

Minutes for 3/15/23 TEUPAC Meeting

In attendance: Shannon Budin, Pixita del Prado, Alayla Ende, Keli Garas-York, Heather Lyon, Molly Marcinelli, Diana Maskell, Fran Paskowitz, Angela Patti, Patty Recchio, Sandy Terrance, Cassie Thurn, Krista Vince Garland, Kathy Wood

- I. Introduction of Diana Maskell as new PDS co-director
- II. Science Instruction Discussion led by Alayla Ende
 - a. What is your school doing in terms of science instruction?
 - b. How many minutes (usually) do students get science each week?
 - c. How comfortable are the teachers with teaching and assessing science?
 - d. How are students being assessed in science?
 - e. Do you think the presence of science “experts” in buildings affects the quality and frequency of science instruction?
 - f. What might PDS do to help?

Sandy Terrance – KenTon

- The Science Lab was recently dismantled.
- They use the modules by BOCES, but it is a lot.
- The students get science about 30 minutes 3 times a week.

Heather Lyon – LewPort – The district had to decide if they wanted to build a new science program or buy one. They opted to buy a program because of teachers’ lack of background.

- Use Amplify Science K-2 and Elevate Science 3-8
- Science and Social Studies - ½ year course each (30-40 minutes daily) or rotate science and social studies units, so there is time for about 90 lessons of no more than 40 minutes.
 - Nothing you buy is built for that construct.
 - Teachers then must decide what content to teach – “It’s a pickle.”
- Investigations – NYSED is saying these are not assessments, so people do not opt out. Alayla noted that they are either instruction OR assessments. Heather said NYSED is calling for local decisions about what is taught. They just must meet the standards.
 - Third grade – Life Cycle
 - Fourth grade – Electricity
 - Fifth grade – Cloud in a Bottle and What’s in the Bag?
 - LewPort 5th graders are off the hook this year, but they are still going to have the students do a field trip like experience – set them up in a room and go through them in one day.
 - It is mostly for teachers. The teachers can be exposed to what is difficult for students.
- LewPort paid Lisa Brosnick to work with secondary science teachers. She will also be back to work at the elementary level. They would not be where they are without her.
- Working on benchmark assessments - high school is easy, but what about K, 1, 2? We need to know how students are doing.
 - They are beginning with science performance. They are starting with assessment maps and that will dictate what they test and then they will work on assessments.

Molly Marcinelli – Lancaster (K-3)

- They had a STEAM lab that was shut down due to COVID. It had coding, technology, and engineering. They are trying to get this back up and running. There are some teachers who are very comfortable with this content and others who are not. They are currently trying to raise the capacity of those teachers now.

- They use the BOCES science kits. They are solid with all the materials, everything mapped out, and an easy to understand manual.
- When the teachers have the kits, they do science about 4-5 times per week. They alternate with social studies.
- There are no science experts in their building, but everyone would be more comfortable with one. They are just trying to get more comfortable with science.
- As far as what PDS can do to help, she likes the workshops with Dave Henry and Mike Jabot. She always sends the information to her faculty and tells them this is a good one.
- As far as PD, anything geared toward K-3 would be helpful. PD is usually geared toward upper elementary and higher, and she must make it applicable to K-3 on her own.

Alayla summed up the discussion.

- Buffalo State students can help teachers organize the materials in their science kit, such as put all the stuff for a day in a giant Ziploc.
- PD on pulling out the most important standards because of time issues.
- Early childhood assessments in science

III. PDS Announcements

- a. Thank you to Jen Reichenberg, Susanna Schenk, and their partners at South Buffalo Charter School for hosting a wonderful PDS meeting on March 3rd. 45 people attended.
- b. It was a special moment when Fran Paskowitz commented on how much PDS has grown!
- c. Attendees of the PDS Meeting on 3/3/23 thought it would be helpful if PDS addressed these topics:
 - i. The process to obtain a PDS mini-grant and examples
 - ii. Professional Development
 - iii. Teacher Shortage

Are there any comments on these? Any other suggestions?

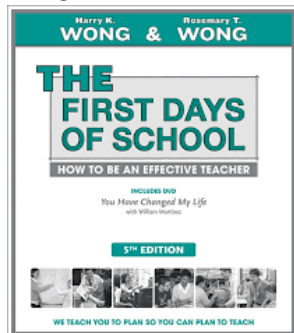
- Molly noted that Lancaster is going to be working with UB's residency program. They are just getting a toe wet and taking one resident. She read from the flyer. The program is with graduate students, and they will use a co-teaching model. They will get paid (approximately \$30,000) and after two years as a resident, they must agree to stay in the Lancaster district for at least two years. She was worried that she would no longer be able to work with Buffalo State, but she was reassured that that was not the case. She just doesn't want Buffalo State to get iced out.
- Heather said that they had a resident from Buffalo State in special education. She said we love our Buffalo State resident and want another one. Molly was interested in this. Heather said she talked to Wendy Paterson about this because the money is different from the UB program because Buffalo State did not get the grant.
 - Patty Recchio explained that the resident in LewPort from Buffalo State is working toward a students with disabilities certification. It is Buffalo State's own version of a residency program. She thought maybe they should change the name and explained how it was different from UB's program. She discussed how the MITTC, SPED 7-12, and Science Education graduate students can use the internship certificate and the student can be hired as a teacher of record.
- Sandy said that she talked to UB to see what it was all about, and the residency thing is rolling in KenTon too.
- Diana Maskell explained that a lot of Buffalo State students seek employment as a teacher aide or assistant and use that as a field placement. It is not a residency program rather an alternative placement. She suggested that we communicate that more to districts. Molly

explained that Lancaster does not hire teacher assistants, only teacher aides and the pay is pretty low, so the UB residency might be better than the aide route.

- Kathy Wood wanted to be sure PDS is moving along with addressing the request of more information on PDS mini-grants and examples.
 - d. We spotted a lot of Bengals at South Buffalo Charter School! Let Keli know if you need posters.
 - e. Buffalo State University PDS Conference (on 9/29) accepting proposals until 6/1/23.
 - f. We are taking six Buffalo State students to present in Jacksonville at NAPDS.
 - g. Beyond and Back is on April 18th
 - h. PDS Meeting at GiGi's Playhouse on April 21st. Please be sure to RSVP to Keli at garasyka@buffalostate.edu.
 - i. Pixita discussed the Find Your Path Back to Teaching session on May 3rd.
- IV. EELEL and EXE collaboration regarding classroom management
- a. Classroom management: The Exceptional Education and Elementary Education, Literacy, and Educational Leadership Departments are collaborating to consider ways we can build further classroom management into our courses and field experiences. Additionally, EXE and EELEL faculty are creating a common resources Google folder.
 - i. Since the return to in person instruction, what new classroom management challenges have your schools experienced? How are your schools helping teachers to address these challenges?
 - ii. What resources (books, articles, websites, videos, podcasts, possible speakers, etc.) do you recommend for new teachers to build classroom management skills?

Molly Marcinelli – Lancaster

- With the return to all kids in person, the younger kids are not as proficient with social skills, space, present as more immature maybe due to lack of exposure because they came every other day during the pandemic. They are a bit underdeveloped with relationships and not good self-control, such as a second grader crying because they miss their mom (not typical before COVID).
- Classroom Management is difficult to teach. Many teachers have to learn on the job.
- Still gives out “The First Day of School” by Wong and Wong



- Anything with engagement or highly engaged instruction – absorption vs. compliance. We want students to be absorbed.

Sandy Terrance – KenTon

- The lower grade level children are immature.
- Kids do not have the stamina and want the teachers to do everything for them = behavior problems
- They have the Engagement Playbook coming out. Teachers sat on the taskforce and took part in different roles.

Fran Paskowitz – critical nature of classroom management

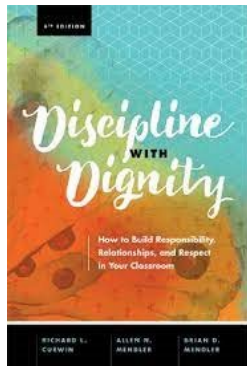
- The difference between classroom management and behavior management
- Have EDL candidates examine their own beliefs and share successes and failures to learn from
- Look at suspensions and disaggregate data
- Attendance issue

Kathy Wood – working with teacher assistants and aides

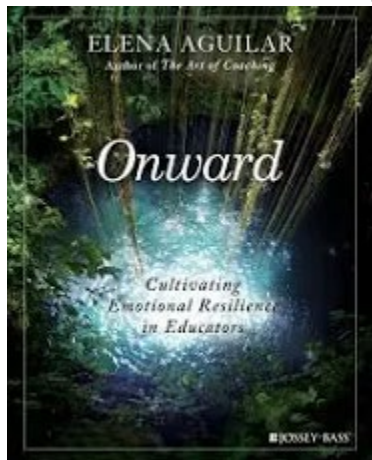
- PD in the summer
 - Healing Schools Project (teacher burnout and retention) from NYC – Zoom presentation

Heather Lyon – LewPort

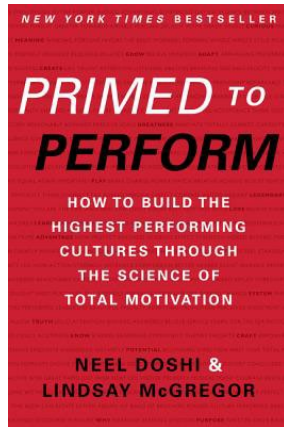
- She sees a lot of apathy at the secondary level. Even when you try to create choices, they don't want any of those choices. They are not doing anything overt, just quietly doing nothing.
- Another challenge is adult classroom management issues or how to help teachers respond to what kids are doing. They have a shorter bandwidth than before the pandemic. Things that used to be smaller issues are not the end of the world. It seems culturally acceptable to be unsatisfied and plays out on social media.
- She recommends Restorative Practices with Lori DeCarlo (local) - <http://rpllc.xyz/> and Brian Mender – co-author of Discipline with Dignity.” Motivating and Managing Hard to Reach, Uninterested and Disruptive Students” workshop – sending 16 teachers.



- Classroom management is a big issue.
- Recommended Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar
Can be read across the school year, so people feel like they are not alone (book club)



- Recommended Primed to Perform



- Recommended No Hard Feelings – poignant and funny

