

TEUPAC – SUNY Buffalo State

Minutes: July 14, 2020

1:00 pm

Zoom Meeting

In attendance: Michele Agosto, Shellymarie Amos, Rosemary Arioli, Kathy Brachmann, Shannon Budin, Denise Carr, Pixita del Prado Hill, Wynn Fisher, Selenid Frey-Gonzalez, Christine Garas, Keli Garas-York, Andrew Hashey, Alayla Henry, Julie Henry, April Kegler, Heather Lyon, Jodelle Magner, Jim Maloney, Molly Marcinelli, Wendy Paterson, Angela Patti, Patty Recchio, Mary Wolf, Kathy Wood

I. Welcome and initial business

A. Introductions

II. Old business

A. Standing reports

B. Updates

1. SOE Dean

- a. On July 2 we had our first state meeting (over 300 people). Four people represented from Buffalo State. It was a three-hour meeting and we broke into small rooms – 10 discussion rooms on five different subjects. The Regents, the Commissioner, and the Deputy Commissioner came on and said they wanted to hear from everyone. Essentially for teacher education, the number one thing said was in planning for the fall there needs to be a consistent message from state ed. that teacher candidates (TCs) need to be a part of the plan- not guests or non-essential. TCs are important to the profession and particularly important now. They will help provide more teachers for children. Co-teaching with student teachers and mentor teachers is now more important than ever before. Many mentor teachers agreed to continue on with their student teachers last spring when things went remote and it worked. Buffalo State has many examples of the value TCs provided to schools. The word is that there will be no specific guidelines until the end of July.
- b. We also asked for flexibility with the testing. State Ed. should not be looking to Pearson to make decisions about teacher certification. All TCs who have completed their programs need to register for their emergency certification by September 15th. You can't get certified if you don't take your tests unless you have this emergency certification. There is a document articulating the various forms of engagement for teacher candidates in classrooms produced by the CEEDAR group (an national inclusive education advocacy group) in collaboration with AACTE and the Center on Great Teachers and Leaders who created a document entitled "Addressing Shortages of Educators in an Uncertain COVID-19 Landscape: Viewing Teacher Candidates as Assets." Anyone who wants a really good guide to the possibilities all along the developmental continuum of pre-service teachers should consult that

document. Cortland put out a guidance document articulating various scenarios for their student teachers. This was distributed to all of our student teaching supervisors here and will be discussed by the TEC subcommittee on Field Placements.

- c. The last thing received from the state was about relaxing some of the time regulations – quality participation in developmentally appropriate ways in a more relaxed time frame. Student teaching will most likely become a single student teaching placement – regulation to have multiple grade levels will be relaxed – probably. Not sure about arts and music – secondaries are going to be ok, not sure about how middle school will be managed.
- d. We did some rather strong advocating for funding. When you talk to your legislator, explain that 25% cuts to schools is unacceptable. This task requires “all hands at the oars.” We are advocating for more funding and more BOCES/Higher Ed planning. BOCES and Higher Ed agendas should be close, and Buffalo State is advocating for that. We are also asking that State Ed. look at the regulations that govern us similar to individual pathways.
- e. The Buffalo State DeFT program was built on a similar program at Brockport and BOCES superintendents are asking for expansion of that program. Molly Marcinelli had a part in starting the whole thing. Please broadcast this in your circles. It will be tremendously beneficial when schools open,
- f. Pixita del Prado Hill asked her group in the State Ed. meeting what we do with our TCs who are immune compromised or can’t be exposed to greater risk. Basically, whatever the schools do, we will do, but we cannot force people to put themselves and families at risk – we will have to cross that bridge when we come to it. Compared to nursing simulations, education simulations are not as good – except TeachLive which is very expensive, might be a practical way to provide simulations for TCs who can’t go into classrooms?
- g. Google Classroom capacity ramped up. This is now available to all TCs and faculty at Buffalo State. Chris Shively will head up this initiative for the Dean. Andrew and Dane from Ex Ed and Patty George from El. Ed. are looking at how they can put together projects that could be incorporated in methods classes.
- h. Conversations have begun with the new CDC officer, Denise Harris, excited about career development day – required for all TCs. These will likely be spread out a little because we can’t get together with 150 people all day. She is working on a remote plan and looking for people who will be invited to participate as mentors in the near future. Will ask Pixita and Keli for list of principals, superintendents, and graduates who will be inspirational for TCs This group should stay in touch with the CDC as we unite those who are inservice with those who aspire to be.

a. Tentative professional development plans

Money and the budget are of great concern. We canceled the PDS Conference and we are redirecting funds to a tentative PD plan. This is based on ideas from all of the PDS stakeholders.

We will have a menu of options on the PDS website thanks to Tamara Horstman-Riphahn. CTLE credit will be provided to those who need it. We will share these opportunities with our local and international partner schools and include an evaluation tool to provide us with feedback.

- Flipgrid -with Patty George, Liza Bair – live and recorded
- We are collaborating with the folks who work with Wendy Turner – Kristin Souers and Pete Hall – They have prepared two keynotes – one similar to Wendy Turner, and the second keynote is related to resilience at the time of COVID
- Google Classroom/G-Suite Tools – to prepare TCs to help mentor teachers using this platform
- NYS Teacher of the Year Rachel Murat to deliver a virtual keynote address
- Remote supervision
- Kagan Structures to online formats
- Assessment (CEEDAR)
- Franklin Covey – Leader in Me

These PD opportunities will be rolled out over the summer and into the fall semester.

b. Stipends and minigrants

We are anticipating stipends will be paid as usual. We are working to make sure that the stipend paperwork is being completed and then liaison committees will decide how to spend it. We only have a few minigrants this year. Please talk to Keli and Pixita if you plan to apply or have any questions.

III. New business: Partnership and collaboration in the coming year

A. Stakeholder needs?

We are excited to hear from you as far as needs and leveraging common resources...

Molly Marcinelli – Como Park Principal – Thanks for shout out on DeFT – Jim Maloney and Sue McMillen did a ton of that work. We are all sweating profusely about plans for fall. A lot of logistics will focus on safety (taking us off education somewhat). I observed one of the Buffalo State student teachers, Allison, who was supervised by Bob Gallagher this spring, do a lesson on Google Meet. I will write her a glowing reference letter. She really supported her mentor teacher. This is a good thing to look into and she will talk about it with the district. Not sure how it will play out – hybrid model – if teachers are in school, who executes e-learning? TCs could help with one-on-one tutoring but would love to explore the possibilities. Happy we are doing a lot with Google Classroom. It's super easy and all students going into teaching have to learn it. Google Classroom is user friendly and parents love it. Even non-techy teachers made the

transition to Google Classroom. Raz kids was a big tool and Raz Kids Plus for kids. You can do an IRI through Raz Kids and evaluate miscues. It's good for primary classrooms. Kagan in a time of Covid would be great – how do you do that through a screen? Looking for good ideas.

Alayla Henry is a teacher at KCCC in Buffalo. My school is talking about the time we are in school having “all hands on deck” – everyone pulling group (administrators, etc.) to make up learning from last year and push learning for this year. Flexibility with field placements would be good– put TCs in classrooms early in case schools close. Kahn Academy for Math – exclusively for online learning tool – grades 3-8 – easy to pick up. It would be great if TCs had exposure to that. Add to PD list – the thing I did the most is talking to parents – parent communication during COVID or platforms. TCs should know about Remind or Dojo.

Michele Agosto -BPS Art – to add to the communication piece include culturally responsive teaching, learn how to talk to all parents and learn where they are coming from. Concerned about the single placement. BPS really need TCs to have urban placements. Lots of wonderful surprises in urban education.

Wendy Paterson – Buffalo State is dedicated to urban education. All our TCs (99%) have urban placements and most are doing their single placements in BPS. They are staying with the partner schools that need them most.

Heather Lyon – Expanded on the need for thinking about assessment and grading differently as a result of COVID. Paper/pencil assessments not possible remotely. How do you test when everything is open book? How do you know the student is doing the work and doing it without assistance? In addition to assessment challenges, we have instructional challenges. Basically, students were learning on their own and there was not equal access to technology/internet. How do you pass a student who is doing work possibly not on their own or fail a student who is not doing work because they can't access the technology? This led to pass/fail. This highlights the importance of feedback. Our training is from a traditional approach, the mentor teachers reinforce the traditional approach and what we are experiencing now is untraditional. We should embrace this tremendous opportunity.

Pixita del Prado Hill – Liked the emphasis on the importance of feedback.

Heather Lyon -Twitter can be a professional network. A place to hear from other educators on how they are tackling this. Saw people react to the question, “How do you plan to assess next year remotely?” You can bookmark the suggestions and go back to them later. Teaching TCs and their mentor teachers to use social media in an advantageous way is recommended. There were debates about if teachers should be on Facebook early on and what it means for their professional life, but in 2020 we should embrace social media as it helps us grow as a professional network.

Wendy Paterson – There are a number of technological platforms used. Mentor teachers should be the frontline that teaches TCs as Buffalo State cannot teach them all - it would be impossible. We pack stuff into methods courses and expose them to technology, but great mentor teachers can really help to expose TCs to all the good stuff they use.

Jim Maloney – 3 points –

1. Anything this group can do to get things down on paper for mentor teachers is good as they'll be panicked getting ready for the fall. If they have a student teacher what can they do – in chart form– things student teachers can do immediately, so mentor teachers do not have to brainstorm. This also affords consistency.

2. Google classroom – BOCES survey – 94% of WNY districts were Google –
3. To put in back pocket... when a preservice teacher is in the district, they would have support there, but what about a Buffalo State hotline for preservice teachers to access Buffalo State IT for their classroom. – another layer of support for the preservice folks.

Pixita del Prado Hill – pulled up the Hashey chart – ideas for what TCs can do for schools – in what way can the teacher candidate add value to the classroom?

Shelbymarie Amos- Teacher Candidate - This generation of teachers will be more versatile. I saw a teacher on social media who I believe was a preschool or kindergarten teacher. One unique thing about her online teaching style is she got all dressed up as a character and recorded herself doing an interactive lesson. She would prerecord certain parts of her lesson to be able to play for her students. I think this is a good idea to prerecord; depending on the lesson, because it takes some stress off of the teacher and it is more efficient because you can time yourself. It was sort of like a child watching Sesame Street, where she would ask out loud and give them time to answer or respond. Not all teachers can use this idea, but it could be tweaked to accommodate a different grade level.

IV. CAEP

A. Mentor Program update and discussion

Shannon Budin – The people we want feedback from are here – not much has changed with mentoring program – Project EASE – support 2020 STs – informal, low risk – not replacing what is happening in school districts. We wish to offer individualized support (all volunteer) – free for completed TCs, possible continuing ed hours. PD that will develop organically but also took notes from this meeting, extra support and another place they can go for advice, virtual study group – delve into topics that come up from multiple people – looking for initial feedback.

Comments from teachers or administrators?

Alayla Henry – didn't get to finish with ST and she as a teacher would like to be part of that virtual support group

April Kegler – Mentor teacher at BPS -Google Classroom not used in Buffalo – BPS is now having PD for Microsoft Teams and Schoology. She is already talking to her student teacher about Flipgrid and Kahn Academy. Auditing course with Carla (Best Practices in Remote Instruction Course) and highly recommends it. Already has 6-7 pages to incorporate in classroom and they are only two weeks into the course.

Molly Marcinelli - Sounds like a wonderful plan. Has to think about it a lot because it is so different not knowing what schools will look like. Classroom management is usually a high priority, but not sure about that this year.

Shannon Budin – Identified this as a challenge for remote instruction. maybe we can do some PD around that.

Molly – A Kindergarten class on Zoom is interesting – noticed as an administrator that parent communication is huge and knowing how to be sympathetic, empathetic, and compassionate is important. Parents were very stressed out. Not sure where the PD is for that. The big thing she was worried about were students who were in bad situations in their home environments – how does the new teacher reach out to networks to get people the help they might need when we are not all sitting in the school.

Christine Garas – EDU 375 was a favorite course from undergrad, but it was 3 years ago, and things have changed. She learned to connect with parents and support students with different needs. She supports what April Kegler said about providing this course for undergrads. We have been discussing Google Classroom so TCs and faculty can learn together as it is used in courses. The more offered to undergrad or grad students to prepare them to teach in this changing world, the better

Michele Agosto – idea of classroom management and remote – funny story – a parent asking, “what kind of eggs do you want?” during a Zoom class can make a new teacher nervous

Heather Lyon – Reminder that remote learning is temporary – this too shall pass – learning technology – it changes, by the time you learn something, something else is there to replace it – balance the skills needed in the classroom and the technology.

V. Adjournment

We would like to schedule another meeting in the fall. Your input has been so valuable. It really reinforces how we rely on this whole consortium to help with teacher education.

Thank you for your participation in PDS!

Please watch the PDS website and Consortium announcements for upcoming PD
<https://pds.buffalostate.edu/>