

Teacher Education Council Minutes

October 9, 2020

In attendance:

Rosemary Arioli, Shannon Budin, Joseph Butch, Theresa Cinotti, Gliset Colon, Judith Davis, Pixita del Prado Hill, Wynnie Fisher, Keli Garas-York, Selenid Gonzalez-Frey, Judith Harris, David Henry, Julie Henry, Jevon Hunter, Peter Loehr, Candace Masters, Lauren Ormsby, Kristen Pastore-Capuana, Steve Macho, Alice Pennisi, Kerry Renzoni, Raquel Schmidt, Christopher Shively, David Wilson, Mary Wolf, Joseph Zawicki

Others in attendance:

Julian Cole, Tiffany Fuzak, Wendy Paterson, Kathy Wood

- I. Call to order: 1:01
- II. Approval of previous minutes (September 18, 2020): Motioned and approved.
- III. TEC Committee Reports
 - A. Assessment/Accreditation – Survey Reports (Shannon Budin); credit given to Julie Henry and Tiffany Fuzak
 1. Exit survey from candidates, alumni, and employers this year (data collection, data review and action planning)
 2. Emphasize perception / rating of preparedness across the following areas: Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility, Technology, Diversity Infused in Each Area
 3. Students and alumni rate skills on a 4-point scale
 4. Addon question: opportunity to use what you learned about technology enhanced learning and opportunities to utilize instructional or assistive technology in your teaching
 5. Updated diversity questions: experience supported my commitment to diversity and experience has prepared me to design and enact equitable and excellent experiences for all students
 6. Kudos to Tiffany on the dashboard and visuals
 7. Alumni survey shared across years post-graduation for both initial and advanced programs; across surveys, initial and advance program completers were fairly consistent with level of preparedness, additionally, level of preparedness ratings waned as alumni were more years out, post-graduation
 8. Every area of the survey had some diversity related question
 9. Areas in which graduates felt they needed more development were in classroom management, diversity, content knowledge (more so than in previous years), technology (more so than in previous years, but not significantly more in relation to COVID needs), differentiation/special needs (more so than in previous years), certification and jobs (more so than in previous years), assessment (more so than in previous years)
 10. Would you recommend this program to others? This question was responded to highly positively by responders across years out
 11. Shannon thanked Tiffany again for her work in putting charts together
 12. Shannon shared the link to the survey: <https://w.taskstream.com/SurveyLink/pkzezezezbzb/daa743de>
 - B. Lightning Round – Student Teaching Supervision using GoReact (Rosemary Arioli) – discussed in Field and Clinical Experience section
 - C. Faculty Development (Various Reports)
 1. Jevon H. shared information about culturally relevant pedagogy, noting that people are looking for ways to better integrate culturally relevant content

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2. Jevon shared a resource Culturally Responsive Sustaining Education Framework document <http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>; Jevon highlighted the sections (students, teachers, school leaders, etc.); Jevon suggestions using this document to affirm with teachers what they are doing and doing well; Jevon suggested using this as a resource for our teachers; Jevon pointed out the importance of sharing this work and doing this work at this time when the federal government is not stressing the importance
 3. Gliset brought up he recent executive order by Trump stifling discussion of culturally relevant material: https://www.whitehouse.gov/presidential-actions/executive-order-combating-race-sex-stereotyping/?fbclid=IwAR3J6jFfAnU4OYyd_KxQTZZWc8cZDZ1Uc80bH27tTjCn4C0KR0_GdrIvT5A
 4. Kelly, reviewed the PDS learning opportunities in professional development: <https://pds.buffalostate.edu/professional-development-pds-partners>
- D. Field/Clinical Experiences (Rosemary Arioli)
1. GoReact is up and running; students can upload videos of their instruction to their supervisors for review; this process can also be completed livestream
 2. 123 student teachers were signed up for GoReact, along with 31 supervisors
 3. Rosemary asked those who used the program to share
 4. Kristen shared that there were no concerns with using the program by administrators in schools (districts have been supportive; videos have become like a video portfolio for students; supervisors can download rubrics; user friendly; many tools that enhance the supervision experience; qualitative comments are also able to be written)
 5. Judy D. shared that she gave the assignment to trial the system; this was successful among students; one student was placed in West Seneca and there is a rule in place that lessons cannot be video recorded; other districts have permission to record as part of the online instruction authorization
 6. Rosemary conveyed experiences with GoReact with a supervisor using it to supervise students placed in Canada or outside Pennsylvania; good reviews thus far from users; Rosemary hopes this will continue; current subscription goes into 2021
 7. Training video links: <https://help.goreact.com/hc/en-us/articles/360002346311>; <https://goreact.wistia.com/medias/khx8jd3sb0>
 8. Rosemary thanked Dean Paterson for supporting the GoReact project
 9. Rachel S. noted that the GoReact support staff is incredibly responsive
 10. Kelly Fitzgerald is in charge of the training and can meet with people one-on-one
 11. Rosemary revisited the start day for student teaching start date that is now slated for 1/25, rather than 2/5.
- E. Recruitment (Kathy Wood)
1. Recruitment meeting last week; Calling all Teachers event will be moved to January (postponed previously due to COVID); participant schedules will be spaced out throughout the day
 2. TEU Recruitment and Retention Committee; question posed, "How are we supporting candidates remotely?" (e.g., Starfish); Shannon called for ideas
- IV. Certification Office Update (Patty Recchio); per Wendy
- A. Still working on transitioning workshops to fully online; looking to waive fire and arson since not online
 - B. Vouchers; campus received very few vouchers because it was based on program completer information rather than need; good news, no EdTPA; bad news, vouchers based on completer data from our lowest point of enrollment; this issue was raised to NYS and BSC is hoping to receive more vouchers

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- C. Remind students who are using Emergency Certification that they have a year to take and make up tests that have not been taken
- V. Career Development Center Update
 - A. Joe will send employment report out with Denise Harris' permission
- VI. TEUPAC Update (Pixita del Prado Hill/Keli Garas-York)
 - A. Shared PD website
 - B. Reminded people to provide feedback through survey on PD events
 - C. Thank you for your patience on the PD voucher process
 - D. Reminder to submit PDS slides of your partner schools and related events
 - E. TUEPAC 10/16/20 10:00am; let Pixita know; she will send a link
 - F. PDS orientation on Blackboard in spring of 2021
 - G. NAPDS 2020 March 29-31; virtual and lowering prices; theme: Stronger Together (proposals due 11/15)
- VII. Unit Head Report (Wendy Paterson)
 - A. Wendy stressed our need to communicate with her and her with us; please ask questions and dispel rumors
 - B. Wendy will need specific data on field and clinical experiences; thus far she has received mostly qualitative data
 - C. Wendy noted that our partnerships have been beneficial in the facilitating student placements
 - D. Wendy encourages the secondary partnership; example pursue placements in Hamburg due to our PDS relationships; Kristen P. shared how the partnership will work sharing our students' technology knowledge; Hamburg excited to partner and is interested in deaf program as well; Wendy pointed out that we are very much in need secondary partnership schools; she noted that SLP should take advantage of our partnership schools (wherever there is an SLP in a PDS school, SLP should be able to place a student there)
 - E. Wendy would like to send out a survey to collect data on the placements during COVID; Shannon mentioned that a survey has been sent out and that she would share results; TEC members greatly favored sending a survey to mentor teachers / supervisors to obtain input on the experiences; Judy mentioned a suggestion she received to possibly put the survey on the already existing mentor teacher survey; Peter suggested a telephone survey; Wendy would like to know the qualitative differences in student teachers; hopes that results will help support requests for funding; Joe suggested closed questions and one or two open-ended
 - F. Starpoint wants students to complete tutoring in mathematics and ELA; at this time, placements are not viable, but possible opportunities for spring; Wendy noted that students should be prepared for tutoring (e.g., EDU 121) and should be supervised; it is better associated with a class
 - G. 1/25 start-up; if you have students doing placements in the spring who will need access to residence halls, make sure to let the Residence Life Office know well in advance so that they may prepare for students; please contact Philip Badaszewski to make arrangements: <https://residencelife.buffalostate.edu/staff/philip-d-badaszewski-phd>
 - H. If you are interested in your students having global experiences without traveling please partner with IGPE (International Graduate Program for Educators) and IPDS
 - I. Wendy checked to see who is using Atlas and GoReact and if it helpful; GoReact discussed above; Atlas helpful (conversation starters, good for problem solving, focusing on a teaching strategy or topic, commentary valuable); Wendy requested that examples of how it is being used be sent to her so it may support further requests; licenses for Atlas expire at the end of the semester; if you would like to continue speak with Patty
 - J. BOCES Class: 3 different students were raving about it, didn't like it at the beginning, but now very excited; how to construct a community of learners

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- K. Shannon highlighted Project Ease; Project EASE is a volunteer group of faculty who offer drop-in help sessions for first year teachers (those who graduated in Spring 2020); held on T/Th as well as during professional development sessions
- VIII. Old Business - none
- IX. New Business - none
- X. Announcements - none
- XI. Adjournment: 2:30 PM

Respectfully submitted,

Theresa M. Cinotti, M.A., CCC-SLP

2019-2020 TEC Meeting Dates	
1:00-2:30 PM (12:00 – 1:30 PM on 12/11 and 05/15)	
Fall 2020	Spring
September 18, 2020	February 12, 2021
October 9, 2020	March 12, 2021
November 13, 2020	April 9, 2021
December 11, 2020	May 14, 2021