

PDP CONFERENCE

OCTOBER 2, 2026



7:45 AM	Registration, Light Breakfast, and Hot Drinks
8:00 AM	Welcome
8:30 AM – 9:00 AM	Poster Session
9:15 AM – 10:45 AM	Paired Concurrent Sessions
10:45 AM – 11:30 AM	Collaborative Conversations
11:45 AM – 12:45 PM	Lunch & 2026 NYS Teacher of the Year Keynote
12:45 PM	Wrap-Up

7:45 AM – 8:00 AM | REGISTRATION | SOCIAL HALL

Register and enjoy a light breakfast and hot drink courtesy of the Horace Mann Endowed Chair Fund as you connect with colleagues and peers.

8:00 AM – 8:30 AM | WELCOME | SOCIAL HALL

We begin with a welcome from Buffalo State leadership, updates, and announcement of this year's award winners.

8:30 AM – 9:00 AM | POSTER SESSION | SOCIAL HALL

- **Examination of Elementary Literacy Assessments**
Alyssa Darone
- **Bridging the Gap: Mitigating Microaggressions in the School System, Promoting Healing for Black Women Educators & Black Students**
Kalaiyah Knox
- **Invisible Wounds: How Microaggressions Undermine Student Belonging**
Tara Uplinger Dauer
- **Why Teach Rural? Exploring the Rewards and Realities of Rural School Teaching**
Chris Shively
- **Buffalo Teacher Center**
Molly Eldridge
- **Buffalo History Museum**
Betsy Eden

NASUP (NATIONAL) PRESENTATIONS

- **How Facilitated Dramatic Play Affects Collaborative Play Skills in a Self-Contained Early Childhood Setting**
Hailee Cipollina
- **Project Based Assessments as an Alternative to New York State Regents to Better Serve Students**
Jennifer Segura Lopez

INTERNATIONAL PROFESSIONAL DEVELOPMENT PARTNERSHIPS (IPDP) KENYA

- **Crafting A Greener World**
Makaylee Perry
- **Stories of Service Learning in Kenya**
Jameson Alea

IPDP ITALY

- **Cultural Identity in the ELA Classroom**
Isabella Finley
- **A Study of Vocabulary Development in U.S. and International Schools**

Shaye Kozminski

- **Real-World Applications in American and Italian Classrooms**

Sarah Sefried

IPDP BRAZIL

- **Building Authority of Experience: Using S-STTEP and Action Research to Strengthen a Preservice Teacher's Belief That All Learners Can Achieve at High Levels**

Estefany Vargas, Chris Shively

IPDP Costa Rica

- **Teaching Language Abroad**

Jasmine Peña

9:15 AM – 10:45 AM | PAIRED CONCURRENT PRESENTATIONS

CONTENT INITIATIVES - STUDENT ORGANIZATION RESOURCE CENTER (basement level)

9:15 AM | Teaching Local History: How did Robert Moses Shape the Geopolitics of Niagara Falls?

Dana Faye Serure, Emma Stack, Michael Stack

Graduate students in the spring 2026 graduate course titled Social Studies Lab, advanced their teaching inquiry pedagogy with writing a manuscript about local history and civics education. This collaborative session by the course instructor and graduate students highlights the writing process and the iterative stages of the inquiry approach related to teaching social studies, yet adaptable to other disciplines, such as English Language Arts and Sciences. The course design focused on graduate students writing a practitioner manuscript that aimed to inform teachers about local history, inquiry, and civics. Graduate students will share their writing process and revisions to their work based on multiple rounds of peer reviews, instructor one-to-one feedback, and writers' workshop lab.

10 AM | Reimagining Education: Designing Learning Experiences Through the Lens of NYS Portrait of a Graduate

Lisa Brosnick, Paula Ferneza

New York's Portrait of a Graduate invites educators to reflect on and reimagine our educational systems, ensuring that every student has access to meaningful, rigorous learning experiences rooted in voice, belonging, and purpose. This is a collective opportunity to shape the student experience developing not only academic competence, but the critical thinking, civic responsibility, and adaptive leadership essential for a dynamic and evolving world. Join WNY Master Teachers in reflection and conversation about our role in the Portrait of a Graduate initiative and how we can reimagine how we engage and assess our students.

MULTI-SCHOOL INITIATIVES - SOCIAL HALL

9:15 AM | Buffalo Science Collaborative: An Elementary Science Professional Learning Community

Alayla Ende, Lisa Brosnick, Erin Kensy

The Buffalo Science Collaborative is celebrating our inaugural year in the 2026-2027 school year. We are a professional learning community that travels to local elementary schools and invites teachers and coaches from all WNY schools to come together to design science learning experiences for kids, implement them in real time, and reflect on how 3-dimensional science learning is happening. This presentation will discuss findings and reflections from our first two sessions and share details about the group with interested parties! This work is based on the Buffalo Math Collaborative.

10 AM | Partnering for Success: Promoting Instruction and Clinical Experiences Aligned with the Science of Reading

Julie Henry, Alayla Ende, Keli Garas-York, Patty George, Shannon Budin, Katie McCabe, Jennifer Reichenberg, Gina Dudkowski, Michele Pieczynski, Alyssa Darone

Buffalo State faculty and school partners collaborated to develop instruction and clinical experiences grounded in evidence-based practices for teaching literacy, also known as the Science of Reading. We will discuss a Science of Reading online course integrated into an introductory literacy course, a common experience teaching phonological awareness and decoding in an ELA methods course, and our literacy community of practice. We will share results of a survey and interviews focused on candidates' knowledge, application, and observation of evidence-based practices in literacy.

INTERNATIONAL AND RURAL PERSPECTIVES - ASSEMBLY HALL SOUTH

9:15 AM | Rural Matters: Elevating Rural Perspectives in Teacher Preparation

Angela Patti, John Mikulski, Jessica Lyons, Katie Wilson

While Buffalo State University is situated within an urban context and committed to an urban-engaged mission, faculty and partners have recognized the importance of intentionally including rural perspectives in educator preparation and partnership work. To support this effort, faculty recently formed the Rural Convener Group to create space for dialogue about rural education and to ensure these perspectives remain visible within school-university partnerships and educational initiatives. In this moderated panel session, rural educators, school leaders, and teacher candidates will discuss the strengths, opportunities, and evolving needs that shape rural education locally.

10 AM | Learning Across Roles and Borders: IPDP Chile Administrators Abroad Pilot

Angela Patti, Dottie Candelario, Jessica Lyons, Molly Marcinelli

Buffalo State's International Professional Development Partnership (IPDP) Chile program launched an Administrators Abroad pilot that brought together local school leaders, leadership candidates, teacher candidates, and university faculty in a study abroad cohort in Santiago, Chile in April 2026. Participants explored global education practices, language teaching and learning, intercultural competency, high-leverage practices, and inclusive approaches to education through collaborative learning experiences and school-based partnerships. A unique strength of the program was the opportunity for current and future educators and leaders to learn alongside one another, fostering dialogue across perspectives. In this session, participants across roles will share reflections on the personal and professional growth that emerged from this international partnership experience.

REACHING ALL LEARNERS - ASSEMBLY HALL NORTH

9:15 AM | Disability Representation and Evidence-Based Literacy Practices: Lessons from a School-University Partnership

Katie McCabe, Kathryn Matteson-Rosowicz, Heather McCarthy, Kathy Doody, Kristin Witkowski

This presentation highlights a collaborative partnership between Buffalo State University and Holmes Elementary School focused on advancing evidence-based literacy practices through disability-inclusive children's literature. Buffalo State faculty, teacher candidates, an undergraduate student researcher, and school partners worked together to curate and develop instructional resources that support critical conversations about disability, representation, and inclusion in elementary classrooms. The project integrates principles from Disability Studies in Education (DSE) to help teacher candidates and practicing educators design more inclusive and affirming literacy instruction. The presentation will feature perspectives from the school's principal on the importance of school-university partnerships in strengthening literacy practices and fostering inclusive learning environments for all students.

10 AM | Marrying Paper & Pencil with AI: Revolutionizing Classroom Data Analysis with Google's NotebookLM

Chris Shively

Google's NotebookLM is an AI tool that lets you upload sources such as math exit tickets, student papers, or class data and then ask it questions. It can find patterns, identify trends, calculate descriptive statistics, and perform qualitative analysis like spotting common themes or misconceptions. Teachers who prefer traditional paper-and-pencil work over constant screen-based apps (e.g., Google Forms, Quizizz, Kahoot!, Seesaw, and IXL) can use a high-speed scanner (\$300-\$600) to quickly scan student work into PDFs, upload them to NotebookLM, and instantly gain powerful insights. This presentation shows how to marry traditional paper-and-pencil activities with modern AI. By combining a simple scanner and NotebookLM, teachers can analyze what their students truly understand, identify weaknesses, and turn them into strengths.

10:45 AM – 11:30 AM | COLLABORATIVE CONVERSATIONS

Please join the conversation group that best matches your role in school-university partnerships.

TEACHER CANDIDATES

STUDENT ORGANIZATION RESOURCE CENTER (basement level)

This conversation will bring together novice teachers from various disciplines. We seek to create a collaborative space where participants can freely talk about a wide range of educational topics in a judgment-free setting. We will discuss real-world classroom practice and cross-disciplinary connections.

HIGH SCHOOL STUDENTS

STUDENT ORGANIZATION RESOURCE CENTER (basement level)

The focus of this discussion will be the perspectives and questions of high school students on issues pertaining to choosing teaching as a career. We will highlight ways to learn more about the teaching profession while in high school

TEACHER EDUCATION FACULTY, STUDENT TEACHING SUPERVISORS, & MENTOR TEACHERS

SOCIAL HALL

This conversation will focus on sharing successful school-university partnership practices and strategies to address common challenges among the people who work in the “third space” between the university and schools where our teacher candidates are placed.

SCHOOL LEADERS AND TEACHER LEADERS

ASSEMBLY HALL SOUTH

This conversation will explore ways to leverage our university and school resources for mutually beneficial outcomes in student achievement and teacher and leader recruitment and retention.

INTERNATIONAL OPPORTUNITIES FOR PRE-SERVICE AND IN-SERVICE EDUCATORS

ASSEMBLY HALL NORTH

This conversation will explore international opportunities in education for pre-service teachers, in-service teachers, and school leaders. Come to share your international experiences or learn about ways to explore education around the world with Buffalo State.

11:45 AM – 12:45 PM | LUNCH & KEYNOTE ADDRESS | SOCIAL HALL

Keynote Address: Prince Johnson, 2026 NYS Teacher of the Year

Prince M. Johnson is the 2026 New York State Teacher of the Year and the 2025 Gilder Lehrman New York History Teacher of the Year and National Finalist. He teaches at Food and Finance High School in Manhattan, a Title I culinary-focused CTE public school where he leads courses in AP African American Studies, Government, and sustainability-centered social studies. A dedicated educator for over 26 years, he also advocates for sustainable practices as a member of the NYC Climate Education Leadership Team. He integrates hands-on CTE learning, and community partnerships to empower students through real-world, culturally responsive instruction.

Thank you to the Horace Mann Endowed Chair Fund for breakfast.

Thank you to all of our volunteers and supporters.

Thank YOU for joining us today!

Please complete the conference evaluation below:

