TEUPAC – SUNY Buffalo State
Minutes: June 30, 2020
1:00 pm
Zoom Meeting

In attendance: Rosemary Arioli, Shannon Budin, Elizabeth Burgess, Kathy Brachmann, Pixita del Prado Hill, Selenid Gonzalez-Frey, Tiffany Fuzak, Christine Garas, Keli Garas-York, Andrew Hashey, Heather Lyon, Jodelle Magner, Jim Maloney, Fran Paskowitz, Wendy Paterson, Jeremy Ventura, Mary Wolf, Kathy Wood

I.   Welcome and initial business
   A. Introductions - names and positions were typed in the chat

II.   Old business
   A. Standing reports
   B. Updates
     1. SOE Dean
- Recognized the accomplishments of Liz and Jeremy (student teacher and mentor teacher from Henry Hudson School No. 28 in Rochester)
- Four people (Wendy Paterson, Pixita del Prado Hill, Patty Recchio, and EOP Director Yanick Jenkins) will represent Buffalo State in a meeting with the State Ed. Dept. on Thursday July 2nd to provide input on how the state will move forward
- Dr. Paterson has been in constant communication with State Ed. and the BOCES directors and she is disappointed with the lack of guidance, particularly around teacher certification. Teacher certification forgiveness seemed to rely on Pearson and if they would open a testing site. Pearson opened one testing site on April 30th, so the forgiveness of tests for student teachers was derailed. Candidates can opt for the ATS-W as opposed to the edTPA.
- Dr. Paterson wants Buffalo State to produce excellent teachers, not tested teachers. She is concerned about the state's emphasis on testing.
- On Thursday, she will relay that student teachers should be part of the plan for reopening, stressing that they are not guests in the school buildings but part of the teaching profession
- A CEEDAR document was mentioned as a resource on how Buffalo State can be assets when schools reopen. Our students can do a lot with online instruction. Here is the link submitted by Andrew Hashey - https://ceedar.education.ufl.edu/wp-content/uploads/2020/06/Addressing-Shortages-COVID-Landscape.pdf
- "We're better together. We enhance the schools, they enhance us"

     2. PDS Conference – cancelled
     3. PDS events for 2020-2021
- We hope to divert conference funds for professional development.
- NYS 2020 Teacher of the Year Rachel Murat will develop a keynote specially for PDS that can be shared virtually. More information to follow.

III. New business: Remote learning during a pandemic
 A. Feedback on remote learning (as a teacher? as a student? as an administrator?)
 B. How can Buffalo State teacher candidates continue to be part of your school?
 C. How might Buffalo State better prepare our teacher candidates to meet current school needs?

- Shannon Budin – based on the Hashey chart (below), TCs can help with tech support; promote positive online behaviors, but we have been told that TCs need more online practice. Can parent support be added, such as ways TCs can be a communicator/collaborator with families?
- Jeremy Ventura (grade 1 mentor teacher) – Stressed the importance of student teachers in the building. His school is eliminating volunteers and guessing it will be a hybrid model – cohort 1, cohort 2 – in the classroom and online then flip with an emphasis on trying to keep contact with individuals to a minimum in the fall. He mentioned that they may not even have interactions with specials teachers. Prior to the pandemic, Jeremy had lots of volunteers, and his principal said student teachers might be in the category with volunteers, but Jeremy stressed the importance of allowing them to be in the building. He is glad the conversation is being had at the university level. Jeremy wondered what the undergraduate training in technology is currently.
- Wendy Paterson discussed how students take EDU 375, however, unless they have significant experiences in their field experiences, they won't use it enough that they would have a high level of comfort with it. Most student teachers are digital natives, so they know their way around technology. Assessment of their technological capabilities is part of the accreditation process.
- Pixita del Prado Hill stated that PDS is considering Google Classroom professional development to help our candidates use it in instructional ways and wondered if the group had thoughts?
- Jeremy Ventura said Google classroom for sure (not so much K or grade 1), but it gives kids a different look at home than what they see in school. It's good to collect work and get assignments out there. For younger grades, assignments are mostly sent to the parents. He used Class Dojo to communicate with parents. He was also using Seesaw to have the kids use Seesaw to communicate with the teacher (this is flipped because it is usually used to communicate with their parents). It is crucial to have distance learning class for teacher candidates. Jeremy is planning on having parents schedule time in August to teach them how to use Seesaw, Flipgrid, etc. to get a majority of the parents on board as they will probably be in a hybrid model right from the start.
- Heather Lyon seconded what Jeremy said. In addition, preservice teachers will need support around grading and assessment in virtual world as there are important shifts that need to be discussed. Most school districts, during spring, were really doing asynchronous learning for students. It is possible this will shift to synchronous learning in the fall. Asynchronous is really students doing an independent study, 5-year old children do not sign up for independent study, the content for a 15-year old is still difficult and independent study is not ideal. This is a different approach not just a different platform.

- Jim Maloney noted the shift from asynchronous to synchronous would be a nice opportunity for Buffalo State teacher candidates where the mentor teacher might do a synchronous lesson in the morning and student teacher could do the lesson later in the day for children of working parents as it might be difficult for teachers to do synchronous instruction all the time.
- Heather Lyon also noted there should be focus on social emotional learning as everyone experienced situational trauma and teacher candidates need to be able to respond to students and family as well as practice self-care. For instance, a teacher doesn't need to respond to parent at 11:00 at night. Adults need to be reminded that self-care is important.
- Kathy Wood is curious about parents and getting input from parents, family with 3+ kids as there might not be enough computers, quiet spaces, and internet for all of them. Dr. Wood is a board member for a local charter school and they found many kids just stopped connecting to school. Her contact in Buffalo Public Schools said they need student teachers to reduce class sizes, of course, this might change or deviate. Some children just don't have the capability or luxury to be synchronous. Some kids just don't learn well online. How do you navigate all those things and not have students lose out academically? For kids who have academic gaps, the gaps may widen.
- Pixita del Prado Hill noted that PDS is exploring providing professional development related to social emotional learning. We hope to support for teacher candidates and PDS stakeholders with an emphasis on self-care/self-regulation (calm during challenging situations). She discussed Jim Malony's idea that the student teacher could be the second shift for instruction, maybe even methods students might be ready for that. They could watch the teacher teach the lesson first and then they try it on their own. This is something for us to think about in the teacher education program
- Elizabeth Burgess talked about her student teaching experience of moving from 8 weeks face to face to online. It was a huge difference and it came down to the parents because the younger students can't use email or have access to devices without parents around. Some parents are front line workers who are working non-stop, staying in contact was a struggle. She noted a big decline in participation after the governor announced schools weren't going to open again this school year. Her boyfriend's mother works as a counselor at high school. She said this is a troubling time, no more excuses, back to letter grading and this will have to be the new norm somehow, and educators can't cater to all different types of learners like we did before. She thinks student teachers learning how to use different types of technology (like Google Classroom) is a good idea as she did not have a lot of experience before student teaching. Elizabeth noted that her Windermere experience helped, Jeremy (her mentor teacher) told her she got it together quick probably because of previous experiences to give her a good idea of what to expect in student teaching. She thought there should be an emphasis on how to use online tools, not just Google Classroom. She was a UB graduate (undergraduate) and she had no experience with educational technology before coming to Buffalo State. She felt it was important to cater to students who are transferring from other schools for BSC master's programs.
- Wendy Paterson took note of Elizabeth's point. She wondered if our MITTC program requires the technology course. Most students get experience in technology if their course instructor chose to use it. Buffalo State faculty are out in July but, we need to incorporate

distance learning methodology in all of our BSC courses now -not just students of instructors who are comfortable using technology. She is not sure we have time to gear up to incorporate technology in all methods classes. How can we take what we learned from this and incorporate in classes?

- Andrew Hashey noted that synchronous instruction needs to be bringing something else to the table as far as student responses, student engagement, and an interactive mode is concerned as we shift to synchronous instruction. How do we use break out rooms meaningfully and produce work we can look at and give responses to and adjust future instruction. There is the possibility that candidates can look at student work from earlier and come back and provide a targeted mini lesson.
- Shannon Budin shared that the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center offered to do some professional development this summer for us. It was described as a technical assistance center to help teacher education programs to help better prepare candidates to be effective in the classroom. They are ready willing and able and just want some dates to participate in professional development and possibly piggyback on what PDS is already planning. They can provide professional development on some best practices in active engagement and how to foster that in an online environment. We were all in resource overload during the spring, but now that we've been through it, we can see what tools rose to the top, Dojo, Seesaw, Google Classroom. Shannon will follow up with people in the meeting regarding the professional development.
- Rosemary Arioli wondered if mentor teachers can be included in the professional development specifically, how they can work with a student teacher? She stressed the importance of having exemplars, so mentor teachers are not overwhelmed, such as how did Jeremy set up planning times or tell Liz to take the lead on something?
- Shannon Budin replied that all stakeholders would be welcome to participate in the professional development.
- Wendy Paterson also mentioned the college's partnership with Franklin Covey and the professional development they might provide. She then mentioned the Buffalo State doesn't support most of the software used in schools and stressed the importance of the role of the mentor teacher. For instance, Elizabeth learned from Jeremy (journeyman being apprenticed to a master teacher). We can't teach all our candidates all of the software being used in school; the mentor teachers need to tell the student teachers in their apprenticeship about technology.

III.   CAEP – Plan for mentoring for new teachers
- Shannon Budin described a new program to create a bridge to help student teachers who were in the COVID semester (spring 2020) and had many changes during their student teaching placement. She described how the committee thought some sort of transition mentorship would be important. We can't really call it a formal program because there is no funding or transition support and we are afraid to call it mentoring as school districts already have formal mentoring and we do not want to replicate that. It might be called Project EASE – Encourage, Aid, and Support Educators. We can keep tabs on first year teachers who just left Buffalo State and provide some individual support, some continuing education, some professional development, and a community of support. Many faculty members were on board with being a mentor or a coach, not necessarily in

the same content area, but just support, low stakes, no evaluation. Some professional development concepts we had in mind were to incorporate some CTLE hours, classroom management, engagement (low hanging fruit, areas where districts say new teachers struggle). Ideally, it is the goal to have these first-year teachers examine what is happening in their classroom and monitor the impact of what they are learning and use the support of faculty and other teachers. This will be more web-based than anything else -supportive, reflective, provide resources, and coaching, if needed. Shannon asked for any comments or feedback.

- Jeremy thought it [Project EASE] would be tremendous resource and he hasn't seen any school do that for student teachers when they leave. His district has a mentor program, but new teachers might feel more comfortable tapping into the resources of Buffalo State. Jeremy said he did lot of wondering about how student teachers will do on their own because during student teaching, the mentor teacher's system is already in place. He thought Liz did a great job but admitted that she did miss some things due to schools closing. One big piece for student teachers is providing AIS in the classroom. They should know what to do with assessment data and how to provide intervention services needed.
- Shannon added that they could look at current assessments and use data to plan while supporting new teachers
  - Jim Maloney gave the retired administrator perspective. He felt that the program [Project EASE] will provide critical for support, but when second semester student teachers come on board everything is established different climate for them. He stressed intimacy – developing trust, where if somebody at the college already has a relationship, no evaluation, the teacher will probably share a lot more with them. Last point, just as a courtesy if we let people (school officials) know we are doing this, they will likely welcome the support, but we don't want to supplant what they're doing.
  - Selenid Gonzalez-Frey added low stakes is important as she did have a mentor, but it was very formal with more of a focus on observations and talking about observations. She felt creative problem solving about specific classroom issues is important. She noted that past students have reached out to her for ideas because there was no judgement (like a mentor in schools). She liked the idea of study groups and also have the mentor chip in. Study groups could be recorded for different student teachers in the future.

IV.   Adjournment
  - Pixita del Prado Hill noted that the next meeting is soon (early summer because we thought people would be busier during late summer). The next TEUPAC meeting is July 14 at 1:00. Pixita will send the Zoom link if you are able to join. We are hoping we will have more information at that time from the state and regarding our plans for professional development.

Face-to-face	Remote learning
Deliver small group instruction	Run virtual small group break-out sessions for at-risk learners
Deliver whole group instruction	Run virtual whole-class meetings
Administer and interpret assessments	Pre-record instructional mini-lessons for students to watch before or after class
Provide feedback on student work	Serve as a HW contact person, and provide feedback on student work
Support and teach classroom behavior	Provide technology support; teach and promote positive online behaviors
Support community participation and celebrations (e.g., multicultural nights, math night, literacy nights, etc.)	Design home-based literacy activities