

Buffalo State University
Teacher Education Unit Professional Advisory Council (TEUPAC)
July 17, 2025 from 10:00-11:00 am on Zoom

Attending: (n=12)

Participant	Role/Institution
Alex Allen	Art Education Program Coordinator & Faculty
Shannon Budin	EXE Faculty & Assessment/Accreditation
Sue Corrie	EELEL Student Teaching Supervisor
Pixita del Prado Hill	PDS Director & EELEL Faculty
Wynnie Fisher	Social Studies Education
Bob Gallagher	EELEL Student Teaching Supervisor
Ed Hawkins	Summer Department Chair for CTSE
Elizabeth Kuttesch	Resource Specialist at the NYSED OBWEL Regional Bilingual Education Resource Network out of Erie 1 BOCES & EELEL Adjunct Faculty
Ann Laudisio	EELEL Student Teaching Supervisor
Jim Maloney	EXE Student Teaching Supervisor
Fran Paskowitz	EDL Adjunct Faculty & has been Principal at many Kenmore Schools
Kathy Wood	Director, Urban Teaching Center & EELEL Faculty

Important links:

- [SLIDESHOW](#) from meeting
- [TO REGISTER](#) for the annual PDS Conference on October 3
- To learn more about [IPDS](#) (Buffalo State International PDS)
- To learn more about [NASUP](#) (National Association for School-University Partnerships)
- [ZOOM LINK](#) for next TEUPAC meeting on **October 30 at 4:00 pm**
- From the meeting discussion:
 - CRSE Framework: <https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>
 - NYS Portrait of a Graduate updates: <https://www.regents.nysed.gov/sites/regents/files/FB%20Monday%20-%20NY%20Inspires-New%20York%20State%20Portrait%20of%20a%20Graduate%20.pdf>

I. Welcome and introductions

II. PDS Announcements

A. Two newsletters were distributed to PDS Consortium members this year

- i. [Fall 2024](#)
- ii. [Spring 2025](#)

B. IPDS updates

- i. Continuing to offer short-term, faculty-led travel for grad and undergrad students interested in working with children
- ii. Three international student teaching options: Medellín, Colombia; Siena, Italy; Brasilia, Brazil
- iii. Two Experienced Educator programs: Medellín, Colombia; Oviedo, Spain
- iv. Under construction: Administrators Abroad

C. Join us for the annual PDS Conference

- i. Friday October 3 in the Buffalo State Student Union (the link to register is included above); free and open to all
- ii. Poster session, Paired Concurrent, Collaborative Conversations, NYS Teacher of the Year Keynote

D. 2025-2026 PDS Themes:

- i. Name change to: Professional Development Partnerships
- ii. Science of Learning

- III. Student Teaching Assessment – seeking to design a unit-wide instrument (discussion led by Shannon Budin)
 - A. Iterative process
 - i. Draft document shared at the January 2025 Program Retreat
 - ii. Committee reviewed feedback and revised document
 - iii. Seeking feedback today is the next step (as well as additional feedback from other stakeholder groups)
 - iv. Shannon will then share this feedback with the committee
 - v. Hoping to pilot the document in the 2025 fall second student teaching placement or in spring 2026
 - B. Focus on knowledge, planning, and enactment – feedback from today’s group:
 - i. Supervisors assume a certain level of knowledge by the time the candidates reach the stage of student teaching; assessment focuses on planning and enacting
 - ii. Important to assess:
 - 1. Do student teachers know what to do if things don’t go as planned?
 - 2. Are students resilient and resourceful when they don’t have the necessary knowledge?
 - iii. Shannon’s response: the standards call this “learning environment” – are 1 & 2 above evident enough in the document?
 - C. Categories
 - i. Content
 - 1. Mastery not realistic at this level
 - 2. Looking for growth
 - ii. Pedagogy
 - 1. No comments
 - iii. Assessment
 - 1. Need an emphasis on formative, summative, and diagnostic assessment
 - 2. Need more authentic assessments
 - iv. Learning Environment
 - 1. Question: do we need more observable things?
 - 2. Could we add flexibility in teaching, teachable moments?
 - 3. Reference the CRSE Framework
 - 4. Maybe add reflective questions to the assessment to help student teachers think about these issues (“think abouts”)
 - v. Learner
 - 1. No comments
 - vi. Technology
 - 1. No comments
- IV. Engaging with school-university partnership: What role is the Science of Learning playing in your context?
 - A. How will the updated timeline and 6 dimensions of the NYS Portrait of a Graduate connect with the Science of Learning?
 - i. Portrait of a Graduate offers opportunities for more data points (the Regents exam is one point among many other possibilities)
 - ii. Decoupling the Regents exam from graduation eligibility
 - 1. The Regents as a grad requirement has been problematic for many students including English Learners since the Regents serves as a language exam
 - 2. Has pushed teaching toward memorizing and test-taking
 - iii. Greater focus on Project Based Learning
 - 1. Assessment practices that engage learners in a way that aligns with brain research
 - iv. Impact of this shift on teacher preparation?
 - 1. Emphasis on many forms of assessment?
 - 2. Deeper understanding/application of Project Based Learning?
 - 3. Developing a repertoire of interactive strategies for building classroom community, oral language development, and heading towards that "effective communicator" domain, starting as early as possible?

4. Possible tension between what teacher candidates are learning on campus and seeing in classrooms?
- v. Possible role for PDS?
 1. Whenever there is a significant change at the state level, this is a wonderful opportunity for PDS – how can PDS leverage the resources (human, expertise/knowledge, time, space, technology, financial) of the university and school partners for co-constructed PD opportunities?
 2. Maybe we can see how this is unfolding at BOCES (where a support package is being developed for districts)
 - a. Find out which districts are participating
 - b. Identify which of these already partner with Buffalo State
 - c. Create small chunks of PD around HLPs
 3. Important considerations:
 - a. Need to build an infrastructure from PK-12 so students are ready for capstone projects
 - b. Need to build stamina to work independently
 4. We need a clearer definition of Science of Learning
 - a. What does this mean? How do I learn more?
 - b. Maybe ask if this topic could be explored at an SOE Final Friday meeting?
- V. Meeting adjourned at 11:00 am