

Buffalo State University
Teacher Education Unit Professional Advisory Council (TEUPAC)
March 12, 2026 from 4:00-5:00 pm on Zoom

Attending: (n=20)

Alexandra Allen, Rosemary Arioli, Hailee Cipollina, Pixita del Prado Hill, Wynnie Fisher, Julie Flannagan, Denise Harris, Andrew Hashey, Julie Henry, Kyle Hopper, Kim Kline, Jim Maloney, Molly Marcinelli, Leah Panek Shirley, Fran Paskowitz, Angela Patti, Jen Reichenburg, Raquel Schmidt, Scott Wolf, Joseph Zawicki

Important links:

- [SLIDESHOW](#) from meeting
- To learn more about [PDP](#)
- To learn more about [IPDP](#) (Buffalo State International PDS)
- To learn more about [NASUP](#) (National Association for School-University Partnerships)

I. Announcements

A. Leadership:

1. Jen Reichenburg is stepping into the role of PDP director (Pixita is retiring in May)
2. Introducing the new SEAP Assistant Dean for Accreditation & Assessment: Kim Kline

B. International PDP (IPDP)

1. Undergrad and grad: short-term, faculty-led, study away experiences
2. Student teachers: two fall and two spring options
3. Experienced Educators: during February break for classroom teachers who are PDP partners
4. Administrators abroad and Student teachers: during April break

C. PDP conference plans:

1. October 2nd
2. Keynote from the 2026 NYS Teacher of the Year: Prince Johnson
3. Poster sessions: student research
4. Paired concurrent sessions
5. Collaborative conversations
6. Call for proposals went out on March 1; due June 1

D. Congratulations to Hailee Cipollina: NASUP Emerging Leader Award & BSU President's Medal winner!

II. Assessment discussion: Kim Kline: klineka@buffalostate.edu

A. What is one area where teacher candidates appear to need additional support or preparation this semester?

1. Supervisor perspective: this is the strongest cohort of teachers to date. Covid affected us, but we seem to be finally coming out of it. Unit planning and assessment are sometimes areas of weakness and we often don't have the time to provide the necessary supports.
2. Methods instructor perspective: Students need more support in understanding and reading data as well as different types of data collection. Lesson planning: every professor and class is different in terms of how the instructor guides lesson planning. Recommend that BSU have one unified lesson plan that everyone uses to create a common language and improve consistency
3. Supervisor perspective: Since we use the TPA lesson plan as a capstone, maybe that could be used throughout the program so students become familiar with it
4. Classroom teacher perspective: navigating expectations of students' abilities, unknowns of teaching in the classroom, emotional availability of students and readiness for learning
5. Teacher education faculty perspective: helping students learn to better adapt and modify high quality materials for the greatest effect. Also discussion of the opportunities/challenges of AI in teacher prep and k-12 teacher planning
6. Administrator perspective: early teaching issues: formative/informal assessment. Looking at what kids are putting out, need to see what's going on to make decisions about assessment. Cognitive

load is on giving instruction and delivering lessons as planned, need to be eager and curious about what is being done with what has just been taught to them. Doing little assessments throughout before (e.g. exit ticket)

III. Partnership engagement:

A. Questions:

1. What high quality instructional materials are being used in your settings?
2. How are they being used in your settings?
3. What professional development is being provided to help teachers/teacher candidates learn about high quality material?

B. Teacher education faculty perspective: Math education faculty have a grant in to make sure students have access to these

C. Methods instructor perspective: prompting teacher candidates to take a look at what the teacher is doing with their materials, and give them experience with the teacher manual, how to effectively use it, and teacher's instructional decisions. Students get copy of manual, watch teacher teach it, answer questions about why teacher made certain decisions, do this before they teach their next lesson. [HQIM OBSERVATION ASSIGNMENT](#)

D. Administrator perspective: Learn the process of how literacy instruction is chosen/direction it goes. Schools have to attest saying they are aligned to the science of reading and have to submit to NYSED. Show high quality instruction and sign off. Only have to show and sign in ELA. [In my school - k-3] 3 years ago teachers piloted UFLI and everyone got trained. K-2 adopted UFLI in gen ed and also in AIS. Students in AIS receive UFLI instruction twice (gen ed room and AIS), working on incorporating games so it doesn't get stale for those getting it frequently. Using Heggerty as well. Series reading program Bookworms k-1 & Savvas grades 2-3: designed to build background knowledge, language comprehension and schema. Going very well, lots of success

E. Classroom teacher perspective: I'm a secondary English teacher 10 & 12 and theater. Skills based as opposed to content based which allows for lots of autonomy, up to teachers to determine what constitutes high quality instruction. Requires an additional skill set as opposed to having pre ready materials, learning to know what to adapt, what to teach and when, what to omit

IV. Partnership discussion of current concerns and challenges (at the classroom, school, district, and university levels)

A. Attendance

1. Teacher education faculty perspective: consistent attendance is challenging at all levels, difficulties have increased, and hard to know how to handle it. How are different settings dealing with attendance?
2. Administrator perspective: Chronic absences are everywhere. I attended a workshop at BOCES to address it. Identified "hot days" (when attendance is worst such as half days, before/after vacation, day after Halloween) and tried to do things to make kids excited about being at school that day. The day before winter break is usually not "hot" because there are lots of things to do, holiday parties etc. Our school is planning things and advertising them to get kids excited about coming to school on "hot days." We are also trying to educate the parents. They don't fully understand how important it is to attend, especially in the early years. We have created Instagram posts to parents to meet them where they're at and show how important attendance is so skills don't fall behind. We've added to attendance letters - what is considered satisfactory attendance (<9 is satisfactory, 10-18 is at risk, >18 chronic (defined by the state for the whole school year).
3. Teacher education faculty perspective: Grad students have so many things outside of Buffalo State going on. We ask that they respectfully let professors know and find a buddy to share what is going on in class.
4. Administrator perspective: At the high school where I work, every faculty member (custodial-superintendent) chooses two kids who were considered chronically absent and becomes their mentor. This mentor seeks them out, checks in on them, gets close to them, makes connections. Based on this mentor program attendance has gone up.

5. Classroom teacher perspective: I work in an alternative high school. All teachers are mentors to students and check in with their families. For us, we need to increase class attendance (students are present in the building but not in all classes). Class attendance incentive: show up on time=ticket in bucket, every week Tim Horton's gift cards are drawn, teachers walk them over. These have had mild success. Portrait of a Graduate will significantly change the work of high school teachers and impact colleges. Shifting from paper/pencil assessment to project-based learning.

Adjournment (5:00)

Next TEUPAC meeting: July 14th 10am-11am via Teams