



**BUFFALO STATE**  
The State University of New York

*20th Annual Retreat of the*  
**Professional Development Schools (PDS)**  
**Consortium**  
School of Education

Friday, September 26, 2014  
Ramada Conference Center, Amherst, NY

**Focus: Year of the Innovator**

*Learning Community-Accountability and Quality Assurance-  
Collaboration-Equity and Diversity-Structures, Resources, and Roles*

## PDS Retreat Agenda

Time	Ramada Conference Center
7:30-7:45	Presenters may set up at this time
7:45-8:20	Breakfast and Networking
8:20-8:30	Call to Order, Leslie Day and Pixita del Prado Hill
8:30-8:40	Retreat Origins, Dr. Nancy Chicola, Chair, EER
8:40-8:50	Welcoming Remarks/Introduction of the President Dr. Wendy Paterson, Dean, SOE
8:50-9:00	President's Remarks Dr. Katherine Conway-Turner, SUNY Buffalo State
9:00-9:45	Keynote Speaker Ashli Skura Dreher, NYS Teacher of the Year
9:45-10:15	Year of the Innovator/Raffles
10:15-10:30	Move to First Breakout Session (see descriptions)
10:30-11:15	Session 1
11:20-12:05	Session 2
12:10-12:55	Session 3
1:00-1:45	Session 4
1:45-4:30	Master Teacher Public Lesson Demonstrations

*Please hand in your gold conference evaluation upon leaving.  
**Thank you for attending the Retreat!***





## PRESIDENT— SUNY BUFFALO STATE:

### *Katherine Conway-Turner*

Katherine Conway-Turner, Ph.D., is a lifelong educator, scholar, author and humanitarian who, during her 28-year academic career, has served in various leadership and administrative positions and as a professor of psychology at five universities.

From 2004 to 2009, Conway-Turner was provost, vice president of academic affairs, and professor of psychology at SUNY Geneseo, where she was responsible for all 20 academic programs, as well as overseeing policies, budgets and personnel. In addition to her teaching and research, Conway-Turner has traveled to Haiti regularly over the past decade, performing humanitarian work as a member of H.O.P.E., a not-for-profit, volunteer organization based in Rochester, N.Y., assisting the people of Borgne, Haiti, in achieving equitable, just, and sustainable living conditions.

Prior to that, she was the dean of the College of Liberal Arts and Social Sciences at Georgia Southern University and associate dean of the College of Arts and Sciences at the University of Delaware. Other positions she has held include American Council on Education (ACE) Fellow at the College of New Jersey, director of the Women's Studies Program at the College of Arts and Sciences, and graduate program coordinator at the University of Delaware. She has also held teaching positions at Santa Clara University and California State University, Long Beach.

## NEW YORK STATE TEACHER OF THE YEAR:

### *Ashli Skura Dreher*

As a Special Education teacher from Lewiston-Porter High School, Ashli Dreher's commitment to her students and community - and her close collaboration with parents - make her an excellent choice to represent all of New York's caring and dedicated teachers.

In her classroom, students with special needs receive a mix of research-based instruction and innovative lessons. Her focus on community and volunteerism makes her a sterling example of what happens when great teachers and concerned parents work together on behalf of our children.

Dreher has earned national certification from the National Board for Professional Teaching Standards and, since 2004, has served as the Western New York coordinator for the union's Education & Learning Trust, which provides professional development courses to teachers across the state.

Her dedication to professional development and best practice, and to sharing what she has learned with her colleagues across the state, is in the best tradition of teachers helping teachers grow as professionals.

“Serving students and their families makes me extremely proud. Representing the dedicated, talented teachers of New York is an honor and a privilege that I value deeply.”



## Presentation Schedule

Presentation	Ballroom	Room A	Empire Room	Room B/C	Room D/E	Buffalo Room
10:30-11:15	A	E	Q	P	N	L
11:20-12:05	M	B	I	D	O	C
12:10-12:55	U	J	F	S	W	K
1:00-1:45	T	H	G	V	X	R
3:00-4:30					Y	

## Mission Statement

***The SUNY Buffalo State Professional Development Schools Consortium Model and its Mission Statement are based on the NCATE PDS Standards, the NAPDS Nine Essentials, The Strategic Vision and Mission Statements of both SUNY Buffalo State and the School of Education as well as our Conceptual Framework.***

The **Professional Development Schools (PDS)** Partnership between the School of Education at SUNY Buffalo State and participating schools is a collaborative effort. The partnership is dedicated to university faculty, school administrators, practicing teachers, teacher candidates, and pre-K-6<sup>th</sup> grade learners as we explore effective practices to:

- (1) Cooperatively supervise teacher candidates and provide closer connections to authentic classroom practice;
- (2) Promote professional development for in-service teachers, university faculty and administrators;
- (3) Improve young student learning; and
- (4) Research and implement best practices for the education of all partners.



## ***Breakout Session Descriptions***

### **A. Traits of a Successful Teacher: What School Districts REALLY Want;**

Stephanie Zuckerman-Aviles, Jessie Lombardo

In order to better assist teacher candidates with their career planning and job search efforts, representatives of the SUNY Buffalo State Career Development Center collected data at the 2013 and 2014 Buffalo Area Teacher Recruitment Days. Findings represent data from both national and local school districts and include the top personal and professional traits sought in a first-time teacher and the types of interview questions with which candidates most often struggle. Findings will be shared and implications discussed. (10:30-11:15, Ballroom)

### **B. Shaping the 21<sup>st</sup> Century Classroom: Using iPads and Digital Tools to Enhance the Common Core Curriculum;** Jeremy Ventura, Larisa Useda, Rachelle Hovey, Kristin Gauer

Please join us as we share how we brought the Common Core State Curriculum to life in an urban first grade classroom. Our focus was to create meaningful, end of domain projects, using both iPad and computer technology. Our goal was to motivate and engage students in curriculum-related activities, enhancing their understanding of the vocabulary and content, while addressing CCSS competencies. (11:20-12:05, Room A)

### **C. Zambia WOW 3!;** Hibajene Shandomo, Charmaine Amey, Phylcia Brown, Jenna Murphy, Sydney Silver

We will present the Zambian Experience through the eyes of US teacher candidates, graduate researchers, and faculty guides. Learn about learning in Zambia through a video journal that provides a Window on the World (WOW) of teaching at Libala Basic School and research projects at five Lusaka schools. Additional cultural experiences that enhanced our world view will be presented. (11:20-12:05, Buffalo Room)

### **D. Making a Difference in Urban Literacy;** Sherri Weber, Laura Thomson

The King Center Book Club for students in kindergarten through grade six meets in a charter school on Buffalo's East Side on Saturday mornings. Teacher candidates from SUNY Buffalo State plan and implement literacy-based lessons for small groups of children as part of their course requirements. The course instructor and the school's librarian will discuss the program's benefits to teacher candidates, the participating elementary students, and families. (11:20-12:05, Room B/C)



### **E. Teaching and Learning the Common Core through Field Trips: The Roycroft Campus;**

Jill Gradwell, Michael Baronich, Christy Galletti, Emily Gioia, Amizetta Haj, Nicole Soto

In this workshop, participants will learn about curricular considerations in developing field trips that align to the Common Core and current curriculum standards. Through a case study of the Roycroft Campus Corporation, participants will learn how local teachers and museum specialists created a field trip guide for the historic place, be engaged in some of the field trip activities and find out strategies for partnering and co-developing similar field trip guides with other cultural sites. (10:30-11:15, Room A)

### **F. Making Invisible Science Concepts...Visible: "Hands-on" Investigations Are Not Enough;**

Chris Shively, Kelly Beller, Natalie Galvin, Jenna Murphy, Kaela Paquin

Elementary school students cannot see electrons flowing through a closed electric circuit or the forces acting on a floating boat. When elementary school students participate in "hands-on" investigations regarding these two phenomena, it is very hard for a teacher to *know* what concepts students have assimilated. This presentation will describe how teacher candidates planned, taught, and analyzed three lessons intended to improve elementary students' conceptual knowledge of electricity and forces. (12:10-12:50, Empire Room)

### **G. Does Actual Teaching Mirror the Task 4 Requirement of the edTPA Assessment?;**

Chris Shively, Samantha Hoggard

How aligned to actual teaching is the edTPA assessment? In this presentation, a teacher candidate, Samantha, describes the teaching task assigned to her by her mentor teacher. She was asked to "grade" math fact fluency tests for several weeks. As she methodically scrutinized the data, Samantha unknowingly mimicked many of the Task 4 requirements of the edTPA assessment. This presentation will highlight the connections between real teaching and Task 4, uncovered by Samantha. (1:00-1:45, Empire Room)

### **H. Crossing Boundaries for Learning: Art Integration at the Secondary Level;**

Alice Pennisi

When we cross disciplines, we use a repertoire of distinctive modes of communication, or literacies, to guide our reading of the world. Well-designed arts integrated curricula can help young people to combine such distinctive forms of literacy to create meanings in the classroom and the world. To avoid the perception that arts-integration lessons are add-ons to the secondary curriculum, the key is for the art and non-art teacher to plan lessons with learning objectives that they each deem worthy of their own disciplines. This process results in learning experiences that respect each teacher's discipline while reflecting the interdisciplinary of the world outside of school. (1:00-1:45, Room A)



## **I. What Our Teacher Candidates Are Learning about the Dignity for All Students Act and PDS Partnerships Addressing Bullying; Nanci Monaco, Morgan Allender**

This presentation will explore DASA law, the DASA Amendment, and responsibilities for new teachers. Also reviewed will be examples of best evidence-based practices to address bullying, the ways in which six local and national cases of bullying contributed to changes in the law, and the ways our PDS partnerships are addressing school-related bullying. (11:20-12:05, Empire Room)

## **J. Best Evidence-based Practices to Address School Shootings; Nanci Monaco, Morgan Allender**

New data examining 120 thwarted attempts at school shootings were analyzed to learn how to intervene prior to a plot being executed. These data suggest serious flaws in current attempts to develop “a profile of the school shooter,” identify loners, find individuals with diagnosable mental disorders, and treat them as a means for greatly reducing school shootings. The presentation will focus on more productive, evidence-based interventions. (12:10-12:50, Room A)

## **K. Developing and Implementing Impactful International Experiences for Teacher Candidates; Angela Patti, Amber Calmes, Danielle Jarosz, Samantha Parente**

Given the diverse nature of today’s classrooms, as well as global shifts in education, teacher candidates need to be prepared for working in diverse settings and with diverse populations. Whether they accept a teaching position in a different country, a different area of our country, or locally, they need to be skilled in understanding students and families who come from diverse educational, social, cultural, and linguistic backgrounds. One of the ways that SUNY Buffalo State is addressing this necessary preparation is by offering international PDS experiences. This presentation will focus on the Chile IPDS to explore the impact of these experiences on teacher candidates and how these opportunities can best be designed to provide maximum benefit. (12:10-12:50, Buffalo Room)

## **L. We Are the Village...How Global Book Hour is Making Me a Stronger, More Reflective Teacher; Kim Truesdell, Jasmine Davis, Crystal Holmes-Smith, Anna Morton**

This panel presentation will explore ways that the Global Book Hour has benefited teacher candidates who continue to work with the program long after their initial semester. Through new responsibilities in data collection and analysis, mentoring newer teacher candidates, and extending the program beyond the weekly sessions, these teacher candidates will describe their new roles, explain why they continue to be involved with GBH, explore how this experience has improved their practice, and discuss how their work has changed their notions of teaching and learning. (10:30-11:15, Buffalo Room)



### **M. NYS Certification Requirements: Putting the Pieces Together; Patty Recchio**

The New York State Teacher Certification process can be puzzling. Learn how to put all the pieces together to be ready for certification when you graduate! SUNY Buffalo State's Teacher Certification Officer will review the requirements for Initial and Professional Teacher Certification and answer participant questions. (11:20-12:05, Ballroom)

### **N. Self-Monitoring: Teaching Your Students to Monitor Their Own Performance;**

Lisa Rafferty

In this session participants will learn what self-monitoring is and the benefits of fostering self-regulated performance in their students. Additionally, the participants will be given steps to follow to create and implement self-monitoring with a diverse range of students to remediate social and/or academic behaviors. Participants will also be provided with sample self-monitoring sheets and many suggestions for additional resources. Finally, a few case studies will be offered to illustrate the use of the steps. (10:30-11:15, Room D/E)

### **O. Social and Cognitive Benefits of Applied Technology in Inclusion Classrooms;**

Tim Zgliczynski

This presentation will examine the past, present, and future use of applied technology in inclusion classroom settings to foster social and cognitive growth in learners with special needs. A review of existing literature will be presented and practical applications and resources will be delivered. This interactive presentation will engage the audience and all attending will utilize technological resources related to findings in research and literature. Teachers will walk away with a collection of resources to immediately implement in their classrooms. (11:20-12:05, Room D/E)

### **P. Raising the Bar on a Clinically Rich PDS Field Experience: Teacher Candidates Participating in RTI Program Instruction; Maria Ceprano, Heather Lyon, Jing Zhang, Kyle Earl**

Twice weekly over a semester, fifteen teacher candidates each conducted Guided Reading with three assigned RTI Tier 2 Groups at the Enterprise Charter School. The presentation will describe the program as it was instituted during its first semester of operation. Its impact on the teacher candidates and development as literacy instructors will be discussed as will the effects on the children who received instruction. (10:30-11:15, Room B/C)





## **Q. edTPA: A Vehicle for Mathematics Education Reform; Dianne McCarthy**

This session will include background on the development of edTPA, why it is important to the movement to improve mathematics teaching and learning, and strategies for improving teacher candidate performance on this test. (10:30-11:15, Empire Room)

## **R. The Similarities and Differences between Chinese and American Classrooms; Jing Zhang, Andrea Wolf**

Although there are universal features in all classrooms, differences do exist between Chinese and American classrooms because of cultural differences. Chinese classrooms are well known for their large sizes and massive amounts of work. Faculty and teacher candidate will share their experience at the Chinese international PDS school to discuss the similarities and differences between Chinese and American classrooms, and ways that we can better prepare/support global educators. (1:00-1:45, Buffalo Room)

## **S. Breaking Down the Walls; Robin Zahm, Jason Zuba**

September 2013, taking a leap of faith, the Lancaster School District replaced one retiring technology mentor with 3 teachers on special assignment. In one school year, this added support broke down the walls of the classroom, media center and school building. Using technology in the classroom has grown exponentially in our school district, enhancing the education of every student K-12. This presentation will highlight how the added support has changed the district for the better, and will give a peek at our plans for the district's future. (12:10-12:50, Room B/C)

## **T. Transitioning from Traditional Student Teaching to a Co-Teaching Model; Rosemary Arioli**

Working together in our TRIAD of Mentor teacher, College Supervisor, and Teacher Candidate we are transitioning from traditional student teaching to an innovative, clinically rich, research based model that implements the Co-Teaching Model. Research reports increased academic achievement associated with co-teaching. Results from over three years of study on the use of co-teaching in student teaching demonstrate an increase in academic achievement for K-6 students in co-taught classrooms (Bacharach, Heck, & Dahlberg, 2007. 2010) Learn what co-teaching will look like during student teaching - what are the structures, and what are the roles and responsibilities of the mentor teaching and teacher candidate. (1:00-1:45, Ballroom)



## **U. Open Discussion of New Teacher Certification Exams;** Kaitlyn Gardner, Elizabeth Kuttesch

The New York State Teacher Certification Exams have changed and present new challenges for teacher candidates. This session provides the opportunity to talk with teacher candidates who have taken the new Academic Literacy Skills Test (ALST) and Educating All Students (EAS) Test. Learn about the format, how to prepare, and strategies for taking the exams. (12:10-12:50, Ballroom)

## **V. Student Research Showcase;** SUNY Buffalo State Teacher Candidates

Teacher candidates from various programs will present their research and projects. (Please see Poster Session Program for details.) (1:00-1:45, Room B/C).

## **W. Mathematics Public Lesson Study: An Introduction;** Colleen Andres, Dave Henry, Harry O'Malley, Dave Wilson

Public Lesson Study provides an opportunity for teachers to engage in professional development in a setting that includes a critical, and often missing component of PD – the learner. This form of Lesson Study provides an avenue for sharing ideas and refining our practice through observation of a live lesson and is based on a model that has been used in China for decades. This session will introduce several variations on Lesson Study as it is practiced in China along with video and data that support the practice. Discussion will center on opportunities to integrate this practice into our own professional development model. Attendance in this session is not required for attendance in the Public Lesson Study sessions that follow. You are also welcome to attend this session even if you are unable to join in the Public Lessons that follow. (12:10-12:50, Room D/E)

## **X. Mathematics Public Lesson Study #1;** Colleen Andres

Colleen Andres, Tonawanda High School teacher, will share her approach to teaching geometry with a focus on supporting instruction through use of iPads and video. Colleen's "blended classroom" provides opportunities for students to utilize video upon demand in the classroom and be supported in their learning at key points in the lesson. She will discuss the focus on the lesson and the background of her students prior to starting the lesson. Post-lesson discussion will provide opportunities for Colleen to share her own reflections on the lesson and for the audience to share their thoughts and questions. (1:00-1:45, Room D/E)

## **Y. Mathematics Public Lesson Study #2;** Harry O'Malley

Harry O'Malley, Gifted Math Program teacher and Associate Director, will share his approach to teaching gifted students with his GMP I class (mostly 7th grade). The lesson will feature a learner-centered approach that fosters independent thinking while developing significant mathematical content. Harry will share the goals of GMP I, the focus on the lesson, and the background of his students prior to starting the lesson. Post-lesson discussion will provide opportunities for Harry to share his own reflections on the lesson and for the audience to share their thoughts and questions. (Special post-Retreat session, Room D/E)



## V.—Student Poster Session—SUNY Buffalo State Teacher Candidates

Teacher candidates from various programs will present their research and projects.

- ***Backpacking Across Educational Barriers***

Andrea Wolf

- ***Creating a Bilingual Student Newspaper to Meet the Common Core***

Phylicia Brown

- ***Fifth Graders' Science Education: There's an App for That***

Linda San Antonio

- ***Methods to Increase Parent Participation in Education***

Kaitlyn Marie Gardner

- ***How PDS Prepares Teachers for Urban Schools***

Madeline Otero

- ***A Day in the Life of a Teacher***

Amber Calmes

- ***Greater Than Me, Globally***

Anna Morton

- ***Comparing Standardized Testing through International PDS  
& Keeping Teacher Candidates Connected Through Technology***

Danielle Jarosz

- ***Children Learning Literacy the Montessori Way  
& Children Growing and Learning the Montessori Way***

Leah White, Ebone Hennings

- ***Documenting the Development of Teacher Candidates Who Traveled to Chile: Tips for More Effective Blogging***

Samantha Parente

- ***Teaching Social Justice through Global Book Hour: From Student to Mentor***

Jasmine Davis

- ***Teaching Social Justice through Children's Literature and innovative technology use***

Jasmine Davis, Crystal Holmes-Smith, Anna Morton

- ***It Truly Takes a Village: The Use of Community and Family Collaboration to Foster Literacy Development***

Crystal Holmes-Smith



“The secret of getting ahead is getting started.”

*Mark Twain*

“I am not a teacher, but an awakener.”

*Robert Frost*

"Imagination is more important than knowledge."

*Albert Einstein*

“When you know better you do better.”

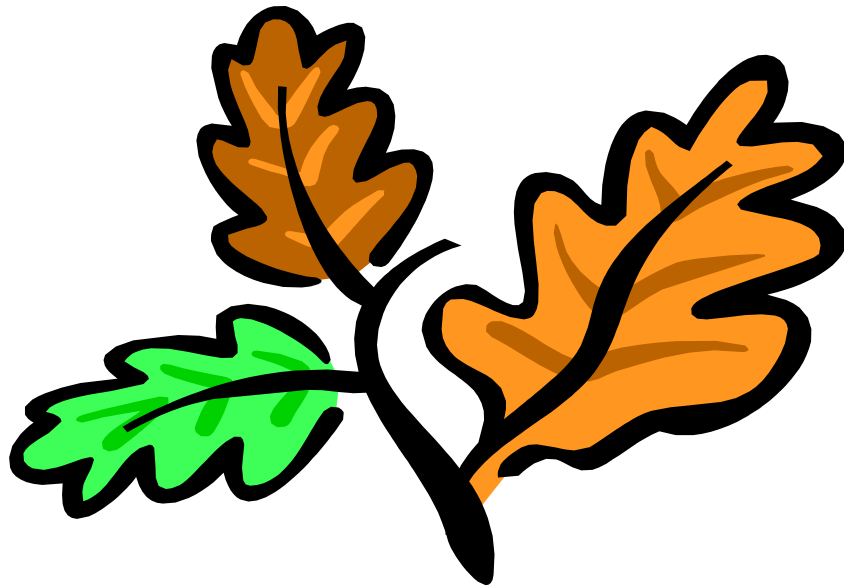
*Maya Angelou*

“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”

*Nelson Mandela*

“Education is not the filling of a pail, but the lighting of a fire.”

*W. B. Yeats*



## PDS Consortium Members/Participants Past and Present

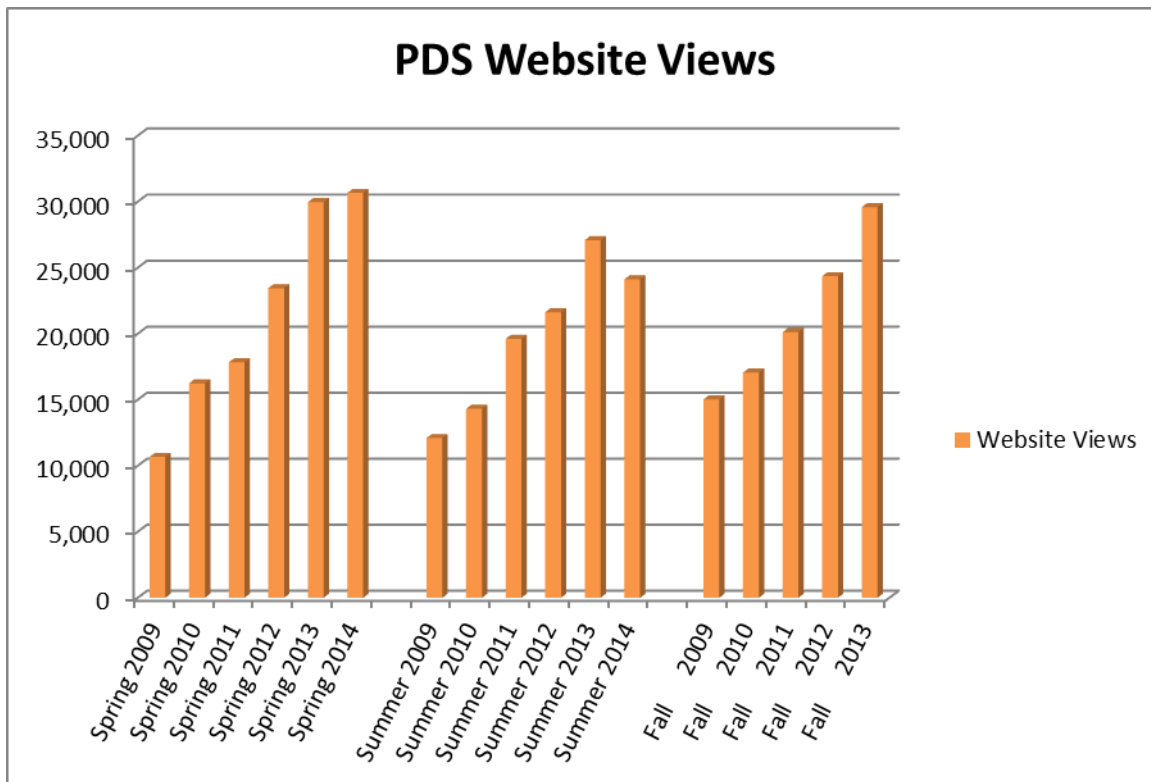
<b>Alden</b>	BPS #90, Drew Science Magnet ECC	Hamilton Elementary	Meadow Elementary
Alden Intermediate	BPS #93, Southside Elementary	Holmes Elementary	Ohio Elementary
Alden Primary	BPS #94, West Hertel	Hoover Elementary	Spruce Elementary
<b>Amherst</b>	BPS #95, Waterfront	Jefferson Elementary	<b>Orchard Park</b>
Windermere Elementary School	BPS #97, Harvey Austin	Roosevelt Elementary	Eggert Elementary
<b>Barker</b>	BPS #99, Makowski ECC	Saint Amelia School	<b>Rochester</b>
Pratt Elementary	BPS #204 Lafayette High School	<b>Lake Shore</b>	Eugenio Maria de Hostos Charter School
<b>Batavia</b>	Buffalo United Charter School	A. J. Schmitt Elementary	Henry Hudson School #28
Jackson Primary School	Enterprise Charter School	<b>Lancaster</b>	Pinnacle School #35
<b>Buffalo</b>	King Charter School	Como Park Elementary	<b>Springville</b>
BPS #17, ECC	Pinnacle Charter School	Court Street Elementary	Colden Elementary
BPS #18, Pantoja Community School	West Buffalo Charter School	Hillview Elementary	Springville Elementary
BPS #19, Native American Academy	Westminster Community Charter School	Sciole Elementary	<b>Starpoint</b>
BPS #27, Hillery Park	Trinity Catholic	William Street Elementary	Fricano Elementary
BPS #30, Frank Sedita Academy	<b>Clarence</b>	<b>Lockport</b>	Starpoint Intermediate
BPS #32, Bennett Park	Clarence Middle School	Southard Elementary	<b>Sweet Home</b>
BPS #33, Bilingual Center	Harris Hill	Upton Elementary	Maplemere Elementary School
BPS #39, Martin Luther King	Ledgeview	<b>Maryvale</b>	<b>Tonawanda</b>
BPS #43, Lovejoy Discovery	Sheridan Hill	Maryvale Primary	Fletcher Elementary
BPS #45, International School	<b>Depew</b>	<b>New York City</b>	Mullen Elementary
BPS #54, George Blackman	Cayuga Heights	PS 33	Saint Christopher's School
BPS #59, Drew Science Magnet, BSM	<b>East Aurora</b>	PS 51	<b>West Seneca</b>
BPS #61, ECC	Parkdale Elementary	<b>Niagara Falls</b>	Northwood Elementary
BPS #64, Frederick Law Olmsted	<b>Frontier</b>	Abate Elementary	Potters Road Elementary
BPS #65, Roosevelt ECC	Big Tree Elementary	Hyde Park Elementary	West Elementary
BPS #66, North Park Academy	Pinehurst Elementary	Kalfas Magnet Elementary	West Middle
BPS #67, Discovery	<b>Grand Island</b>	Mann Elementary	Winchester Elementary School
BPS #72, Lorraine Academy	Huth Road Elementary	Niagara Street	<b>Williamsville</b>
BPS #76, Badillo Bilingual Academy	Kaegebein Elementary	Niagara Charter School	Country Parkway Elementary
BPS #79 Grabiarez	Sidway Elementary	<b>Niagara Wheatfield</b>	Dodge Elementary
BPS #81	<b>Holland</b>	Colonial Village	Heim Elementary
BPS #82, ECC	Harold O. Brumsted Elementary	Errick Road Elementary	St. Gregory's
BPS #89, Lydia T. Wright	<b>Ken-Ton</b>	West Street Elementary	<b>Wilson</b>
	Edison Elementary	<b>North Tonawanda</b>	Marks Elementary
	Franklin Elementary	Drake Elementary	



*SUNY Buffalo State  
Professional Development Schools Consortium (PDS)  
2014 Fall Business Report  
Presented at the Annual Retreat  
September 26, 2014*

**PDS Website:**

The PDS Website continues to be a strong source of information for teacher candidates and educators across the world. Come check us out at [www.buffalostate.edu/pds](http://www.buffalostate.edu/pds)!



**Facebook Numbers:**

At the beginning of our retreat last year we had 248 Likes and today we have 304 Likes.

We will continue to work to increase our likes.

We will also begin piloting a twitter page. Follow us @ BuffaloStatePDS

**Acronym Website:**

It has been two years since the creation of the acronym website. Last year we had 1,145 views and today we have 2,513.



**Meetings and Other Opportunities:**

*PDS Consortium:* Thursday, October 23, 2014 from 3:45-5:45 pm

St. Amelia's, Tonawanda, NY

*PDS Consortium:* Friday, November 1, 2014 from 7:45-10:00 am

Location - Looking for a Host School



*Teacher Tailgate:* Monday, October 6, 2014 from 3:00-5:00 pm

Third Floor of Bacon Hall, Buffalo State

All Undergraduate and Graduate Students and Faculty members in the School of Education are welcome! Fun, food, information!

*Book Buddies:* Build your resumé and improve your ability to teach a love of reading!

Times and days are available throughout the week

Buffalo State Childcare Center

Contact Mary Wilson at 878-5335

*Club HoLA (Hour of Latino Awareness):* Wednesdays from 3:30-4:30

Ketchum Hall 116, Buffalo State

All are welcome and no prior Spanish experience is necessary.

*Elementary Education Club:* Tuesdays during Bengal Pause

Bacon Hall 116A

Teacher Candidates meet to discuss current events in Education, support each other, and support the community through service learning.

*Student Council for Exceptional Children:* Meets 1-2 times monthly.

Buffalo State chapter of a national organization that promotes development and experience in the field of special education.

For more information, email [buffalostatescec@yahoo.com](mailto:buffalostatescec@yahoo.com).

*Best Buddies:* Meetings and events provide opportunities for participants to have fun, socialize, eat, network, learn from each other, and organize outings. Provides opportunities for college students to be matched in a one-to-one friendship with individuals who have intellectual disabilities. For more information, email Lauren at [cogliel01@mail.buffalostate.edu](mailto:cogliel01@mail.buffalostate.edu).

