

Teacher Education Council Meeting Minutes April 14, 2023

Attendance: Alexandra Allen, Rosemary Arioli, Lisa Brosnick, Theresa Cinotti, Judy Davis, Pixita del Prado Hill, Kathy Doody, Wynnie Fisher, Vicky Furby, Keli Garas-York, Judith Harris, Brandon Kawa, Steve Macho, Dan MacIsaac, James Maloney, P. Rudy Mattai, Kevin Miller, Wendy Paterson, Lisa Rafferty, Patty Recchio, Jen Reichenberg, Dana Serure, Alice Villaseñor, Kathy Wood, Joe Zawicki

- I. Call to order 1:04pm
- II. Announcements from Kathy Doody:
 - A. Note updated rosters
 - B. Be sure to sign-in
 - C. Update representatives in department elections and let Kathy and Terri know of the updates
 - D. If you are an official TEC representative and cannot make a meeting, please send a member from your program as a proxy (for voting purposes)
 - E. Please share these announcements with your colleagues
- III. Approval of March minutes, motioned, seconded, approved
- IV. Lightning Round:
 - Child Maltreatment Curriculum: Preparing Future Educators to Recognize and Respond to Child Abuse and Neglect
 - Pamela Schuetze, Professor, Psychology
Coordinator, Child Maltreatment Studies
Notes below, take from provided handout
 - A. Need for More Training
 - i. More than 1/3 of American children will be or have been involved in a child protection investigation (Kim et al., 2017).
 - ii. Training on identifying and responding to child maltreatment for students preparing for child-facing careers is inadequate (Champion et al., 2005; Hill, 2005; Knox et al., 2014; Vieth et al., 2019).
 - B. Child Advocacy Studies Training (CAST)
 - i. Educational curriculum facilitated by Zero Abuse Project
 - ii. Flexible, multi-disciplinary program
 - iii. Several studies have demonstrated substantial gains in knowledge and skills
 - C. CAST at Buffalo State (some discussion about making this a minor)
 - i. 3-course certificate program
 1. CAS 301: Perspectives on Child Maltreatment and Advocacy – at this time, offered online asynchronous in the summer, fall
 2. CAS 302: Global Child Advocacy (considers CLD; WNY diverse populations), at this time, offered fall
 3. CAS401: Professional and Systemic Responses to Child Maltreatment, at this time, offered fall and spring
 - ii. Students who are enrolled in or have completed program
 1. 36 (59%) School of Arts and Sciences (PSY, SOC)
 2. 16 (26%) School of Professions (SWK, CRJ, SLP)
 3. 2 (3%) School of Education (Early Childhood and Elementary Ed);
% due the fact that this cannot be fit into the schedule
 - D. Role of Teachers in Combatting Child Maltreatment
 - i. Unique position to detect child maltreatment
 - ii. Legal obligation
 - iii. In CAEP preparation there is no reference to knowledge or mastery of child maltreatment concepts

- iv. Studies on undergraduate and graduate programming in education averages 0-4 hours of training (NYSED, 2021)
- E. CASTFLEX Modules and dissemination of modules
 - i. In collaboration with Dr. Tyler Council, National Director of CAST, Zero Abuse Project
 - ii. Designing brief modules that can be integrated into existing courses
 - 1. Types of Child Maltreatment
 - 2. Mandated Reporting
- F. Composition of Modules: 1-hour modules, integrated in Brightspace that can be completed independently by students via completion of short videos, readings, supplemental materials, and quizzes (which are self-corrected)
- G. Child Maltreatment Module – Learning Objectives
 - i. Identify key forms of evidence indicative of multiple forms of child abuse and neglect.
 - ii. Recognize prevalence of and potential for co-occurring abuse (polyvictimization) scenarios.
 - iii. Understand key culture and value-based perceptions of abuse.
- H. Mandated Reporter Module – Learning Objectives
 - i. Understand the legal, ethical, and professional obligations of mandated reporting
 - ii. Demonstrate knowledge of key components of a mandated report and best practices to improve screen-in
 - iii. Demonstrate minimal facts-finding capabilities.
- I. Preliminary findings from the fall 2022 pilot of the modules were in support of efficacy
- J. Student feedback was positive for clarity, interesting content, ease of use, importance of information, and format
- K. Preliminary Findings in Support of Efficacy (Spring 2023)
 - i. Revised modules are being used and assessed in several courses
 - ii. Students are being assessed before and after completing the modules
- L. Discussion:
 - i. Patty would like to replace the State Ed. child abuse training with these modules; State Ed. indicated that we are approved providers; therefore, it is suspected that Buffalo State University can use these modules
 - ii. Next step is to update of modules; move them to the organization that houses the other workshops; perhaps supplement with NYS information (in a submodule), given that these modules are generalizable at the national level
 - iii. Discussion was had about courses, time of course offerings, and listings for undergrads and grads
 - iv. Kathy W. asked about internal vs. external offerings; Pam noted, external offerings are being explored
 - v. Kevin Miller noted that one could go through Continuing Professions to allow for agencies or school districts to buy the course for their employees to take the course;
 - vi. Wendy suggested reaching out to PDS schools
 - vii. Keli mentioned that Nancy Monaco may be interested in offerings as well

V. TEC Committee Reports

A. Assessment and Accreditation (Dana Serure)

i. Reminders

1. Remind candidates about any program or unit wide assessments to submit to Taskstream
2. Remind faculty to complete evaluations on Taskstream by end of May, 2023
3. Complete unit-wide Assessments:
 - a. Practicum/Student Teaching Evaluation
 - b. Exit Survey
 - c. Advanced Program Capstone Project (i.e., master's projects)

ii. TPA Updates

1. TPA Pilot Feedback meeting: Wednesday, May 24, 1-2 PM, Ketchum Room 211
2. TPA Q&A and Reliability Training: August 29 12:15pm (*save date & share w/ supervisors*)
3. TPA full implementation Fall 2023!

iii. Completer- Impact on Student Learning data shared; process - connect with former student from your program, make pre and post-observations, determine what is being done in practice and related that to their Buffalo State University experience

1. Case studies timeline shared
2. If interested reach out to Shannon or Dana
3. There are forms available to guide you through the case study

iv. Candidate Consultation Report

1. Available under "Faculty Resources" on TEU/EPP website
2. <https://epp.buffalostate.edu/faculty-resources>



3. Number of forms generated per program were shown
4. Pixita pointed out that using the consultation for has largely provided students with a positive experiences through discussion
5. Wendy pointed out that this is a retention tool and this is an important tool when dismissal is indicated
6. Kathy W. asked if we keep data on # of students and demographics of students counseled into going into individualized study

v. Considerations

1. Frequently remind students about the TEU Dispositions (*Review during advisement, on syllabus, orientations, etc.*)
2. Consider using the CCR for ANY concerns related to
 - a. Professionalism/Dispositions
 - b. Attendance
 - c. Knowledge and Skills
 - d. Work Completion
 - e. Academic Integrity
 - f. Communication (written or oral)

3. Keep Track of CCRs (i.e., annual report for chairs or by request from Tiffany)
 4. Consider putting notes in Degree Works
 5. Add discussion to department meeting agendas (e.g., student concerns always on agenda in Ex. Ed. Dept)
 - vi. 360 Clinical evaluation; everybody gives and gets feedback; data shared (see assessment handout)
 1. **Supervisor** gives feedback on mentor & candidate
 2. **Mentor** gives feedback on supervisor & candidate
 3. **Candidate** gives feedback on supervisor & mentor
- B. Faculty Development (Keli Garas-York)
- i. Awards:
 1. Congratulations to Gina Dudkowski from South Buffalo Charter School for winning the NAPDS Exemplary PK20 Boundary Spanner Award
 2. Congratulations to Chloe Mokadam for winning the Information Age Publishing Student Research Award at NAPDS
 - ii. Save the date for PDS Conference on 9/29/23 (deadline for submission is June 1st)
 - iii. Beyond and Back Event, Tuesday April 18th – see flyer
 - iv. Next PDS meeting at Gigi's Playhouse; 9-10:30 on April 21st
 - v. Find Your Way Back to Teaching, May 3, 4:30 in Social Hall
 - vi. Summer TEUPAC, July 27, 2023 through Zoom
- C. Field/Clinical Experiences (Rosemary Arioli)
- i. Still have partnership with SUTEC (NYC), we have 2 students going back to do their student teaching, State University of New York placements in NYC area, work with director to place students in an urban setting in NYC, in boroughs (e.g, LI, Chelsea); organize orientations and bring students in from all areas; have supervisor in NYC and have supervisors here who Zoom in to support supervision; variety of schools that are high standard schools; able to use former students as mentor students also
 - ii. Elizabeth Campion prek-12 summer school full-day program; can provide field placement in Buffalo during the summer
- D. Recruitment and Retention (Kathy Wood)
- i. Wed April 19, 110 students from different school districts on campus 9:30-1:30; panel and Drew Khan presenting, dining kitchen, tour, almost every department has signed up (bring snacks and items for tables); inspire interest in teaching profession; set-up at 8:30; Wendy reminded committee to let prospective students know of the \$1,000 incentive for new students
- E. IGPE (Brandon Kawa)
- i. 3 new sites (Singapore, Kenya, Alberta Canada)
 - ii. Dual credit piloted this year; 20 syllabi approved; 48 credits being earned by several high school students; 1 of those students will be coming to Buffalo State University in the fall
 - iii. Dual credit program COJOWA in Columbia
 - iv. June 5th delegates from Indonesia coming to visit to get input
 - v. Wendy alerted group that anyone can participate in teaching for IGPE; Brandon described a typical schedule: 1-2 weekends (full days), 2-3 hours after individuals workday, totaling 45 hours; receive \$2500 honorarium and travel costs; Judy H. described her experience
- VI. Certification Office Update (Patty Recchio) – no report
- VII. TEUPAC Update (Keli Garas-York) – see faculty development
- VIII. Unit Head Report (Wendy Paterson)

- A. The Executive Committee asked the Unit Head to discuss with the other deans the importance of the TEU and representation from their teacher education programs; Wendy expressed the importance of the TEC as it promotes connectivity between programs and schools
 - B. Wendy had a discussion with Steve Graser from BOCES 1 about residencies, internships, and residency lite (school district connections); there are many options that we can offer our students; must talk about how to share these opportunities and facilitate these experiences; Wendy thanked all who are involved in current, similar undertakings
 - C. Wendy will be putting forward official NYS applications for residency tracks for Exceptional Education, CTE, Technology, and Science
- IX. Old Business
- A. Need minutes from committee chair persons
 - B. Need official rosters from each committee
 - C. Need rosters for TEC reps once in place for next year
- X. New Business
- XI. Announcements
- A. Kevin Miller
 - B. Chloe received GSA funding for NAPDS
 - i. GSA event of Branding Yourself
 - ii. Research – poster for graduate research fair for 5/12
 - iii. 3-minute competition (masters projects and thesis); 3-minute video submitted for competition
 - iv. Please encourage participation in GSA (encourage reciprocal relationship); increase cross program communication
 - C. May 12th meeting 12-1:30
- XII. Adjournment (2:30)

Respectfully submitted,

Theresa M. Cinotti