

Buffalo State University
Teacher Education Unit Professional Advisory Council (TEUPAC)
July 16, 2024 from 10:00-11:00 am on Zoom

Attending:

Participant	Role/Institution
Alex Allen	Assistant Professor of Art Education at Buffalo State University
Rosemary Arioli	Director of Student Teaching, EELEL Department, Buffalo State University
Krystal Barber	PDS Faculty liaison, SUNY Cortland
Shannon Budin	Faculty & Assessment/Accreditation person, Buffalo State University
Pixita del Prado Hill	PDS Co-director and Professor EELEL Department, Buffalo State University
Joanne Ferrara	Professor Emeritus, Manhattanville University
Wynnie Fisher	Social Studies Education, Buffalo State University
Liza Franz	Early Childhood Dept. Chair, SUNY Erie Community College
Denise Harris	Director, Career and Professional Education, Buffalo State University
Tamara Horstman-Riphahn	Executive Assistant to the School of Education Dean, Buffalo State University
Tamara Lipke	Associate Professor Ed Leadership and PDS, SUNY Oswego
Dan MacIsaac	Chair & Professor, Physics Department, Buffalo State University
Jim Maloney	Student Teaching Supervisor, Buffalo State and retired Asst. Superintendent, Maryvale District
Dianne McCarthy	Professor, EELEL Department, Buffalo State University
Patty Recchio	Director of Teacher Certification, Buffalo State University
Valerie Reppi	Education faculty, Buffalo State University
Matt Rydelek	Full time SST teacher at Transit Middle School, Williamsville and faculty at Buffalo State University
Raquel Schmidt	Associate Dean, School of Education, Buffalo State University
Anita Senthinathan	Assistant Professor, Speech Language Pathology, Buffalo State University
Gehen Senthinathan	Assistant Professor in the Social and Psychological Foundations of Education Department as well as the Psychology Department at Buffalo State University
Sherri Weber	PDS Co-director and Associate Professor EELEL Department, Buffalo State University
Kathy Wood	Associate Professor and Director, Urban Teaching Center, Buffalo State University

Important links:

- [SLIDESHOW](#) from meeting
- [TO REGISTER](#) for the annual PDS Conference on October 4
- To learn more about [IPDS](#) (Buffalo State International PDS)
- To learn more about [PDS North America: Maine](#)
- [SURVEY](#) requesting your feedback on the Teacher Performance Assessment
- To learn more about [NASUP](#) (National Association for School-University Partnerships)
- [ZOOM LINK](#) for next TEUPAC meeting on **October 22 at 3:00 pm**

- I. Welcome and introductions
- II. PDS Announcements
 - A. Join us for the annual PDS Conference on Friday October 4 from 7:45-12:30 in the Buffalo State Student Union (the link to register is included above); free and open to all
 - B. Encourage your undergraduate and graduate students to participate in PDS North America: Maine from October 14-19 (see the link included above for details)
- III. Invitation to participate in International PDS (IPDS)
 - A. Experienced educators (administrators and teachers) are welcome to participate in IPDS Colombia and IPDS Spain which include travel to an international partner school during the February break (see the link included above for details)

- B. IPDS partner school representatives from various countries will be visiting in the coming year. If you would like to host at your school, please contact delprapm@buffalostate.edu
 - IV. The Teacher Performance Assessment is a multi-measure assessment where candidates demonstrate the pedagogical knowledge and skills identified in the New York State Teaching Standards, which align with the four principles of the New York State Culturally Responsive-Sustaining Education Framework, and their content knowledge and skill in teaching to the State learning standards in the grade band and subject area of a certificate sought.
 - A. Your feedback is requested on the SURVEY included above
 - B. Topics discussed during the meeting regarding necessary knowledge, skills, and dispositions of candidates:
 - 1. Collaboration and communication with other professionals and staff in school buildings as well as parents/families
 - 2. Responding professionally to feedback; being open and reflective in response to feedback
 - 3. Possible assessment/actions to take:
 - a. Create an assignment that requires collaboration and communication
 - b. Ask panelists at Career Development Day (in preparation for student teaching) to address this issue
 - c. Use video to record the process of providing feedback to candidates and ask them to reflect on their possible responses
 - d. Use Go-React or Vosaic in the feedback process
 - e. Use role play (TeachLive, peers, actors)
 - i. From the Chat: We have done some role playing on how to respond to feedback in class and I feel like that does really help because it provide very clear and specific language to use in a conversation.
 - ii. When I teach Public Speaking in high school/middle school, our final “exam” is a speed-interview round (like speed dating, but interviews). The interviewers then give feedback in writing and the students receive it in the end... but it would be cool to do this with our undergrad students / student teachers to get a few practice rounds and then receive the feedback in person and practice responding either in person or in writing.
 - i. Maybe ask PTAs and PTOs to collaborate
 - f. PDS to provide PD on this topic
- V. A view from the field and from the university: sharing insights, ideas, and expertise
 - A. Importance of candidates understanding the community in which they are working (especially in high need districts)
 - 1. Asset-based
 - 2. School as a hub of resources
 - 3. Examine assumptions; reflect, dig into implicit biases
 - 4. Community mapping
 - 5. Community interviews
 - 6. Experiences within the community
 - 7. Boundary-spanning opportunities (how to step out of our roles to better understand the perspectives of varying stakeholders)
 - 8. Consider joining the National Association for School-University Partnerships (NASUP) (see the link included above for details)
 - B. Engaging school partners with PDS
 - 1. Brainstorm a list of resources and benefits for districts when they partner with PDS
 - 2. Marketing PDS
 - C. Buffalo State physics students are interested in teaching science in after school programs
 - 1. Kathy Wood to connect Dan MacIsaac with PS 45
- VI. Issues raised that will be on the agenda of the next TEUPAC meeting (see above for Zoom link and meeting details)
 - A. How to share the time and workload of building PDS partnerships?

- B. From the Chat: Disconnect between the expectations in teacher education and the methods we teach versus what is happening in schools. For example, learning inquiry-based approaches to teaching versus implementing a scripted curriculum using explicit instruction techniques.
- C. From the Chat: In one of our partnerships they did a book study with mentor and pre-service teachers: Mentoring Preservice Teachers through Practice. The layer was to put the CARE model from the book into practice with implementation of Heggerty reading lessons. In-service and pre-service teachers reported growth in instructional practice and there was evidence of improved student learning. The collaboration was built into this model via PDS.
- D. From the Chat: As a middle/high school English teacher, especially post-pandemic, there's a need for being able to differentiate for different academic levels and needs in planning and on the spot. My coworkers/classmates at Buffalo State have all shared that they struggle with that!

VII. Meeting adjourned at 11:00 am