

Teacher Education Council Meeting Minutes
April 8, 2022

Present: Rosemary Arioli, Lisa Brosnick, Shannon Budin, Gliset Colon, Judy Davis, Pixita Del Prado Hill, Kathy Doody, Wynnie Fisher, Tiffany Fuzak, Denise Harris, Judi Harris, Steve Macho, James Maloney, Sharon Raimondi, Raquel Schmidt, Mary Wolf, Joseph Zawicki

- I. Call to order 1:06pm (Due to technical difficulties with the computer connections)
 - A. This was the first meeting since the CAEP Accreditation visit. The college (TEU) was incredibly well prepared, and faculty and staff were able to address all the questions posed by the evaluation team quite well. Shannon's "tips" were amazing and worked well.
 - B. Thank you to the faculty and staff who stepped up to the plate – your efforts are appreciated.
 - C. The final phone call was interesting and ended on a very positive note.
 - D. Tiffany, Shannon, and Julie were recognized for the tireless hours they put into this successful visit with fresh bouquets of roses. Thank you for a job well done!

- II. Approval of March minutes – the March minutes were unanimously approved without any changes or corrections. Judi Harris moved to approve the minutes; Judy Davis seconded the motion. (The minutes were approved following the lightning round.)

- III. Lightning Round
 - A. Buffalo State's Anne Frank Project: Unlocking the Power of Story-Based Learning
 - B. Presented by Drew Kahn, SUNY Distinguished Service Professor, Theater Department, Founding Director of the Anne Frank Project, SUNY Buffalo State
 - C. The Anne Frank Project helped students to learn by unlocking the power of story – informed by content from their brains to their hearts as expressed through their bodies.
 - i. The Anne Frank project started in 2006, with a portrayal of the *Diary of Anne Frank*.
 - ii. The production included two Anne Franks – one Jewish, and one who was Rwandan to represent the presence of an Anne Frank in every culture.
 - D. Drew returned from an annual trip to Rwanda.
 - i. The main focus is healing through the use of stories.
 - ii. Effectively, stories are used as curricular platforms
 1. The center charges for off-campus services - such as with the Buffalo Public Schools (BPS) - but is free-of-charge for BSC students and groups
 2. The center has international partners in both Rwanda and Kenya
 - E. The Center received a million-dollar endowed grant to enable them to carry out their work
 - i. Modern telecommunication services have been established in their on-campus facility on the fourth floor of the Campbell Student Union.
 - ii. Similar facilities have been developed and launched in both Rwanda and Kenya.
 - iii. They are attracting many students.
 - F. Students are trained through:
 - i. Communication building
 - ii. Conflict management
 - iii. Identity exploration
 - G. THA 470, Ensemble Theater, is open to students across campus.
 - i. They have written plays of the trips to Rwanda
 - ii. The plays have been performed for ~30 BPS.
 - iii. On campus plays have included *Black Lives Matter*, and *Ain't I a Woman*.
 - H. The Center is very interested in helping future teachers to add teaching tools to their professional toolboxes. These recruitment tools have been employed with students at Hutch Tech, LaFayette and Discovery/Love Joy.
 - I. Woohanga is a sister city to Buffalo – the AFP Center has worked with 80 teachers in 50 schools.

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- i. Africa is a continent built on stories
 - ii. There is a 100-day commemoration of the Rwandan genocide that occurs each year.
 - iii. It is important for student to not only “know,” but for them to know what to do with that knowledge.
 - iv. Drew quoted a Chinese proverb – Tell me I forget - Teach me I remember - and Involve me and I learn.
- J. The Center is very interested in access to education students. The precise diversity requirements addressed in THA 470 are still under consideration. (These might include art, non-western civilization, global diversity, etc.)

IV. TEC Committee Reports

A. Assessment and Accreditation (Shannon Budin)

- i. The CAEP visit went well. A final report will not be available until the full Accreditation Council meets this coming Fall.
 - 1. It is important to continue collecting data – we cannot “take a break” from data collection; it is on-going.
 - 2. (This is a real concern and is noted in the research literature as post reinforcement pause
- ii. While the edTPA appears to be on its way out, we do need to come up with a Teacher Performance Assessment that will be implemented in the near future.
 - 1. Interested faculty should contact Shannon to participate in this task development.
 - 2. We have some experience with Teacher Work Samples.
 - 3. An assessment plan needs to be in place by September 2023.
- iii. The April report looked at data on dispositions, TEACH, and the case study project.
 - 1. The Case Study Protocol is underway. Art, Business Marketing, Family & Consumer, and Generalist SWD Education will be completing protocols this year.
 - 2. Math, Science and Tech Education will be completing protocols next year.
 - 3. The Dispositions data is quite positive, with all responses between 3.3 and 4.0 (on a 4.0 scale).
 - a. Respect was among the highest scoring categories (3.9)
 - b. Differentiating instruction was among the lower scoring categories (3.4).
 - 4. Candidate Consultation Report Forms are vital tools – they are the primary source of evidence for Wendy when students run into difficulties
 - a. Faculty may (but are not required to) choose to speak with parents or others at a student’s request. A signed FERPA form must be completed prior to any conversations.
 - b. Wendy will speak with students (and parents), but, once again, a signed FERPA form must be on file.

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5. Data on long-term student completion was shared. In the 2015-2016 cohort, there were 258 completers, 220 of which were recommended to NYS for certification. 194 actually obtained certification in New York State. Factors confounding the data include:
 - a. Students that have moved out of state
 - b. Students that changed names (through marriage, etc.)
 - c. Students that work in private or parochial schools

B. Faculty Development (Pixita del Prado Hill/Keli Garas-York)

- i. Signed vouchers must be turned in to Allison Winkowski by the end of April for PDS partners to be paid
- ii. Methods students wishing to participate in methods courses in the Fall of 20022 must attend either the April 13th or the April 21st mandatory sessions in Bacon 202
- iii. Now is a great time to look at your early program students and suggest them to become PDS reps.
- iv. The PDS meeting on April 29, 2022 (10:30-12:30) will be held at Tapestry Charter School – the school will be preparing food and needs to have your registration by April 12th. The QR code is:



- v. The annual PDS conference is scheduled for Friday, September 30, 2022 in Campbell Student Union Hall. The call for presenters is out – register by June 1, 2022 at https://buffalostate.co1.qualtrics.com/jfe/form/SV_4J9D9Zvq47jSmOi
- vi. Jason Reynolds will be promoting a conversation about middle school reading and building libraries on May 2, 2022 at 4:00 PM in the Butler Library Curriculum Lab. This session will be the start of activities for Jason's presentation on May 1, 2023, as part of the Bulger Lectureship Series. (Rising 4th and 5th grade students will be welcomed to participate in his talk.)
- vii. The next Day of Scholarship is June 1, 2022 from 9:30 – 2:30 PM.

C. Field/Clinical Experiences (Rosemary Arioli)

- i. The number of student teachers is slightly lower (this follows a ten year cycle)
- ii. The number of partner schools is increasing
- iii. Dave Henry is exploring ways to meet teacher shortages.

D. Recruitment and Retention (Kathy Wood)

- i. The recruitment and retention committee recently met. Kathy Wood was unavailable for today's meeting.
- ii. Calling All Teachers will be meeting on campus in the fall. They will be on campus one morning a week. Planned activities include a visit to the planetarium. Wendy

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suggested that it would be appropriate to have individual programs highlighted each week – giving students an overview of their options.

iii. Students (High School Juniors and Seniors) will receive college credit through ECC.

V. Certification Office Update (Patty Recchio/Kathy Doody)

- A. Patty Recchio was unavailable for today's meeting. Jim Maloney gave an update about a new program to use graduate students, close to the end of the programs, as paid interns for local districts.
- B. Erie BOCES 1 has supported this idea with the development of a COSER to reduce the cost to participating districts.
- C. This is part of an internship certification initiative; students must be in the 2nd to last or last semester, their workshops must be completed and they must have a faculty nomination.
 - i. The program pays interns around \$20,000 - \$22,000.
 - ii. Questions may be directed to Kathy Doody or Jim Maloney
 - iii. Paid student teaching placements have filled a similar need
 - 1. Students in these programs are paid as long-term subs
 - 2. Career, Technical and Science Education programs have had such arrangements and are charged with providing information to Jim and Kathy in the near future.
 - iv. There are some interesting aspects to the programs – alternative student teaching placements are not held to the typical diverse/high needs area requirement in such situations.

VI. TEUPAC Update (Pixita del Prado Hill/Keli Garas-York) – See above.

VII. Unit Head Report (Wendy Paterson)

- A. New Visions BOCES I
- B. Bravo to Future Teachers work – congratulations to Kathy and Shannon
 - i. Wendy was asked by a reporter about teacher candidates being hired as teachers while they are still students.
 - ii. Wendy was also asked about whether these students were experiencing difficulties with classroom management.
 - iii. Do keep Wendy informed.
- C. IPDS Update
 - i. Kerry Renzoni will be returning from Italy – she is working with five student teachers across three disciplines (including music ed). This is an excellent example of how we collaborate across the TEU.
 - ii. Tamara is coordinating the *Beyond and Back* program.
- D. Discussion of Catalog Copy; be prepared to bring in the correct catalog copy for your program
 - i. The system has proved challenging in the past.
 - ii. Please do resubmit your changes to finalize catalog updates.

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- VIII. Old Business - none
- IX. New Business - none
- X. Announcements
- XI. Adjournment (2:30) Gliset Colon moved to adjourn; Steve Macho seconded.

Respectfully submitted,

Joseph Zawicki