

Clinically Rich Frameworks Guiding the Work of the SUNY Buffalo State Professional Development Schools Consortium

<p align="center">National Association for Professional Development Schools (NAPDS) <i>Nine Essentials (2008)</i></p>	<p align="center">CAEP Standards for Excellence in Educator Preparation (Standard 2) (2018)</p>	<p align="center">SUNY Buffalo State TEU Conceptual Framework (2018)</p>
<p>1.A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community.</p> <p>2.A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community.</p> <p>3.Ongoing and reciprocal professional development for all participants guided by need.</p> <p>4.A shared commitment to innovative and reflective practice by all participants.</p> <p>5.Engagement in and public sharing of the results of deliberate investigations of practice by respective participants.</p> <p>6.An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved.</p> <p>7.A structure that allows all participants a forum for ongoing governance, reflection, and collaboration.</p> <p>8.Work by college/university faculty and P-12 faculty in formal roles across institutional settings.</p> <p>9.Dedicated and shared resources and formal rewards and recognition structures.</p>	<p>The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.</p> <p>2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.</p> <p>2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings</p> <p>2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.</p>	<p>RISE – Reflective, Innovative, Student-centered Educators</p> <p>Buffalo State Educators RISE to meet the following seven unit goals:</p> <p><u>Content</u> The professional educator will know the subject matter to be taught to P-12 learners.</p> <p><u>Learner</u> The professional educator will understand P-12 learners’ socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.</p> <p><u>Pedagogy</u> The professional educator will attain an understanding of the strategies that candidates use to teach all learners.</p> <p><u>Technology</u> The professional educator uses technology as a vehicle for learners to acquire information, practices, skills, use higher order thinking skills, and participate in collaborative projects.</p> <p><u>Reflection</u> The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.</p> <p><u>Diversity</u> The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.</p> <p><u>Dispositions</u> The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.</p>