



NJACTE

NEW JERSEY ASSOCIATION OF
COLLEGES FOR TEACHER EDUCATION

VIRTUAL CONFERENCE

7th Annual Day of Assessment Conference

March 20, 2025 - 1:00 pm to 4:00 pm

Pre-Conference Session: 1:00 pm

1:00 pm Pre-Conference Session

1:30 pm Break

1:35 pm Concurrent Sessions A1 & A2

2:25 pm Concurrent Sessions B1 & B2

3:15 pm Concurrent Sessions C1 & C2

HOSTED BY

College for Education
and Engaged Learning

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Conference Schedule

Presenters	Session Title	Description	Time / Zoom Link
Amy Kline, Ed.D President NJACTE	Welcome Remarks	The New Jersey Association of Colleges for Teacher Education (NJACTE) is an organization whose work is focused on the preparation and professional development of teachers and educational leaders in the State of New Jersey. The NJACTE Day of Assessment conference is part of our overall efforts to provide a valuable opportunity for all to come together and learn from each other on various aspects of assessment in educator preparation.	1:00 pm Click HERE for Zoom link
Kwame Floyd (Founder/Executive Director) Teacher Apprenticeship Program	Introducing Teacher Apprenticeship Network	The emergence of teacher apprenticeships over the last two years has highlighted the important work being done to address gaps in our teacher pipeline and provides opportunities for collaboration and innovation in the teacher education space. I would like to share my thoughts and recommendations on how New Jersey can harness Teacher Apprenticeships and workforce initiatives as an innovative strategy to strengthen and diversify the teacher pipeline.	1:15 pm Click HERE for Zoom link
Amy D. Lewis, Ed.D (Rutgers University, New Brunswick) Maqueda Randall-Weeks, Ed.D (Rutgers University, New Brunswick)	Session A1: Using Expert Teams to Supervise and Support Teacher Candidates	Through this presentation, clinical and teaching faculty will share the practices and procedures used by the expert mentor team to evaluate teacher candidates' readiness to teach, the benefits of teaming up to supervise teacher candidates, and the ways in which they overcome challenges related to this dynamic design. They will bring this work to life using case studies to illustrate how they collaboratively identify teacher candidates' professional development needs, in accordance with the New Jersey Professional Standards for Teaching/InTASC, and support their professional growth.	1:35pm Click HERE for Zoom link
Laura Marie Romito, DDS, MS, MBA, FNAP (Indiana University School of Dentistry) Dr. David Allan Zahl, Ph.D (Indiana University School of Dentistry) Dr. Jeremy Ryan Fry, Ph.D (Indiana University School of Dentistry)	Session A2 Generative AI-Assisted Qualitative Analysis of Focus Group Feedback Data	Analysis of qualitative data is a time-consuming process, making the timely review and analysis of stakeholder feedback difficult to perform efficiently. Various artificial intelligence (AI) tools have been used to process qualitative data, but those past tools (Natural Language Processors) have required extensive human input to review, label, and categorize the data and provide mostly statistical analysis. To address this, we propose using consumer-level, Large Language Model (LLM) based, generative AI platforms like ChatGPT, Gemini, CoPilot, and Claude. Given the time-commitment involved in reviewing qualitative data, using an AI tool to complete even an initial review would save countless hours.	1:35pm Click HERE for Zoom link

Presenters	Session Title	Description	Time / Zoom Link
<p>Mark LaCelle-Peterson (AAQEP)</p> <p>Susan Pagano, Ed.D (Brookdale Community College)</p> <p>David Ferrier (William Paterson University)</p> <p>Stephanie Squires, Ph.D (St. Peter's University)</p> <p>Rosemary Knab, Ph.D (New Jersey Center for Teaching and Learning)</p>	<p>Session B1:</p> <p>A Life as an AAQEP Education Program Provider in New Jersey</p>	<p>This session will consist of a panel 4 New Jersey AAQEP-accredited EPPs who will share their experiences gathering and using data within AAQEP's four-standard framework. The majority of New Jersey EPPs work with CAEP, and many are curious about what week-to-week, semester-to-semester work looks like with AAQEP as an accreditor. Also, panelist may discuss the self-study and site review processes under AAQEP. Mark LaCelle-Peterson will facilitate the discussion and a list of prepared questions will be used to guide the session. Mark's facilitated part of the session will last 35 - 40 minutes, and then there will be time for audience questions.</p>	<p>2:25 pm</p> <p>Click HERE for Zoom link</p>
<p>Sancha K. Gray, Ph.D (Kean University)</p> <p>Meredith Riddle (Kean University)</p> <p>Brian Zychowski, PhD. (Kean University)</p>	<p>Session B2:</p> <p>K.E.E.P. Building Partnerships, Enhancing Observations, and Revolutionizing Portfolio Practices for Teacher Success</p>	<p>This session explores partnership building, clinical observations as coaching tools, collaboration, reflective teaching, and an innovative portfolio assessment. Kean University highlights the value of creating partnerships with P-12 districts, where coaching and reflective practices enhance preservice and provisional teachers' readiness for the classroom. Central to this approach is the K.E.E.P. (Kean Educator Evaluation Performance) portfolio, a performance assessment tool featuring sequential skill-building tasks and reflection.</p>	<p>2:25 pm</p> <p>Click HERE for Zoom link</p>
<p>Amy Kline, Ed.D. (Seton Hall University)</p> <p>Malina Monaco, Ph.D. (CAEP)</p>	<p>Session C1:</p> <p>Focus on CAEP Standard R5: Understanding Quality Assurance and Continuous Improvement</p>	<p>In this presentation, you will hear Dr. Monaco describe decisions the Accreditation Council has made and why Standard R5 has earned its place as the most cited standard. You will also gain insights from Dr. Kline as she shares the best practices they use at Seton Hall University to address some key areas of Standard R5</p>	<p>3:15 pm</p> <p>Click HERE for Zoom link</p>
<p>Dr. Jim Stefankiewicz (St Peter's University)</p>	<p>Session C2:</p> <p>Culturally Responsive Assessments: Creating Equity-minded Assessments</p>	<p>Assessment should be a learning experience in and of itself, not simply a tool to determine what students "know." Establishing a growth mindset culture and a culture of vulnerability in a classroom will enable students to celebrate their own cultural identities and allow them to express what they have truly learned, not just regurgitate information.</p>	<p>3:15 pm</p> <p>Click HERE for Zoom link</p>

Thank you to our Conference Sponsors: Teacher Apprenticeship Network & 240 Tutoring!



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