

TEUPAC- SUNY Buffalo State
Minutes: June 26, 2018
9:00-10:15
SUNY Buffalo State

In Attendance: Ahmed Akbar, Shannon Budin, Nancy Chicola, Tiffany Fuzak, Karly Glowny, Kelly Glowny, Allison Gunkler, Pixita del Prado Hill, Fran Paskowitz, Heather Lyon, Molly Marinelli, Sue McMillen, Angela Patti, Tamara Horstman-Riphahn



- I. Welcome
- II. Updates:
 - A. PDS and IPDS branding:
 1. Bee with the half globe (see above).
 2. Seeking suggestions for what could be changed that would make it teacher friendly and would suffice to both PDS and IPDS
 3. Email delprapm@buffalostate.edu with any feedback
 - B. Introducing the newest PDS Student Representatives and Graduate Assistant (please see attendance above)
- III. School of Education: (P. del Prado Hill reporting for Dean W. Paterson)
 - A. Strategic Plan 2017-2018
 1. Six priority areas:
 - a. Curriculum renewal
 - b. Border crossing
 - c. A shared culture of doing
 - d. Impact and partnerships
 - e. Growth mindset
 - f. Exemplars of teaching
 2. Goals:
 - a. Goal 1: Provide Excellent Education Inside & Outside Classroom
 - b. Goal 2: Continue to Create an Engaged Community
 - c. Goal 3: Enhance Institutional Effectiveness
 - d. Goal 4: Provide Appropriate Resources Necessary to Succeed
 - B. Elementary Education & Reading Department (P. del Prado Hill reporting for Chair J. Henry)
 1. Changing the department name to: Elementary Education, Literacy and Educational Leadership
 2. Enrollment is trending back up from previous years
 3. MIITC is growing rapidly
 4. Diversity is increasing (> 30% of teacher candidates come from outside WNY)
 - C. Exceptional Education Department (A. Patti & S. Budin reporting)
 1. Plans for developing a new undergraduate dual certification program is anticipated for Fall 2019
 2. TESOL is now part of the EXE department and will be undergoing some fine tuning
 3. Revisions for graduate and generalists programs are underway
 4. Shifting of department roles
 - a. Raquel Schmidt as Department Chair
 - b. Angela Patti as Undergraduate Associate Chair
 - c. Kathy Doody as Graduate Associate Chair

- IV. Secondary Programs: STEM related (S. McMillen reporting)
 - A. Rocket Days at West Seneca East took place where students were able to create rockets that directly related to their Pre-calculus courses
 - B. Maritime Charter where teacher candidates were assisting students with making FM radios and electricity

- V. Teacher Certification Office (P. del Prado Hill reporting for P. Recchio)
 - A. EAS is undergoing redevelopment which continues to be on-going
 - B. A Literacy Prep Guide will be available starting in fall 2019
 - C. edTPA safety net expires 6/30/2018
 - D. edTPA Multiple Measures Review Process (MMRP) is in place for those who score 1 or 2 points below passing score

- VI. IPDS Announcements (N. Chicola & T. Horstman-Riphahn reporting)
 - A. Students teaching internationally (International Baccalaureate) involving Makowski Early Childhood Center and International School of Siena
 - B. Continuing IPDS Ambassadors initiative with two new ambassadors for fall 2018
 - C. IPDS support of Myanmar program

- VII. New business: (P. del Prado Hill reporting/facilitating discussion)
 - A. Annual PDS Conference on September 28, 2018 from 7:15am-1:30 pm at Adams Mark with keynote address from NYSTOY, Christopher Albrect, 4th grade teacher from Brockport
 - B. Discussion: How to encourage people to stay for the whole event?
 - 1. Start with a continental breakfast which will include a student poster session and to-go coffee
 - 2. Schedule the SOE Dean to open the conference with a brief introduction
 - 3. Shift the NYS TOY keynote address to the end of the day
 - 4. During the keynote address, provide a quick and easy meal...maybe a pre-packaged lunch of varying choices
 - 5. Send out an email message along with the conference invitation explaining to our guests what will be different this year from past years
 - 6. Parking Perks: Can we possibly aim for free parking instead of \$3?
 - C. Resilience Project:
 - 1. Lots of interest in the topic of trauma-informed schools and building resilience
 - a. In our partner schools/community agencies
 - b. Among teacher candidates as they prepare to work in schools
 - c. Among faculty who want to prepare teacher candidates for work in schools and to support the possible trauma candidates themselves may have faced
 - d. Film/Speaker Series: October 23, 2018 and spring 2019 (date TBD)
 - e. Book study?
 - f. Alternative spring/summer break?
 - HeDog Reservation in South Dakota with Darryl Tonemah and Chris Shively
 - Osceola County in Florida with Nanci Monaco
 - 2. If you would like to get involved:
 - a. Informational/planning meeting scheduled for August 31, 2018 at 9am in Bacon 302
 - b. Contact delprapm@buffalostate.edu
 - D. Discussion:
 - 1. Send out reminder to teachers and faculty along with flyers before the start of the semester: teachers may encourage students to go for extra credit; etc.
 - 2. Tie this work to PDS school meetings

- VIII. PDS Sponsored Events for 2018-2019:

- A. Teacher Tailgate: September 11, 3:00-4:30 in the Social Hall
 - B. PDS Conference: September 28, 7:45-1:30 at the Adams Mark Hotel in downtown Buffalo
 - C. Resilience Film Screening/Facilitated Discussion: October 23, 4:30-5:45 in the Assembly Halls
 - D. PDS School Meeting #1: November 16, 7:45-10:00 at Lindbergh Elementary in KenTon (with TEUPAC meeting to follow)
 - E. IPDS Chile Visitors in Buffalo: January 28-February 15, 2019
 - F. PDS School Meeting #2: Early February at PS 99 Makowski Early Childhood Center?
 - G. NAPDS Conference: February 14-17, 2019 in Atlanta, GA
 - H. PDS School Meeting #3: March, Maritime Charter School Meeting?
 - I. IPDS Beyond & Back: April 16 or 30, 2019
- IX. CAEP Accreditation/ Standard 2 (S. Budin & T. Fuzak reporting/facilitating discussion)
- A. Setting the context
 - 1. Purpose of the accreditation process
 - 2. How CAEP is different from NCATE
 - 3. TEUPAC's important role in the process
 - B. Review the revised Clinically Rich Practice Frameworks that guide the Buffalo State PDS (see attached)
 - C. Sharing of the Alumni Survey draft for feedback:
 - 1. Concern that the questions will not pertain to all alumni who work in school (very dependent on the position they hold)
 - a. Include an "N/A" column
 - b. Shift phrasing to "Were you prepared to..."
 - 2. M. Marcinelli and H. Lyon suggested meeting with the Erie1BOCES elementary principals' group for feedback and data
 - D. Piloting five questions:
 - 1. What do you notice is a strength of SUNY Buffalo State graduates who are now working in your schools?
 - 2. What do you notice is an area for improvement for SUNY Buffalo State graduates who are now working in your schools?
 - 3. What 3 suggestions would you make to improve the quality of our teacher education program?
 - 4. Do Buffalo State-prepared teachers value diversity?
 - 5. Are Buffalo State-prepared teachers able to model and use technology to enhance learning?
 - E. Feedback for question 3 (note: this was provided later this day by email)

From M. Marcinelli, Como Park Elementary Principal

I think the goal of learning more about Trauma Informed Instruction is a good one. I also think that learning more about STEM education and Makerspaces would be helpful for teacher candidates and current teachers. I am attending the workshop for administrators that David Henry is offering at Buffalo State on July 13th and I am very excited. I have encouraged others to attend too as I find that the work Buffalo State has done on STEM has been wonderful. One more thing that my mentor teachers always comment on is that teacher candidates that student teach in a primary classrooms really need a lot of training on Guided Reading. They always feel like they are a little lacking in that area and that is one of the most important pieces to an early elementary literacy program. Thanks for everything all of you do. I love this collaboration!

From H. Lyon, Kenmore-Tonawanda Director of Elementary Education

I agree with Molly and have a couple of thoughts to add...

I feel like teachers, new or not, often struggle to understand the difference between the standards, curriculum, instruction, and do not do a great job actually using assessments to drive instruction.

Specifically, it would be great if you could help teacher candidates understand how to navigate a programmatic curriculum. Most elementary schools do not provide teachers with complete autonomy to come in and create their own materials—they want them to use what is provided. At the same time, the provided curriculum generally does a poor job (if any) demonstrating what to do with students who are behind or ahead of where the curriculum is. Good teachers see the curriculum for what it is—a map—but recognize that they have pedagogical choices in how to meet their students' needs. They look at the students they have and make decisions about which lessons to enhance, which ones to scrap, and which ones to do as written. This skill impacts pacing and is HUGE.

From F. Paskowitz, Kenmore-Tonawanda Administrator

I totally agree with my esteemed colleagues, Heather and Molly, and would also add that another topic may be very helpful... tips on behavior management which everyone can benefit from, no matter what stage of teaching one is in. If you do not manage behavior (primarily by providing excellent instruction, cooperatively setting rules, etc.) one cannot teach well.

From S. McMillen, Buffalo State Mathematics Education Faculty

Molly, I also appreciate your suggestions. I am waiting to hear about funding for a Math Science Partnership grant with the Buffalo Public Schools. The grant would focus on STEM instruction in grades 3-5. If the grant is funded we could talk about replicating some of the activities with our PDS partners.

Heather, you make a good point. Along the same lines, we often hear from our Math Ed graduates that they didn't have enough experience deciding which (and how many) homework problems to assign and how to differentiate the number and type of problems assigned.

Hi Everyone, I was thinking about other ways to demonstrate impact on P-12 schools and have a couple of suggestions to consider. Some of our programs and PDS partners arrange campus visits and other college-related activities that involve our teacher candidates. The evaluation data indicates that students say they are more likely to attend college after participating in these events. Herman Badillo and JFK Middle are two schools, but I think there are others as well. Similarly, some PDS mini-grant recipients have data showing impact on student learning and other factors from their mini-grant projects. For example, Jody Magner has copies of the students' final projects from Rocket Days at West Seneca East. Also, several faculty have co-authored journal articles or book chapters with school administrators or classroom teachers from PDS schools. This shows an impact on professional growth of P-12 instructional staff, but not directly on P-12 students.

X. Meeting adjourned at 10:17 am.

XI. Next TEUPAC meeting is scheduled for Tuesday July 24 from 9:00-10:15 in Bacon 116B

A. Please contact Pixita del Prado Hill if you will need a parking pass

B. Thank you for your participation in PDS!