

**Ruth S. Ammon College of Education and Health Sciences**

**Teacher Education Advisory Board**

**April 17, 2024**

**12 - 1:30pm**

**(Lunch is Provided)**

**Location: Adelphi University Ruth S. Harley University Center Room 213/214**

1. Adelphi students introduced themselves
  - a. Nina Wakely - 5th year STEP, SWD, EC, Childhood education, student teaching in Rockville Centre
  - b. Adol Math
  - c. Zach - Sr Adol History, TESOL, outgoing president of FTA
  - d. Emily Ledesmo - childhood, EC, fieldwork in Syosset, incoming president of FTA
2. Also Present:
  - a. Dan Rehman
  - b. Lisa Minicozzi
  - c. Kevin Mercier
  - d. Erik Nezowitz
  - e. Jim Mendonis
  - f. Debra Harley
  - g. Jean Marie
  - h. Xiao-lei Wang
  - i. Mike Porcelli
  - j. Carl Mirra
  - k. Emily Kang
  - l. Kusum Sinha
  - m. Diana Schwinge
  - n. Esther Kogan
3. Teacher Assistant license proposed by NYS
  - a. Is there a need in your school district?
    - i. East Meadow started moving away from TAs and started doing coteach model; however, as a adjunct, I see a need in Adelphi TEP who I don't see as a classroom teacher who could be a TA instead. Jim: I've been hearing through Blue Ribbon commission that the teacher prep process is changing: there'll be more pathways for people to become teachers. Anytime you increase pathways it's a good idea
    - ii. West Hempstead: there's always a need for TAs in our district;

we're starting the residency program; the TA track might be an avenue to explore to assist with filling retirements/provide money while learning to teach

iii. Garden City: we recently started hiring TAs (it's our 3rd year); there is a need in SWD; that's where we hired our TAs; I think it's a good idea of having a TA track

iv. Mike: there's an assistant in the shop class and it works out great 4.

AI Conference for Pre-K - 12 Educators updates

a. Dean Wang announced date of conference; we will reduce fee for affiliated board members

5. Greece trip coming up - board members are most welcome

6. Teacher Pipeline

a. Updates

b. Funding - NPD grant - meet next GC, WH, Roosevelt, EM, Mineola, Freeport - email to set up meeting for two weeks

7. Input for Teacher Preparation Programs and Needs for School Districts

a. Using Technology

i. What do districts currently use? What skills should new teachers come with?

ii. Volunteer to train/demo tech (10-20 min) to Adelphi faculty in Nov retreat? Lisa, Kusum, and Jim have people they could do this

1. Zach: the best learning for us is when someone demonstrates how to do the lesson; most of our classes has been on Zoom

iii. GC: they're pretty good with technology; tech is changing so rapidly; how they are using AI; we've done a lot of training with our teachers on AI

iv. Mary Jean: Would a Google classroom certificate mean anything? v. WH:

1. I'm interested in QR codes on applicant websites and what they are sharing during interviews; to grow their portfolios.

2. Dan: It's always the next frontier; the day of creating lesson plans is in the past. You can use AI to do this. You should focus on working with the students; how are you taking the data you collected throughout the day to create groups for the next lessons for the next day. I'd rather see that. How comfortable are you with reading data (NWEA all the summative assessments we utilize) interpreting and analyzing data; formative assessment data - what do you do with that? Responsiveness

vi. Zack: I have not used a gradebook software; i would love to see a webinar/ tutorial to see what we need to use in the future; invite someone from the district to discuss this with us

1. WH: contact me and our director of IT and we can take care of you; GC: we have a virtual PD and you can hop on.
2. GC: gradebooks are already integrated into existing software; WH: built in to Power School; Working with diverse students and families; EM: every district is different; Zach, your comment is so important; our new teachers are most concerned about how to log on and set up gradebook; Jim: I co-chair our state technology in Social Studies and I'm going to share that; Debra: some classrooms at Adelphi are not set up to teach like a teacher would (not set up with interactive boards): in many of the rooms it's not what's happening
3. Jim will adjunct for us to teach 1 credit technology course and social studies
4. XL: I'd like to hear from you if use of simulations when dealing or learning how to handle tough situations
  - a. Dan: NO to simulations; can't get away from real life experience; From the day they are freshman, they should be in the district; Just ask: we will come if they need us; do
- b. Working with diverse students and families? What skills should new teachers come with?
  - i. Dan: experience is key; of course multilingualism helps; the bridge has to be built early. Kids who want to be teachers in our
  - ii. Emily: Rotate through fieldwork in pipeline districts. EM, WH, GC in support of this
  - iii. MJ: We've done events with families; how can we do more? 1.  
GC: We would welcome that.
  2. Kevin: for two years, we hosted "the most physically educated" contest; the biggest hurdle was finding space here. Districts could send two teachers for PD while students were participating. We had over 20 districts bussed students here.
  - iv. GC: The more interactions they have with families, the better prepared they are.

**Advisory Board Meeting**

**Monday, October 21, 2024**

**11:30am**

**Adelphi University Alumni House Board Room**

**Agenda**

Present: XL Wang, Eric Nezowitz (Roosevelt), Mary Jean McCarthy, Emily Ledesma, Esther

Kogan, Carl Mirra, Kevin Mercier, Debra Harley (East Meadow), Joe Forniero (Bellmore Sup), Mike Porcelli (Tech), Leatrice Whitney (alum and adjunct), Lisa Minicozzi, Diana Schwinge, Emily Kang, Matthew Wright (Adelphi Physics), Marc Macaluso (remote guest speaker on Longevity)

- Dean's welcome and new member introduction (Xiao-lei Wang)
  - PhD in Learning Sciences launching in Fall 2025
  - PhD in Global Higher Education - development in progress
- Announcement of Critical Debates in Humanities, Science, and Global Justice journal - editor is Rita Verma; open to all high school students to publish works
- Longevity and wellness in the school context (Marc Macaluso)
  - Leatrice: curriculum will be key in talking about longevity
  - Kevin: we can create a Longevity module and eventually a certificate, train teachers in being educators who can roll out a mini unit on longevity
  - Diana: I wonder about the role of mental health in longevity studies?
    - Marc: single biggest criteria for long and happy life was love
  - Lisa: 40% of parents are overwhelmed on a daily basis; wondering if we could provide more workshops for parents; perhaps held by local elderly; needed people to fill non teaching positions (e.g. bus monitors) but didn't get a response - we reached out to local community elderly population and got a good response. Had to increase the pay; pay them 4 hours to work 2 hours.
  - XL: thinking about establishing a longevity institute
- Tech Ed certification
  - This is a new cert requested by several districts, including Plainview Old Bethpage, because there is a dire shortage of tech ed certified teachers in downstate NY, especially Long Island
  - We'd like to partner with districts that have the facilities to be a part of program development and implementation
  - Debra: contact Tony MacIntosh, our tech director in East Meadow, who can contribute to the development of the program
  - Mike Porcelli: I'd like to be involved as well. I have long advocated for career and technical education. We should partner with local businesses
  - Matt: Dan Cocciolo should also be invited.
  - Emily: We will keep you posted on the program development at our next meeting -
- Teacher Education Pipeline updates
  - We have pipelines developed for East Meadow, Freeport, Roosevelt and Mineola. Each district has a slightly different model depending on their context and needs.
- CAEP accreditation (Emily Kang) [slides](#)
  - Data review by stakeholders
  - Comments:
    - Debra: Your graduates seem to have more grit and responsiveness to feedback. They want to do improve and do a better job.

- Everyone: the data seems to show that candidates are well prepared for student teaching and for full time employment as classroom teachers. -

Esther: Candidate feedback on their preparation to use technology was the lowest score on the exit survey. We've addressed that by adding a technology course into the teacher education program last year.

- Comments from the floor