Becoming a Global Teacher: How the Buffalo State Professional Development Schools Consortium is Developing an International PDS in Chile and Zambia.

Hibajene M. Shandomo, Ph.D. shandohm@buffalostate.edu
Pixita M. del Prado Hill, Ed.D. delprapm@buffalostate.edu

Department of Elementary Education and Reading
Becoming a Global Teacher: How the EER Department Started the Process

- Making a departmental commitment by establishing the Global Taskforce
- Developing awareness: using essential questions to promote discussion
ESSENTIAL QUESTIONS

- What does a global society look like? How do teachers become citizens of a global society? How do teachers help their students become citizens of a global society?

- Who are today's students in a diverse society? What differences matter in the classroom? How can we honor those differences to develop a community of learners?

- What are the characteristics of the United States early childhood and childhood educational system? How does this system compare to the educational systems of other countries? What can we learn from exploring educational systems outside the US?
Becoming a Global Teacher

- Starting with the PDS Consortium:
  1. Integrating global literature in college and school classrooms
  2. The Global Book Project (service learning)
  3. Pen pal projects (service learning)
  4. Moving beyond the borders of the USA (Chile and Zambia projects)
Chile and Zambia: The First Steps

- Establishing contact
- Memorandum of Understanding
- Keeping the communication alive
Designing the program: The School of Education and EER

- Project aligns with goals of the EER department and School of Education
- Collaboration with peers – presentations
- PDS Climate! Everyone’s support was needed!
- Leadership support – Dean, Chair
- Semester Choice – implications for financial aid
- Involvement of the BSC International Studies Office
The Zambia Plan: Spring 2012

- Undergraduates enroll in EDU 310/312 or EDU 312 along with INE 390 with field placement at School #67. Graduate students enroll in EDU 654/690 along with INE 590.
- Third week of May – travel to Lusaka, Zambia
  - Spend 3 weeks in an International PDS in Lusaka as a teacher candidate, or researcher for graduate students
  - Earn 6 to 9 credits as an undergraduate or up to 6 credits for graduate students
  - Weekend excursion - See the Victoria falls, largest waterfall in the world
  - Live at the Commonwealth Youth Program Center for Africa, near the University of Zambia
- Eligibility – open to sophomores, juniors, and seniors with a GPA of 2.5 or higher and graduate students with a GPA of 3.0 or higher.

Apply at http://buffalostate.studioabroad.com
For questions, please contact Dr. Shandomo at shandohm@buffalostate.edu
http://www.buffaloschools.org/HermanAcademy.cfm
The Chile Plan: Spring 2012

- EDU 310/311 & EDU 511/654 with Dr. del Prado at PDS site Herman Badillo Community School #76
  1. Working with English language learners
  2. On-going contact with Universidad Mayor throughout the semester

http://www.buffaloschools.org/HermanAcademy.cfm
Project Goals for an International PDS in Chile

- Increased opportunities for teacher candidates to expand global awareness for more effective teaching of diverse groups of students in US public schools
- Spanish language development for more effective teaching of English language learners in US public schools
Study Abroad

- Spanish intensive at Escuela Fronteras with visits to areas of educational and cultural interest
  [http://efronteras.com/](http://efronteras.com/)
- Visits to areas of educational and cultural interest

The Victoria Falls, Zambia
Teaching Globally

- Shadowing of Universidad Mayor teacher candidates
  [http://www.umayor.cl/um/](http://www.umayor.cl/um/)

- Observation of teaching strategies in Zambian schools

- Jacaranda Basic School
Field Experience

- Work at Escuela 25 Benjamin Vicuña Mackenna through the Global Book Project
- Observe and teach in various Zambian schools
Marketing:
Student Incentives/Outcomes

Students participate in order to
- Increase cultural knowledge and experience
- Explore new areas of study
- Meet new people
- Develop lasting cross-cultural professional relationships
- Break out of comfort zones
- Acquire life skills
- Live in different area
- Apply the knowledge and insights gained from new experience into classroom practice
- Build language skills
- Develop understanding of education globally
- Provide further travel and study opportunities
- Strengthen resume
Next Steps

- **Zambia:**
  1. On-going communication to plan June 2013 trip
  2. Manuscript development

- **Chile:**
  1. Global Book Spanish Language and Latino Culture Club
  2. Universidad Mayor teacher candidates to visit Buffalo in February 2013
  3. On-going communication to plan June 2013 trip

- **Italy, China...**