Coalitions of Care in Teacher Education: Educating the Whole Student, Supporting the Whole Teacher

2019 NYSATE/NYACTE Annual Fall Conference
Gideon Putnam Resort, Saratoga Springs, NY
October 16-18, 2019

Gideon Putnam Resort
24 Gideon Putnam Road, Saratoga Springs, NY 12866
3:00-3:45  
**Duplicating Outcomes of a Medical-Based Simulation Process Using Mobile Technologies**  
This presentation will discuss the utility of using medical-based pedagogies to prepare future educators, and how this process has been adapted for use through the development of a sustainable Simulated Interaction Model (SIM) to address current teacher/educator-parent/caregiver conference contexts for pre-service Special Education teacher candidates.  
*Matthew LaFave, University at Albany, State University of New York*

**The Path to Accomplished Teaching: Digital Badges, Micro-credentialing, and Cross-level Collaboration in a Virtual Teaching Laboratory**  
This virtual laboratory for pre and in-service teachers provides professional development resulting in micro-credentials documenting what teachers, regardless of their years in the profession, know and are able to do. The micro-credentials are based on edTPA tasks as well as the National Board of Professional Teaching Standard’s 5 Core Propositions.  
*Donna Mahar, SUNY Empire State College  
Sarah Carter, SUNY Empire State College*

3:00-3:45  
**A Culturally Relevant Approach to Professional Development for Preservice Teachers of Color**.  
In our paper, we reflect on our own experiences with creating and facilitating professional development workshops that respond to the needs of and build on the strengths of pre-service educators of color in a predominantly white institution.  
*Shamari Reid, Teachers College, Columbia University  
Katie Ledwell, Teachers College, Columbia University*

**Experience as Knowledge: Centering Diverse Experiences in Mentoring Relationships**  
Grounded in a culturally sustaining framework, this study explores the ways that mentoring can counteract isolation and alienation and positively influence the professional identities of racially and culturally diverse teachers and teacher candidates. Findings underscore the need for practices that acknowledge the salience of racial identity in mentoring relationships.  
*Anne Burns Thomas, SUNY Cortland  
Carrie Rood, SUNY Cortland*