

SUNY Buffalo State Teacher Education Unit Professional Advisory Committee (TEUPAC)

March 12, 2021 Meeting Minutes

I. Welcome and Initial Business:

A. Introductions in the Chat (name, organization, and role)

Pixita del Prado Hill (PDS Co-Director, Professor of EELEL)

Shannon Budin (Professor of Ex Ed and Assistant Dean for Assessment and Accreditation, Buffalo State)

James Maloney (Adjunct & Student Teacher Supervisor, EXE)

Selenid Frey (Faculty, EELEL Buffalo State, PDS Partner: Niagara Charter)

Jody Magner (Math Department - Secondary Level Buffalo State)

Mary Wolf (Art Education, BPS & KenTon)

Chris Shively (Math & Science Methods, EELEL, Lake Shore Central School and After School STEM program with the CAC)

Andrew Hashey (Literacy methods block at Holmes Elementary in KenTon, EXE)

Fran Paskowitz (Buffalo State EDL, Retired Principal in KenTon Schools)

Heather Lyon (Lewiston Porter Assistant Superintendent of Curriculum, Instruction & Technology)

Julie Henry (EELEL Department Chair)

Corinne Kindzierski (EELEL Faculty, St. Amelia's)

Wendy Paterson (School of Education Dean, Buffalo State)

Tiffany Fuzak (CAEP)

II. New Business

A. PDS News and Highlights

1. Two new synchronous, virtual professional development sessions:

- Gholdy Muhammad – this will be a recorded asynchronous session, but will also be available as recorded session
- Raquel Schmidt – presentation on guided meditation

2. Asynchronous sessions: <https://pds.buffalostate.edu/professional-development-pds-partners>

- PDS decided to re-focus funds toward professional development due to COVID, which has proven to be a very good use of resources.
- Summary statistics: live sessions: 951, recorded: 1,092, total registrants: 2,043

B. COVID Heroes

This was an initiative to thank our partners who have gone “above and beyond.” Nominations were collected and a letter and certificate have been mailed. Nominations are still open.

C. Coming Soon: “All Hands on Deck”

This is a new collaborative initiative among all who offer professional development in order to get ready to welcome students and teachers back in Fall 2021

D. Attendants were asked to share feedback. Survey can be shared with all partners.

https://buffalostate.co1.qualtrics.com/jfe/form/SV_b2PJUK11IuYQADA

E. PDS Conference 2021

- Call for Proposals is out, due on 6/1
- The conference will be held at the Buffalo State Student Union on 9/24. A virtual option will be offered. Heather noted that virtual attendance has some advantages such as being able to view more than one session.

F. DeFT 2.0

New collaboration with the Career Development Center (Denise Harris). DeFT is being re-envisioned due to the overwhelming need for substitute teachers. Some new initiatives include

- Professional development offered for teacher candidates who are interested in being a substitute,
- PD to include a certificate and additional support/resources,
- CDC working with interested districts to post job openings on BengalLink
- New and improved communications with districts

G. Discussion

DeFT 2.0

- Jim Maloney mentioned that the DeFT initiatives are coming at a good time. He was in Clarence schools observing and two administrators asked for info about DeFT. He said the administrators are so relieved to hear they may be able to get help. Jim offered his help to Denise Harris (Director of the Buffalo State Career Development Center). Jim asked if previous incentives will still be offered (i.e. access to job interviews). Denise plans to work with districts to integrate these important features of the program.
- Julie Henry emphasized the value of support from the CDC in curating the request for subs and the communication with districts. She added that she hears about this need from principals very often, and this is a good way to scale up our efforts.
- Heather Lyon suggested using Twitter for communicating with districts. Pixita reminded us that a PDS conference Twitter account was set up, but not used due to COVID. She will look into getting it started again. PDS is currently on Facebook, YouTube and Instagram. Wendy expressed caution regarding the use of social media and cited an issue at another SUNY institution.

Attendance at TEUPAC:

- Wendy hopes more will come to TEUPAC. She has noticed that many of the educators and partners at other meetings are not aware about the school-to-university continuum.
- Pixita mentioned that there has been a suggestion to tie DeFT resources to meeting attendance. Fran also indicated this might be a good idea.
- Julie Henry suggested that many teachers and principals are simply overwhelmed this year and she hopes there will be new energy next year. Also, we may want to consider changing the name so that the mission of the group is clearer.
- Pixita suggested including a short sentence or two, after the name, with an explanation. She will work on drafting this statement.
- Shannon agreed and added that it might be helpful to emphasize the advisory council role it plays. Julie agreed and noted that several times the feedback from these meeting has prompted improvements we have made in curriculum and field experiences. Heather agreed that this role has been apparent in recent years and that it used to be more Buffalo State-centered.
- Andrew Hashey suggested inviting new people.
- Fran Paskowitz mentioned that offering the TEUPAC meeting virtually is valuable for many who cannot make Friday meetings. She also suggested including the list of current members as a reminder. Pixita will work on including this list in TEUPAC communications.
- Fran also voiced concern about the representation on TEUPAC from urban, rural, and suburban schools. Pixita agreed that we have only a small representation of rural schools.
- Pixita informed the group that membership in PDS has been tied to meeting attendance in the past, but that this was no longer a policy.
- Heather suggested recommending that each school have at least two PDS members who might be able to attend meetings. She feels that being part of this group adds an important aspect to her profession and said, “there is nothing I do that doesn’t trace back to PDS.”

III. Old Business

A. Standing Reports: Dean Report

Wendy Paterson, Dean of the School of Education

Wendy offered to answer questions. She said she is often asked what it will look like this fall. She said that next fall will likely not be normal and that it will be an important time for PDS. She has heard many express concerns that students will be “behind.” However, she feels that most students have had growth and development that was enriched because they have schools or caregivers

supporting them. She pointed out that the socioeconomic opportunity gap is even more apparent, and she emphasized that we cannot punish the kids twice. Our job as teachers will be to find out where the students are and take them where they need to be. She pointed out that PDS will play a large part in this effort.

IV. CAEP

Shannon Budin reported that her role is to gather feedback of partners. She presented a recent revision in the CAEP Standards and asked for feedback.

Revised standard 2.3: "The provider works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, duration and modality (including online instruction)."

She asked the group: What are some things that we should think about when designing clinical experience to prepare students to teach across modalities?

- Andrew Hashey stated that we should think of our candidates as stakeholders who should be encouraged to think about the implications of different modalities, and that we should allow for purposeful conversations around how to enact good teaching.
- Heather added that teacher candidates need to develop skills to prioritize their responsibilities, and to understand the process of determining intervention prior to classification. She noted that there is sometimes a reluctance to let things go and that teacher candidates will often let things go out of stress rather than strategy. They need help to navigate pedagogical decision making. Also, she noted that interventions will be necessary upon return in the fall. It is important that teacher candidates understand that learning gaps do not create more disabilities.
- Andrew Hashey agreed and added that MTSS as an important framework/focus.
- Shannon also mentioned that teacher candidates may need more understanding of why technology is being used as opposed to using it because they have to.
- Fran explained that she hopes teachers will work better together and learn together.
- Heather added a quote from Mike Mattos: "When we don't share kids, we essentially have many one-room schoolhouses."

V. Meeting adjourned at 4:00 pm