NJ 08831
Or Email to njascdmail@aol.com

Refunds: If you are unable to attend a program for which you have registered, call or write NJASCD seven (7) days prior to the program date to request a refund. No refunds shall be granted unless notification is provided within this timeframe.

AM Session I – Concurrent Breakout Panels

Every panel features partners from P-12 districts, including teachers, principals, superintendents and educational support personnel; in addition, every panel also features partners from colleges and universities, including faculty, staff, administrators, and students.

A. Developing and Sustaining an Urban Teacher Residency (UTR) Through a School/University Partnership

Sandra Heintz, Tamara Lucas, Jennifer Robinson, Susan Taylor

This presentation will describe the creation of an Urban Teacher Residency; its structural components to select, prepare, and induct math, science, and special education teachers; its impact on schools and the district; and plans to sustain and expand the Residency throughout our larger teacher education programs.

B. Walking the Journey of edTPA with Teacher Educators and School Partners

Martha Graham Viator, Stacey Leftwich, Jeff Pierro, Gloria Spinella, and Patricia Martin

In this presentation, teacher education faculty and school partners discuss the value of edTPA. Presenters will provide a timeline for implementation, challenges, and successes over the last four years. Moving towards year five, teacher educators begin to work with school partners as they prepare novice educators to be “ready to teach” on day one.

C. Using STEAM to Advance Teaching and Learning in Professional Development Schools

Dina Scacchetti and Nancy Norris Bauer

William Paterson University’s Professional Development School (PDS) model has been embedding Professors in Residence (PIR’s) in partner schools since the 1990s, a process that provides for collaborative opportunities between both institutions. For the past four years, supported by a grant from the Geraldine R. Dodge Foundation implemented in the highly diverse, high-needs district of Paterson, NJ, we have added Art PIR’s to our model that work with others to develop and implement model units/lessons that encompass science, technology, engineering, art, and mathematics (STEAM). In the four years of our grant, we have collected and disseminated a compendium of teacher-tested K-12 STEAM lessons, which range from kindergarten through grade 12. In addition, lessons of exceptional interest have been posted on a blog, www.steamempowerment.blogspot.com. Data suggests that students who engaged in STEAM activities scored higher on standardized tests students not engaged.

D. Networking with a Purpose

This open session will invite interested participants to find a seat at roundtables for the purpose of meeting with current team members, and/or partners to discuss some of the models featured during the opening plenaries and/or at the breakout sessions. Participants seeking to make new partnerships will have tables specifically devoted to that purpose, marked by geographic regions of the state: north, central, and south.

PM Session II - Concurrent Breakout Panels

A. Implementing the Yearlong Clinical Experience

Bernard F. Bragen, Jr., William George, Christine Grabowski, Cristina Quaglia, Madelyn Arrechi, Kelsey English, Pat Heaney, and John Henning

This presentation will discuss the design and implementation of a two-year pilot project to establish a yearlong student teaching experience in a professional development school. The pilot has grown from 19 students in the fall/spring pilot in 2015-16, to 16 students in the spring/fall 2016, and 55 students in the fall/spring 2016-17. Full implementation of the yearlong experience is targeted for fall/spring 2017-18. Superintendents, teachers, teacher candidates, clinical faculty, and administrators will share their stories about implementation of the program, as well as discussing the benefits and challenges of their yearlong experience for P-12 students, teacher candidates and schools.

B. Walking the Journey of edTPA with Teacher Educators and School Partners

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C. Five Years in: Advice from Maryland-based P12 and University Partners

John Seelke, Betsy Bratek, Rachel Rowen, and Monica Dunsworth

The University of Maryland has engaged in a multi-university, voluntary edTPA project for program improvement, sending a small percentage of candidates’ portfolios for official scoring, generally where those candidates heading to reciprocal states that require edTPA. As Local Evaluation Coordinator at UMd, John will share the benefits of what they’ve learned along with co-presenters Betsy, a local evaluator and now official regional scorer who has taken edTPA results into the induction year of teaching with first year mentees; Rachel, a UMd alumna who also took her edTPA results into her first year of teaching Social Studies and is now a local evaluator pursuing National Board Certification; and Monica, now a full-time doctoral student who has served as a mentor teacher to candidates in her mathematics classroom.

D. Partnership Exchange: Networking with a Purpose

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