

PDS Consortium 2017 Conference Call for Proposals

Friday September 29, Adams Mark Hotel in Buffalo

Submit proposals electronically by May 1 to



https://buffalostate.co1.qualtrics.com/jfe/form/SV_eED9cj08GzACSHj

Concurrent Sessions: 45 minute professional presentation of school-university partnership work to inform PDS Consortium members of best practices and/or action research

Round Table Sessions: 30 minute informal, discussion-oriented presentation of school-university partnership work to inform PDS Consortium members of best practices and/or action research

Poster Session: visual display exploring an educational topic (posters displaying undergraduate student research and graduate student Masters projects are welcome!)

Note: Special preference will be given to concurrent and round table proposals that are:

- Submitted jointly among the various constituencies of the PDS (faculty, mentor teachers, school/community based leadership, and/or teacher candidates).
- Align to the High Leverage Practices that are guiding our PDS work (please see below)



PROFESSIONAL DEVELOPMENT SCHOOLS CONSORTIUM

SUNY Buffalo State

<http://pds.buffalostate.edu/>

For more information, contact Pixita del Prado Hill at delprapm@buffalostate.edu

DRAFT

SUNY Buffalo State School of Education

High-leverage Practices

High-leverage practices are teacher practices that: (a) can be explicitly taught to pre- or in-service teachers, (b) are observable in classroom and school contexts, (c) are considered essential for teachers across settings and contexts, and (d) are considered high impact. This *draft* list of HLPs was developed by a School of Education faculty work group to help inform the development of a new undergraduate program leading to dual certification in childhood education (grades 1-6) and students with disabilities (grades 1-6). The group used a list of HLPs from the University of Michigan and a draft list of HLPs from the Council for Exceptional Children as a foundation for this work.

1. Communicate and collaborate effectively with colleagues, parents, school leaders, and other professionals (e.g. agency personnel, OT, PT, speech and language therapists, social workers, etc.).
2. Advocate for students and families to secure needed services and promote social justice.
3. Use grade level standards, learning progressions, IEP goals and benchmarks, and student learning history to identify short and long term goals.
4. Design a sequence of lessons towards a specific learning outcome around a core topic.
5. Adapt curriculum tasks and materials for specific learning goals; choosing, adapting tasks, text and materials for specific learning goals.
6. Make content, skills, and concepts explicit through modeling, think aloud, guided practice, and examples.
7. Use strategies to promote active student engagement in whole class and small group instruction.
8. Scaffold instruction during lessons.
9. Teach students to work independently.
10. Select, implement, and evaluate instructional and assistive technologies to support student learning.
11. Identify and implement an instructional strategy or intervention in response to common patterns of student performance or individual need.
12. Analyze one's own teaching for the purposes of improving one's instruction.
13. Establish and implement effective classroom and individual student management plans to increase student social and academic outcomes.
14. Provide high rates of behavior specific feedback to improve student outcomes.
15. Creating an engaging and positive learning environment to improve student outcomes.
16. Composing, selecting, and adapting quizzes, test, and other methods for assessing learning.
17. Selecting and using specific methods for assessing student learning before, during, and after instruction to check student learning.