

**PDS Consortium Members
Through the Years**

Abate
Al Fricano
Barker Central School District
Ben Franklin Elementary
Bennett Park Montessori
Bilingual School #33
Campus West #96
Cayuga Heights
Charles Drew Science Magnet #59
Charles Upson
Charlotte Sidway Elementary
Cloverbank
Community School #18
Como Park Elementary
Court Street Elementary
Discovery School #67
Dodge
Drew Science ECC #90
Early Childhood School #61
Early Childhood School #82
Enterprise Charter
Errick Road Elementary
Frank Sedita School #30
Futures Academy #37
Grabiarz
George Southard Elementary
H. O. Brumsted
Hamilton
Harris Hill
Heim
Henry Hudson Elementary
Herman Badillo Bilingual Academy
Highland Elementary
Hillview
Holmes
Hoover
Hyde Park
Jefferson
John A. Sciole
Kaegebein
Kalfas School
King Center Charter
Ledgeview

Lovejoy Discovery School #43
Lydia T. Wright, School #89
Martin Luther King, Jr. School
Makowski Early Childhood Center #99
Maplemere Elementary
Maryvale Intermediate
Meadow Elementary
Native American Magnet #19
Niagara Falls Schools
Niagara Falls Charter
Niagara Street
Northwood Elementary
Ohio Elementary
Olmsted #64
Olmsted #56
Orchard Park School District
Pinehurst
Pinnacle Charter
Poplar Academy #11
Potters Road
PS #3
PS #27
PS #36
PS #54
PS #72
PS #81
Rochester City Schools
Roosevelt ECC #65
Seneca
Silvercreek
Smallwood Drive Elementary
Springville Elementary
Spruce Elementary
St. Amelia
St. Gregory
St. Marks
Waterfront #95
West Elementary
West Hertel Academy #94
West Street Elementary
Westminster Community Charter
William Street
Winchester
Windermere



Year of the Teacher

Annual Retreat of the
Professional Development Schools (PDS) Consortium
School of Education

Friday, September 27, 2013
Ramada Conference Center, Amherst NY

Focus: Year of Teacher

*Learning Community—Accountability and Quality Assurance—
Collaboration—Equity and Diversity—Structures, Resources and Roles*



PDS Retreat Agenda

Time	Ramada Conference Center
7:30-8:00	Presenters may set up at this time
8:00-8:25	Breakfast and Networking
8:25-8:45	Welcome to the Year of the Teacher! Wendy Paterson – Dean’s remarks
8:45-9:00	Howard Cohen – President’s remarks
9:00-9:45	Introduction of Keynote Speaker Greg Ahlquist, NYS Teacher of the Year
9:45-10:25	Everybody Dance: Creating Comfort with a Kinesthetic Classroom with Joy Guarino
10:25-10:30	Break
10:30-11:15	Session 1
11:20-12:05	Session 2
12:10-12:55	Session 3
1:00-1:45	Session 4

PDS Retreat Concludes at 1:45. Please hand in you conference evaluation upon leaving. Thank you!

The Buffalo State Professional Development Schools Consortium Model and its Mission Statement based on the NCATE PDS Standards, the NAPDS Nine Essentials, The Strategic Vision and Mission Statements of both BSC and the School of Education as well as our Conceptual Framework.

The **Professional Development Schools (PDS)** Partnership between the School of Education at Buffalo State and participating schools is a collaborative effort. The partnership is dedicated to university faculty, school administrators, practicing teachers, teacher candidates, and pre-K-6th grade learners as we explore effective practices to:

- (1) Cooperatively supervise teacher candidates and provide closer connections to authentic classroom practice;
- (2) Promote professional development for in-service teachers, university faculty and administrators;
- (3) Improve young student learning; and
- (4) Research and implement best practices for the education of all partners.

For the research presentation sessions, please follow the schedule below:

Time	Ballroom	A	B/C	D/E	Empire
10:30-11:15					
11:20-12:05					
12:10-12:55					
1:00-1:45					

A: Windows to the World of Writing: A Fourth Grade Collaborative Project with the Darwin Martin House, Carla DiChristina-Longo, Jed Likos, Cynthia Silverstein, Penny Silverman, Lisa DellaPenta, Shaun Bellavia

After learning the history of the Darwin Martin Complex and architect Frank Lloyd Wright, and touring the facility, fourth grade students were given instruction on creating "art glass windows" based upon the ideas and commission of a "client". The students then wrote about their artwork, played the roles as junior docents and gave tours of the complex to family and friends. Their windows and writing were displayed in the Greatbatch Pavilion, marking the first time artwork of children was allowed on display.

B: Math Manipulates for Us, Coralee Smith, Christina List, Amy Nikiel

This project allowed teacher candidates to utilize math manipulatives for teaching strategies within their PDS classrooms. Teacher candidates practiced and developed skills using math manipulatives at home first and then integrated them within the classroom. This increased awareness and usage of the math manipulatives had a positive impact in students' learning within the classroom.

C: Creativity, Compassion and Collaboration: How Storytelling Can Inspire Students to Change the World, Drew Kahn, Eve Everette

Using devised theater as a model for instruction, Buffalo State's The Anne Frank Project will share how the process of creating original plays mirrors the essential components of diplomacy, conflict resolution and community building. Methods will be shared from the project's experiences in local schools, Buffalo State's theater department and travels to Rwanda, Africa.

D: "Towards the Development of Twitteracy:" How Urban Learners Use Twitter to Transform Literacy Education in Buffalo, Jevon D. Hunter, Heidie Caraway, Madison Ackerman, Katarina Silvestri, Francesca D'Auria, Anthony Carrerro, DaJane Houston, Edward White

Our multimodal, multi-voiced presentation shares insights from the implementation of Twitter in a local high school English Language Arts (ELA) classroom and the kinds of transformative digital literacy engagement, participation, and assistance that occurred. The presentation will include high school students, a high school ELA teacher, Buffalo State literacy specialists, and a Buffalo State faculty member. We will address how digital social networking sites can productively impact student outcomes, pedagogical development, clinically-rich experiences, and expansive forms of learning through the lens of literacy.

E: "Learning to (I)App for English Learners:" How Buffalo State Literacy Specialists Use Mobile Apps to Serve English Learners in Rochester, Jevon D. Hunter, Madison Ackerman, Katarina Silvestri

During our panel discussion, attendees will learn how Buffalo State Literacy Specialists collapsed distance and time and used mobile apps to impact the literacy development of English Learners who attend school in Rochester, NY. Using supportive research literature, including the SIOP model, literacy specialists will discuss selected mobile apps that enhance the literacy engagement and participation of English Learners. Moreover, we will explain the importance of having future literacy specialists develop sound digital literacy pedagogies as a way of serving elementary-age students. Our panel presentation complements the work of our practitioner colleagues from Rochester, NY who will present their work on mobile apps.

F. Creating Social Justice Curriculum to Redress Social Injustices, Jevon D. Hunter, Liza Acanfora, Phylcia Brown, Scott Valenta, Dylan Malone

Drawing from critical multicultural education and culturally relevant pedagogy, our panel discussion will illustrate elementary-level, social justice-oriented curricular projects designed to redress forms of social injustice. Building upon sound research and instructional practices, our panel will demonstrate how controversial topics could be taught at the elementary level in productive and dynamic ways. We will show how social justice-focused curriculum can align with the CCLS, while simultaneously developing critically aware and engaged students who become social actors and transformers of their lived realities.

G. Engaging and Motivating English Language Learners in Literacy through the Use of iPads, Rosemary Arioli, Jevon Hunter, Jessica Ventura, Marisol Martinez

This presentation will highlight the impact of iPads in a bilingual classroom, and how students' motivation and engagement in writing developed over time. Attendees will hear three students at different language proficiency stages describe the different use of apps and writing improvement. Moreover, audience members will learn about the ways students began to see themselves as authors, explaining the most engaging aspects of the apps employed. Student written pieces will be shared with a special emphasis on the writing growth English Language Learners experienced. Our presentation complements the work of our SUNY Buffalo State colleague and his students who evaluated and selected the use of iPads-based apps.

H: "Inspiring Our Young Writers, Rosemary Arioli, Heather Martens, Jeremy Ventura

L.O.Y.W. is an in-depth look at the connection between reading and writing in two urban first grade classrooms. In particular, we explore the evolution of the writing component of our balanced literacy program and its alignment with the Common Core State Standards. Our focus was to inspire and motivate our young writers as they engaged in a variety of reading and writing experiences throughout their day. Consistent with CCSS competencies for students, we foster independence, utilize technology, and facilitate higher-order thinking in our quest to develop "21st century learners."

I: It Truly Takes a Village to Align with the Common Core: Teacher Candidates, Global Children's Literature, Families and the Local Grocery Store—What an Impact!, Kim S. Truesdell, Pixita del Prado Hill, Katie Sclafani

Since 2010, the Global Book Hour has partnered with Wegmans Stores to promote family literacy and global awareness through the use of high quality children's literature. As GBH moves to a second location at a West Side laundromat, the program is using innovative approaches to prepare teacher candidates, children, and families for the Common Core. This presentation will document the following areas of impact: (1) How this unique PDS partnership has been aligned with the CCLS and (2) How teacher candidates have broadened their understanding of culture and diversity to respectfully interact with a diverse population of children and caregivers, along with learning the skills involved in introducing, reading and completing follow-up activities in literacy.

J: Reconsidering Children's Visual Culture: Interdisciplinary Approaches and Uses of Media Technology, Michelle Bae

This presentation will focus on the role and importance of children's visual culture. Informed by popular media culture, visual culture is a key site where youth express the complexities of their everyday social and cultural lives. Understanding visual culture allows educators to more clearly understand the ways children communicate about and understand their world through the production of images. This production of images can entail the use of both traditional art media as well as digital technology. This presentation will provide educators with an interdisciplinary understanding of, and practical approaches to, the development of curriculum.

K: Buffalo Science Teachers' Network (BSTN): Lessons Learned from Setting up and Maintaining a Virtual Middle Level Science PDS for 10 Years, Robin Harris

This presentation will provide a description of BSTN, how we worked, who was involved, and our amazing data. Updates on what members are doing now, how they collaborate, and how they provide leadership and mentoring to BPS will be included.

L: Teaching and Learning with iPads: A Special Educator's Perspective, Susan Wilson

There are numerous advantages in using Apple iPads to enrich the learning of students with special needs. As a special educator, iPads have increased my efficiency and productivity levels, particularly with regard to IEP goals and objectives. Teachers who carefully select apps can readily collect data used to document IEP progress. Apps to be reviewed include: 24x7digital's Teach Me series, Early Ascent's Reading Raven and Injini's Write My Name.

M: The Power of Parent Involvement: An After-School Family Literacy Program, Theresa Janczak, Kelli Garas-York, Nicole Buchanan, Jessica Snyder

Parents are their child's first and most important teacher. Research suggests parent involvement has been linked with greater academic achievement, lower rates of absenteeism, and higher graduation rates. Unfortunately, parent involvement within urban schools has historically been low when compared to suburban and rural schools. This presentation will present the results of six, afterschool literacy workshops designed to increase parent-school involvement and raise parental awareness regarding grade level expectations. Using description research methodology, presenters will present the results per workshop relative to parental attendance, satisfaction, and grade level awareness of literacy expectations.

N: Developing Undergraduate Student Research, Wendy Paterson, Jill Singer

The Undergraduate Research Office administers a variety of programs to promote and enhance opportunities for undergraduates to participate in research, scholarly activities, and creativity. This session is meant to encourage greater participation of faculty, staff and students in the School of Education in the many excellent programs supported by the Office for Undergraduate Research. In this session you will have the opportunity to discuss with Director Jill Singer how to best develop your research team, apply for support and elevate your "good ideas" to top shelf research in education.

O: Keeping Up with NYS Certification Changes, Patricia Recchio

The only constant in life is change, and New York State Teacher Certification is no exception to this rule. The New York State Education Department, with the approval of the New York State Board of Regents has approved several changes to the requirements for Teacher and School Building Leader Certification. Patty Recchio, Teacher Certification Officer at Buffalo State, will review the upcoming changes, which include Teacher Certification Exams and Workshops requirements. A brief overview of the new exams and workshops, along with the timeline for implementation of each will be included. This session will be especially helpful for those teacher candidates graduating beginning 2014.