

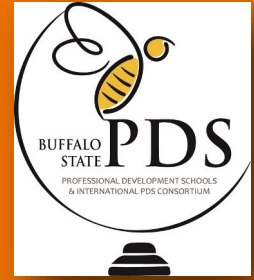


BUFFALO STATE
The State University of New York

Summer 2020 Edition

PROFESSIONAL DEVELOPMENT SCHOOLS

Created by Christine Garas, Graduate Assistant



MESSAGE FROM THE PDS CO-DIRECTORS



Dr. Pixita del Prado Hill
PDS Co-Director
Professor,
Elementary Education,
Literacy, and
Educational Leadership



Dr. Keli Garas-York
PDS Co-Director
Professor,
Elementary Education,
Literacy, and
Educational Leadership
Program Director,
Literacy Specialist

The Buffalo State PDS consortium's Teacher Education Unit Professional Advisory Council (TEUPAC) met remotely on June 30, 2020. It was a wonderful gathering of 18 PDS stakeholders (the first since the start of the pandemic). The group consisted of school district and college administrators, college faculty and staff, as well as a mentor teacher and two students. Although we are still in a period of uncertainty as far as what schools will look like in the fall, it was good to touch base with PDS partners and discuss current issues and needs.

We relayed that the 2020 PDS conference was cancelled, but we are hopeful that the Buffalo State PDS consortium can help provide different kinds of professional development leading up to the fall and beyond to meet the needs of all of our stakeholders.

Dr. Wendy Paterson, Dean of the School of Education, shared the college's perspective on working with school partners. She stated, "We're better together. We enhance the schools, they enhance us." It is the hope that student teachers and teacher candidates in methods courses from Buffalo State will be part of schools' plans for reopening. There are many ways Buffalo State teacher candidates can help with some of the challenges schools are facing as they plan to reopen or reimagine school in the fall. The following chart, developed by Dr. Andrew Hashey of the Exceptional Education Department, provides some suggestions on how teacher candidates from Buffalo State can play an integral part in classrooms (face-to-face or remotely) during the upcoming school year.

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

TEUPAC meeting participants also discussed remote learning, tools used by school districts, and needs for teacher candidates and school partners. These suggestions will be used as we plan upcoming professional development. Please look for announcements via email and/or on the PDS website (<https://pds.buffalostate.edu/>). If you are interested in participating in TEUPAC, please contact delprapm@buffalostate.edu.

We hope you have a safe and relaxing summer.
Pixita and Keli

A Special Thank You:



Thank you to PDS partners in the **Lake Shore Central School District** for inviting Buffalo State faculty members to participate in an informative remote professional development experience with Darryl Tonemah. We appreciate this opportunity and your ongoing partnership.

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Professional Development Schools
Bacon Hall 320
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222

The Professional Development Schools (PDS) Partnership between the School of Education and the Teacher Education Unit (TEU) at SUNY Buffalo State and participating schools is a collaborative effort. The partnership is dedicated to college faculty, school administrators, practicing teachers, and teacher candidates exploring effective practices to: (a) cooperatively mentor teacher candidates and provide close connections to authentic classroom practice; (b) promote shared professional development for all constituents; (c) impact student learning; and (d) research innovative and best educational practices.

VISIT US ON THE WEB:
pds.buffalostate.edu



PDS STUDENT REPRESENTATIVES

Many thanks for the important contributions of all teacher candidates involved in PDS.
The work of the PDS Consortium would not be possible without their participation.

Check out profiles about each of the Student Reps and our GA by visiting: pds.buffalostate.edu/leadership

Christine Garas
Graduate Assistant



Ashley Bohne
Student Representative



Alexander Bianchi
Student Representative



Ashley Sutton
Student Representative



Lindsey Brzozowski
Student Representative



Shelbymarie Amos
Student Representative



Holly Krupski
Student Representative



Sydney Hensel
Student Representative



Klihtoo Paw
Student Representative



Kelly Glowny
IPDS Student Ambassador



Brianna Smith
Student Representative



Karly Glowny
Future Teachers Club Liaison



CONTINUING PDS PARTNERSHIP IN CHALLENGING TIMES

Excerpts from a letter to PDS partners from the Dean of School of Education



Wendy A. Paterson, Ph.D.
 Dean of the School of Education
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 Buffalo, NY 14222-1095
 Tel: (716) 878-4214 • Fax: (716) 878-5301
 paterswa@buffalostate.edu
<http://schoolofeducation.buffalostate.edu>

Dear Esteemed PDS Partner:

These past two months have presented even the most resilient and resourceful educators with challenges we never dreamed might be a daily part of our plans and a great source of our frustration. We are writing to you today to affirm our partnership with you in facing all of the complexities of delivering the highest quality instruction to all children and young adults. We have been “virtually there” with you to the greatest extent that we can. Social distancing regulations and school closures have not separated us!

We are so grateful for all the mentor teachers who agreed to continue working with their student teachers and methods of teaching candidates. Their sacrifice of time is even more precious while they try to teach remotely and home-school their own children.

We hope you have continued to utilize the resources Buffalo State College has mobilized for you, especially the blog “School Away from School,” our continuously evolving curation site for learning resources, structured particularly for parents who are learning the home schooling adventure for the first time! As our PDS partners, we invite you to include this on your websites and options for families. It is curated daily and checked for appropriate content and educationally robust value.

<http://www.buffalostateschoolawayfromschool.com/>

As we await the much desired end of this crisis, we will continue to be your partners. Please call on our faculty and our amazing students to assist you, your teachers, families and communities. Reports I am getting almost daily tell stories of our students finding ways to help health care workers, juggle family relationships with jobs and academic responsibilities, develop really creative work with the technologies they understand so well, and affirm their commitment to the profession of teaching.

We want that energy to be part of your toolbox now and in the uncertain future. Here are some of the ways we have partnered with you in the past that you may find even more valuable as instruction becomes individualized and constrained by access to technology:

1. Tutoring: From the earliest courses our candidates learn how to engage with individual learners, assess their current knowledge and design individual programming to meet their needs. Online or call-in can be arranged.
2. Reading Resources: Since we cannot show up at Wegman’s or the Wash Project to bring multicultural literature to the children of shoppers, we continue to offer interesting activities and books through our Global Literacy Channel and Global Literacy Blog.
3. Curated Educational Resources: websites, activities, and suggestions for parents developed by our master teachers and our highly skilled student teachers.
4. Daily Messages and Synchronous Activities for Classrooms: Many of our student teachers have developed “morning messages” and read alouds that are both synchronous and asynchronous. Our student teachers are still 100% available every workday all day. Mentor teachers and Student Teaching Supervisors are still hard at work making sure that student teachers are responsible remotely for responsibilities they would normally assume during a “met” day.

We need you more than ever to commit to the joint mission of the Professional Development School which includes leveraging our shared resources to make both partners more powerful, more effective and more constructive than we could possibly be alone. We thank you for the privilege of working with you, your teachers, your students and your families. We will continue to strive to keep clinically rich practice the ONLY way to prepare the next generation of excellent educators and educational leaders.

Sincerely,

Wendy A. Paterson

Wendy A. Paterson, Ph.D.
 Dean and Professor
 School of Education
 Buffalo State College

FAREWELL MESSAGE FROM THE GRADUATE ASSISTANT

Christine Garas
Graduate Assistant, PDS/EELEL



This has certainly been a whirlwind of a year! Really, it has been a whirlwind of five years, but for now I will try to focus on my last twelve months as a graduate student and as the graduate assistant. I went from graduating with my Bachelor's Degree in Childhood/Exceptional Education in May 2019, beginning summer graduate classes a week later, becoming the graduate assistant for the Literacy Specialist program summer practicum, next moving into the role of Graduate Assistant (GA) for PDS and the EELEL department in the fall, working with department faculty and undergraduates in a new capacity (and loving it), to suddenly working from home and trying to maintain some sort of normalcy. Zoom meetings have suddenly become a reality, uncertainty about next semesters for teacher candidates and faculty is ongoing, and the questions about what schools will look like in the fall continue, but what has remained is the passion and dedication of the faculty and all partners in our PDS.

I grew as an undergraduate student learning from the last two graduate assistants and watching as they each handled their position with grace, confidence, and creativity. Through becoming friends with each of them, I learned that the GA is more than someone who simply directs the reps and disseminates weekly tasks. The GA is a mentor, a friend, a leader, a therapist (yes), and even some roles that compare to that of a parent. I have felt responsible for the undergraduate PDS Student Representatives ("undergrad reps") as they have grown as leaders, researchers, teachers, and human beings. The GA creates a safe space that is the PDS Office for

undergrads to collaborate, visit, decompress, and work on research and homework. As an undergraduate, I formed relationships with many in the department, took part in International PDS (IPDS) experiences, served as a PDS Student Representative and IPDS Student Ambassador, engaged in various research projects, and worked closely with the GAs with the hope to eventually serve in this role once I became a graduate student. When it was time for me to move into this role, having grown as a part of PDS since my sophomore year of undergraduate school, I felt as though I already had a foundation in PDS as well as familiarity of everyone with whom I would work, creating a seamless transition.

I am so grateful to each and every person with whom I have worked and met during this experience. This message truly only scratches the surface of all that I have to reflect on as I near the end. Sure, any graduate assistantship comes with a lot of work and time commitments, and it was an especially added adjustment moving to remote work, but it has been an overall rewarding and *fun* opportunity that will forever be a highlight of my college experience. I wish my time with the undergrad reps wasn't cut short due to the virus, but I genuinely value the relationships I have formed with each of them. It was an honor to mentor six of them at NAPDS this year, and it was an incredible "proud mom" moment to watch them present their research nationally, culminating months and months of hard work. I know they will each continue on and have many more impressive accomplishments!

I would be remiss if I ended this without mentioning a very special piece to working as the GA- working alongside my cousin, Keli Garas-York, one of the PDS directors. It's not every day that you and a family member end up in two roles that work so closely with one another, and then suddenly there were two Garases right in EELEL! She has been a significant mentor and role model for me as I complete my graduate program.

So, I end with a thank you. Thank you, Buffalo State, PDS, Keli, Dr. del Prado Hill, undergrad reps, Dean Paterson, Dr. Julie Henry... the list to whom I am thankful extends far beyond the space on this page. Each of you have added to my undergraduate and graduate experiences significantly and I am honored to have been the 2019-2020 graduate assistant for PDS and the EELEL department. Thank you for the opportunity to lead and to grow!

Christine J. Garas

Christine Garas
Graduate Assistant, PDS/EELEL

GRADUATE ASSISTANT, FORMER PDS STUDENT REPRESENTATIVE, EDUCATION ORGANIZATION AND EEL EL FACULTY RECEIVE AWARDS AND RECOGNITION

All biographies written by the Marketing and Communications Office



Christine J. Garas
President's Medal for Outstanding Graduate Student

Christine Garas has distinguished herself throughout her undergraduate and graduate studies at Buffalo State College through her relentless pursuit of excellence, her unmatched devotion to education and

literacy-related service, and her success as a leader at the local and national levels.

Ms. Garas has engaged in numerous scholarly activities. She has conducted research locally, nationally, and internationally and presented her results at four national and seven local conferences, including multiple presentations at the National Association for Professional Development Schools (NAPDS) Conference. Her research has focused on the use of music as a tool for second language instruction, among other topics. She was awarded the 2019 Emerging Leader Award by NAPDS.

She has embraced international professional growth experiences by participating in International Professional Development Schools (IPDS) trips to Santiago, Chile, and Torremaggiore, Italy, to widen her knowledge of teaching strategies. As the graduate assistant in the Elementary Education, Literacy, and Educational Leadership Department and the Professional Development Schools (PDS) Consortium at Buffalo State, she helped coordinate conferences and meetings, mentored undergraduate students in their research, and recruited prospective new PDS members.

She has served in a variety of leadership positions on campus, including as president of the college's chapter of the Student Council for Exceptional Children, vice president of Kappa Delta Pi, the international honor society in education, co-leader and facilitator of the edTPA Jump Start program, and graduate student representative on the Teacher Educational Council. She has volunteered with the Anne Frank Project and Bengals Dare to Care Day. She is a passionate and capable young leader who uses her natural talents and acquired skills to inspire others.



Rakia Akter
SUNY Chancellor's Award for Student Excellence

Rakia Akter is an extremely dedicated student and new teacher who is motivated to learn and serve. She possesses an innate curiosity that has driven her to build an

understanding of pedagogy through study and research. She has completed her bachelor of science degree in childhood education (grades 1–6) in social studies, attaining a 3.88 GPA while participating in research, international experiences, and social justice initiatives. Highly motivated, she continually challenges herself and was accepted into Buffalo State College's 4+1 pathway to begin her master's degree in TESOL (teaching English to speakers of other languages).

During her time at Buffalo State, Akter has sought multiple research opportunities. After working with Burmese children as a substitute teacher aide at Elmwood Village Charter School, she was inspired to join the Myanmar study-away program sponsored by the Creative Studies Department. She conducted an analysis of classroom engagement techniques at a partner school in Yangon, Myanmar, and presented her findings at Buffalo State's Professional Development Schools (PDS) Conference and Student Research and Creativity Conference, as well as the 2019 National Association for Professional Development Schools Conference in Atlanta, Georgia. Later, she earned an undergraduate summer research fellowship to identify strategies to support the education of Burmese immigrants.

Because of her experience, expertise, and commitment to the refugee community of Buffalo, Akter was named an International Professional Development Schools (IPDS) student ambassador and a social justice fellow for the Sophia's Legacy conference, sponsored by Buffalo State's Anne Frank Project and School of Education.

Award recipient profiles continued on next page...

AWARD AND RECOGNITION PROFILES CONTINUED...

Congratulations to all award recipients!



Rakia Akter
Outstanding Student
Volunteer

During her undergraduate program, Rakia has been involved in service-learning, volunteer service, and research locally and in the international community. She has always intentionally selected agencies that serve individuals who are language learners. Of special note, she participated in Dr. John Cabra's international service-learning experience in Myanmar where she conducted a research project on the use of white boards as an instructional strategy to foster active learning as part of her study-away program.

Subsequently, Rakia was awarded a prestigious research fellowship and, because of her experience and expertise in the Burmese community, she was named an IPDS (International Professional Development Schools) volunteer intern.



Future Teachers Club
Outstanding
Community Service
by a Student
Organization



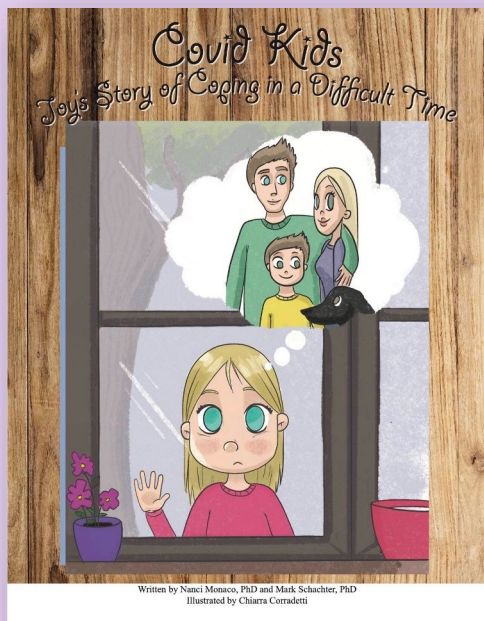
Dr. Hibajene Shandomo
Leadership in
Community
Engagement

Dr. Shandomo's on-going participation and contributions to the local and international community throughout her career merit this recognition. As a faculty member in the Elementary Education, Literacy, and Educational Leadership Department, she has developed local and international opportunities for her students to engage in meaningful and life-changing service-learning experiences. The partnerships she has forged have benefitted children, families, communities, classroom teachers, and building leaders. Through her teaching, scholarship, and service, she has made significant contributions that have deepened and expanded Buffalo State's role as an urban-engaged campus.

This academic year, the Future Teachers Club volunteered at a number of community events that provided opportunities for the members to gain experience working with students outside of their education methods classes. They included participating in Bengals Dare To Care Day, coordinating activities with children at North Park Community School; offering activities for children at a weekly farmers' market; conducting a workshop to promote healthy habits for children; bagging school supplies at The Teachers' Desk (pictured); and presenting to Depew High School high school students the benefits of attending college.

RESPONSE TO RESILIENCE: *COVID KIDS: JOY'S STORY OF COPING IN A DIFFICULT TIME*

Dr. Nanci Monaco, PhD, Child Psychologist, Associate Professor of Child Development
in Elementary Education, Literacy, and Educational Leadership



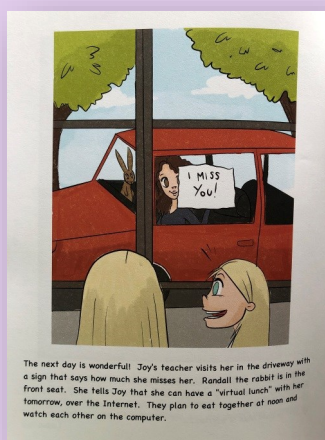
Written by Nanci Monaco, PhD and Mark Schacter, PhD
Illustrated by Chiarrà Corradetti

This academic year, Dr. Nanci Monaco has been on sabbatical from SUNY Buffalo State working on projects related to trauma and resilience, connected to the Buffalo State Resilience Project. In March, as school, colleges, and businesses closed due to COVID-19, she began working on a project connected to children's questions and concerns regarding the impact of the virus on them and their families. The project resulted in a children's book called *COVID Kids: Joy's Story of Coping in a Difficult Time*. The story is about a young elementary school child who is concerned about her mother's exposure to the virus while working as a nurse, her anxiety about social distancing from her grandparents, friends, and neighbors, and the many changes her family faced when her father lost his job as a chef.

The book was designed to help children compare and contrast their own family changes to those of the main character, as she adjusted to home instruction, masks, and changes in routine. The book and parents' guide at the end suggest how parents and teachers might identify teachable

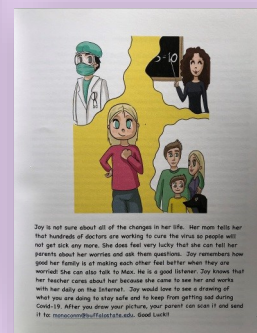
moments to develop coping skills, reduce anxiety and feelings of helplessness, and become more active in identifying areas where children can practice stress reduction and reassertion of control. As the family slows its pace, a wonderful benefit of their increased time together is that the child learns more about her parents' jobs, how to help her community, how to bond more with her older sibling, and how to connect with her grandparents psychologically, despite social distancing. The book ends by asking children to draw a picture of how they are learning to cope with COVID-19 and talk about their drawings. That artwork will be compiled and ultimately displayed on the covidkidsbook.net website.

We are also completing a project about how children have been differentially affected by the pandemic depending upon their parents' type of employment, race, accessibility to reliable Internet for home instruction, living arrangements, pre-existing health problems, food insecurity, exposure to parental mental health problems, domestic violence, those in the process of divorce, homelessness, and those who lost provision of special education and/or counseling services through the schools. Many of these specific issues were raised by children comparing their personal circumstances to the main character's story in the COVID Kids book.



Please visit:

<https://www.covidkidsbook.net/>



2019-2020 PDS Partnership Highlight

Buffalo Public School 95 Waterfront Elementary School Pre-K to Grade 8 EDU 316, Elementary Math Methods

Waterfront hosted 24 teacher candidates for elementary math methods. Candidates completed over 40 hours of field work.

- Candidates taught lessons.
- Analyzed student work and re-engaged struggling math students.
- Developed Family Tasks and/or participated in family math nights.



Superhero STEM Night

2019-2020 PDS Partnership Highlight

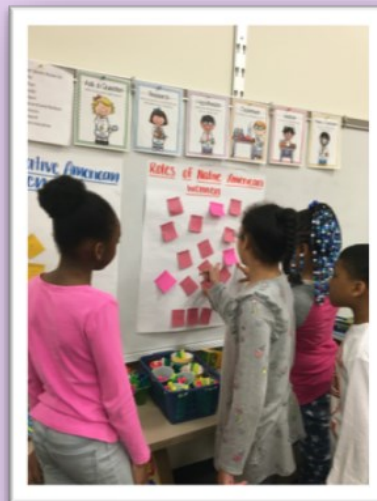
Buffalo Public School 95 Waterfront Elementary School Pre-K to Grade 8 EDU 310, Elementary Social Studies

Fall – Partner request: Inquiry-based activities aligned to scope & sequence

- ⇒ 21 BSC students, 30 4th graders
- ⇒ Three 5-week units developed - Early NYS & Indigenous History
- ⇒ Interdisciplinary (Literacy, Arts, and GIS/ Mapping).

Spring – Partner request: Continuity of instruction during COVID-19 pandemic

- ⇒ 31 BSC students, 80 4th graders
- ⇒ 6 5-week Online modules - American Revolution
- ⇒ 2 extra modules to help children deal with fear and emotional health during a pandemic
- ⇒ Interdisciplinary (Literacy, Arts, and GIS/ Mapping).
- ⇒ Blog of 30 online lessons for at home learning



2019-2020 PDS Partnership Highlight

**Buffalo Public School 75
International School
Pre-K to Grade 6
EDU 211, Introduction to Literacy**



*Traveling around the world
with a book*

*Introducing new vocabulary
and playing a vocabulary
game*



Reading aloud



Making a craft



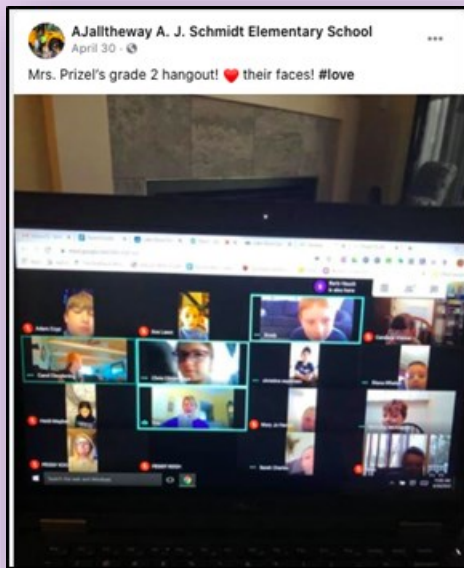
Discussing the book and what we learned...

2019-2020 PDS Partnership Highlight

**A.J. Schmidt Elementary
Lake Shore, NY
Kindergarten - Grade 5
EDU 316, Elementary Math Methods**



Mrs. Clark Conducts a Read-Aloud



Remote Learning with Mrs. Prizel's 2nd Grade Class (Allissa)

Traci,

- (1.) Put animals that make something in the white box.
- (2.) Do not move the other animals.
- (3.) Use your words to describe the animals in the white box.

A _____ make a _____.

Kindergarten Sorting using Google Slides hosted by Google Classroom (Traci)



Allissa
Mrs. Prizel (2)



Ana
Mr. Adams (5)



Angela
Mrs. Govenettio (1)



Emily
Mrs. Smaldino (4)



Kaylee
Mrs. Nelson (3)



Miranda
Mr. Adams (5)



Paola
Miss Salansky (4)



Traci
Mrs. Gizzi (K)

2019-2020 PDS Partnership Highlight

John F. Kennedy Middle School Grades 6-8 ENG 200, Field Experience in Secondary English Education



English Education Teacher Candidates

- Continued partnership with JFK Middle School and Tapestry Charter School for ENG 200
- Teacher candidates conducted field work, facilitated small group literacy activities, and volunteered in the Academic Learning Centers
- JFK Middle School developed new sessions on restorative practices for teacher candidates
- Teachers from both partner schools presented at the fall Teachers and Students as Writers: Real Writing in the ELA Classroom conference at Buffalo State in November

2019-2020 PDS Partnership Highlight

Lafayette International Community High School Grades 9-12 EDU 416, Adolescent Literacy



Key ideas of the course: Communication and collaboration for 21st Century Skills

LIHS-Buffalo State Partnership

- Service-learning project includes supporting language learning in content area classrooms
- Service-learning provides an opportunity for LIHS students to learn more about college
- Shift to remote instruction in spring 2020 led to a project researching the literacy practices of the many countries of origin of LIHS students to share with teachers

To teach communication:

- The four language modalities are utilized
- Content literacy strategies are demonstrated, practiced, and applied
- Multimodal planning is encouraged
- LIHS field experience exposes teacher candidates to English language development

To teach collaboration:

- EDU 416 is co-taught in a hybrid format
- LIHS field experience includes working in a co-taught classroom
- Translanguaging and increasing student talk time are emphasized
- EDU 416 includes all secondary/P-12 majors working in content-alike and content-combined teams

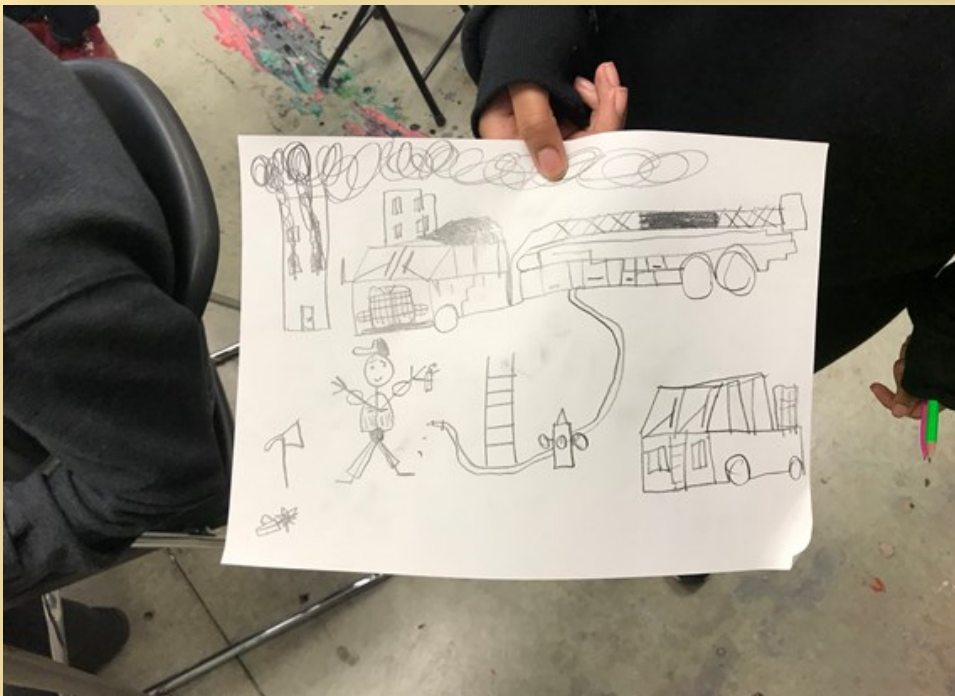
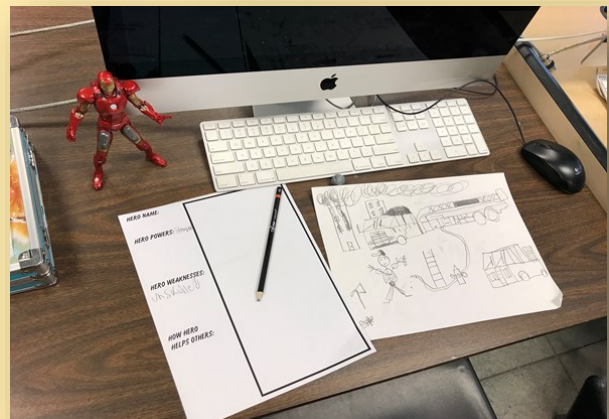
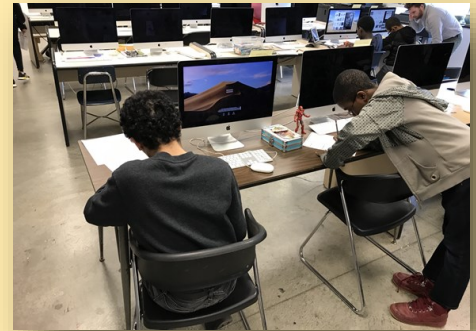


2019-2020 PDS Partnership Highlight

Art Education

Buffalo Academy for Visual & Performing Arts ATS 325, Art for Children with Special Learning Needs

Art Education majors observed and worked with BAVPA art teachers to identify interests, assets, and needs of various learners to develop and teach developmentally appropriate, culturally responsive and personally and socially relevant lessons about character design, trading card design, comic strip design, and animation.

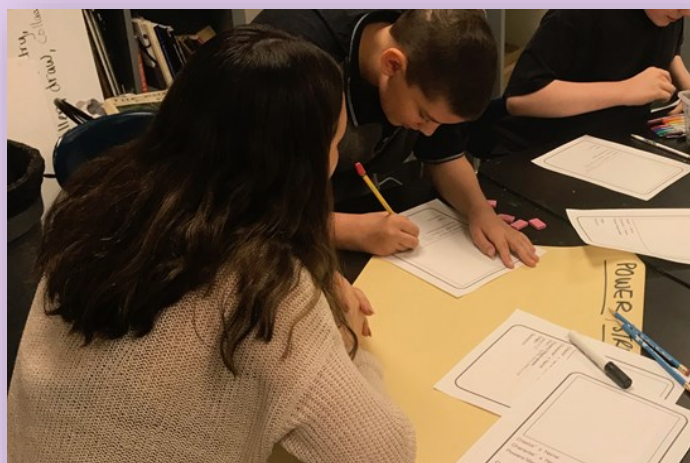


2019-2020 PDS Partnership Highlight

BPS & Ken-Ton School District AED 310, Art Media and Methods Exploration

Art Education Majors observed master art teachers and worked with individual students or small groups of students to provide instruction, educational and emotional support and artistic feedback to students.

The art teachers from these districts also allowed art education majors to virtually interview them and served as interviews in mock interview of the students!



BRAND NEW TO PDS: LEARNING HOW PDS CAN INTRODUCE STUDENTS TO THE RESEARCH CYCLE



By Katrina Fulcher-Rood, CCC-SLP

During my second year as an assistant professor at SUNY Buffalo State I was approached by two professors, one from the exceptional education department (Dr. Kathy Doody) and one from the psychology department (Dr. Pamela Schuetze), to participate in a trans-disciplinary service-learning project where our students would conduct developmental screenings at community childcare centers. This project was a perfect fit for my students and would give them professional career-related experience that they desperately wanted. As I continued to work with my two colleagues, I learned that they were able to develop this amazing opportunity due to the framework and funding provided through SUNY Buffalo State's Professional Development Schools (PDS). After having such a great experience with this project, I knew that I needed to find out more about PDS and find ways to integrate PDS partnerships into other courses.

During the fall 2019 semester, I designed a senior undergraduate research seminar in diagnostic decision-making practices of school-based speech-language pathologists (SLPs). When designing this course, I wanted to ensure that

students were able to experience each part of the research cycle including but not limited to, research design, human subject protection, data collection, data analysis, and dissemination of findings. While I had previously collected data that my students could use during this class, this would not allow them to interact with school-based SLPs or collect data in real time. Given this, I thought that a PDS partnership would be a great fit. Through PDS I was able to establish a partnership with two school-based SLPs in the Lancaster school district. For this partnership, my students were able to observe and collect data from these school-based SLPs as they conducted child language assessment in real time. In addition, students were able to attend and observe individualized education plan meetings to determine how school-based SLPs are involved in the decision-making process. By participating in this partnership, these two school-based SLPs were able to further develop a social communication curriculum that they use for many students across their school.

After students participated in this semester-long experience, they were provided with anonymous open-ended survey questions to ascertain their perspectives regarding the potential benefits, areas of improvements, and professional skills developed. Students discussed that by participating in this class they developed the following skills: (1) writing, (2) analyzing research articles, and (3) oral presentation skills. Also, students stated that they enjoyed this class and that they would have liked the opportunity to take part over two semesters instead of one. Finally, all seven students stated that they would like to be involved in research in the future and believed that research would be a crucial cornerstone of their professional career. Based on these experiences, I would encourage any faculty member to take part in PDS partnerships. These opportunities provide mutually beneficial experiences for our students and our partners. I am confident that this course impacted my students' future academic and professional success.

