Professional Development in the 21st Century:

How a PDS can make PD effective

Leslie Day, PDS Co-Director
Brittany Fehskens, Graduate Assistant
Nicholas Galfo, Undergraduate PDS Representative
Ryan O’Rourke, Undergraduate PDS Representative
NAPDS Essential #3
Ongoing and reciprocal professional development for all participants guided by need

- PDS’s create an engaged community of learners with relevant agendas for all stakeholders

- PDS provides multiple venues for PD, both traditional and less conventional

- PD is sustained, systematized, and regularly engaged in by all

- Collective self-reflection establishes the direction of PD
Professional Development is key to meeting today’s educational demands

- “Professional Development is defined as the process of improving staff skills and competencies needed to produce outstanding educational results for students.” (Hassel, 1999)

- “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.” (Guskey, 2000)

- “Professional development is about improving and moving forward….it is about becoming the best-equipped teacher you can be…” (Davies, 2012)
Professional Development can take Multiple Forms and occur in Multiple Venues

“More Traditional”

- Workshops, meetings, and seminars
- Action Research and resulting presentations and publications
- Keynote Speakers
- Consulting
- PD delivered by college faculty per school agreement

“Newer”

- PDS Consortium and Organizational Websites
- On-line Journals
- Facebook
- Specific PD based websites
- Blogs
- International connections
- Skype
“Traditional” Professional Development Occurs at our Consortium Meetings
Mentoring the Mentors

The Leader in Me

Strengthening Partnerships using the NAPDS 9 Essentials

Book Give Aways
Examples of PD from Consortium Meetings

• West Elementary: March 2, 2012
  – Common Core Learning Standards
  – Implementation of Literacy Collaborative

• St. Amelia Elementary: November 2, 2012
  – Data notebooks for young learners

• Hoover Elementary: December 7, 2012
  – Data driven discussion, decision making, and action plans at the college and administrative level

• Kaegebein: February 8, 2013
  – Variety and importance of community partnerships
Involving classroom demonstrations of best practices during our Consortium meetings

Administrators, faculty, mentoring teachers, teacher candidates learn from our youngest stakeholders and their teachers
“Traditional” PD also Occurs at our Annual PDS Consortium Retreat

Poster Sessions:

One component of the professional development at the retreat
Our Undergraduate and Graduate Teacher Candidates present posters on their current research

College Faculty and Classroom Teachers serve as mentors
Action Research: Presentations and Publications
Sample Research Topics from the 2012 Annual Retreat

- International PDS Experience
- Service Learning in the Classroom and Community
- Using Informational Text in Teaching Science and Social Studies
- GIRR: Getting Independent Reading Right

165 participants from our PDS attended
15 research projects were presented
20 teacher candidate poster sessions
Sample Publications from Action Research Projects in the PDS


Professional Development – Part of our PDS Partner Agreements

PDS At Standard Stage Agreement

At Standard—The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and it reflects what is known about the best practices. At this stage, partners work together effectively resulting in positive outcomes for all learners. Partnering institutions have made changes in policies and practices that reflect what has been learned through PDS work, and that support PDS participants in meaningful ways.

At the At Standard Stage, Professional Development School personnel demonstrate a continued commitment to work with the college. They assist the college instructor in preparing a cohort (16-18) of Junior Participants (JPs) by providing a minimum of 50 hours of school experiences related to the requirements for a 300- and/or 5/600-level field placement course. Course related instruction is site-based, and the college instructor works individually with each cooperating teacher in the design, implementation, and supervision of each JP's school experiences during the placement time. In turn, the PDS will receive 12-15 in-service hours in-kind by BSC Faculty and may be eligible for additional action research mini-grants.

At Standard Stage PDSs form a Liaison Committee that sends at least three members to the PDS Consortium meetings. Each school has one vote. Additional members of the Liaison Committee are encouraged but not required to participate in consortium meetings.

One member of the committee is the Principal (or designated person with decision making power.) The second member is the Liaison Committee Coordinator (or designated person with decision making power.) The third member is the College Faculty member (or designated person with decision making power.) All individuals communicate the concerns, decisions and or actions of the PDS Consortium and of their own PDS staff to each other, help in identification of teacher education resource persons in the school district, assist in scheduling JPs' participation in the school according to the college instructor's schedule, and contribute to the development of PDS goals. The three members (or designees) must attend and actively participate in all meetings of the Consortium and agree on a rotational basis to host at least one meeting at their site. If the PDS is also part of the EER Department's Student Teaching Cohort Program, one school representative must attend all meetings.

There will be four meetings and one annual retreat scheduled for each academic year. Since attendance is in effect mandatory, liaisons will be responsible for sign-ins at each meeting. A record of attendance will be included in the minutes for the next meeting.

The school will be paid $2,250.00 per semester for each cohort of JPs; the sum to be paid to the school at three points during the semester and to be dispersed by the building principal according to agreements reached in conjunction with cooperating teachers of the PDS. If more than one school is participating in the placement of a cohort, the monies will be split among the schools in a manner agreed upon by the PDS involved and the college instructor.

This agreement is subject to revision at the end of the semester.

At Standard Stage Agreement - Spring 2013

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(School Site), Professional Development School agrees to participate according to the At Standard Agreement with Buffalo State College, Department of Elementary Education and Reading.

<table>
<thead>
<tr>
<th>School Site Principal Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Course Instructor Signature</td>
<td>Date</td>
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<tr>
<td>PDS Director Signature</td>
<td>Date</td>
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<tr>
<td>Department Chair Signature</td>
<td>Date</td>
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<tr>
<td>School of Education Dean’s Signature</td>
<td>Date</td>
</tr>
<tr>
<td>BSC Comptroller's Office Signature</td>
<td>Date</td>
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Total Financial Stipend: Three separate checks for $450, $450, $350 for a total of $1,250.
Buffalo State College Department of Elementary Education and Reading

Professional Development School (PDS) Stages—Phase I

LEADING

AT STANDARD

DEVELOPING

BEGINNING

12-15 in-service hours in-kind by BSC Faculty
✓ Institutional support for program initiatives, research

✓ 12-15 in-service hours in-kind by BSC Faculty
✓ eligible for CEURE mini grants

✓ 6 in-service hours in-kind by BSC Faculty
✓ eligible for CEURE mini grants

✓ 3 in-service hours in-kind by BSC Faculty/PDS Directors

Learning Community—Accountability and Quality Assurance—Collaboration—Equity and Diversity—Structures, Resources and Roles
Keynote Speakers Provide Valuable Insights

Douglas Fisher, Katie Ferguson, Jim Wright, LouAnne Johnson
All our PDS Partners are invited to participate in keynote speaker presentations
Consulting:
A two-street for Professional Development

One example:
SUNY Cortland spent 2 days visiting with our PDS Consortium
Sharing PDS Concepts across the State and the World through visits and meetings

World Visitors from Japan, China, and Chile

State visitors from several colleges and the SUNY Deans
As we move further into the 21st Century, the Buffalo State PDS continues to explore expanding professional development.

Using technology to provide professional development is an area for continual growth!
Welcome to the Website of Buffalo State College's Professional Development Schools Consortium

Whether you're a Teacher Candidate at one of our schools, a liaison member of a current PDS partner school, or a school administrator interested in your school becoming a partner, we hope this site will provide you with all the information you need. We are very proud of our organization and invite you to take a closer look.

What is the purpose of a PDS? College faculty, school administrators, and practicing teachers deliberate on how to cooperatively supervise pre-service teachers and provide closer connections to classroom practice, promote professional development for in-service teachers, improve student learning, and research educational practice for school reform.

What does a PDS do? Critical aspects of our program involve creating and maintaining a collaborative community partnership with urban, suburban, and rural school districts; collaboratively identifying, developing, and refining practices that promote student achievement; supporting initial preparation and continuing professional development for teachers and other school based educators; and supporting teacher inquiry to improve pupil and educator development. This is accomplished while Pre-Childhood and Childhood Education majors gain a variety of experiences, ranging from classroom observation and tutoring to methods and student teaching placements at established PDS sites.
Professional Development Opportunities Archived

- **PDS Meetings**
  - Retreats (2004-2012)
    - Action Research Presentations
    - Keynote Speaker Address
  - Consortia
    - Collaboration with Other Education Professionals
    - Certificates for Portfolio

*PowerPoints and handouts are available to download*
Additional Professional Development Opportunities and Information Available on the PDS Website

- Teacher Candidate Opportunities
  - Teacher Candidate Handbook
    - Certification Information
    - Checklists
    - Job Finder Tips
    - Portfolio/Resume Builders
  - Student Teaching Information
    - Mandatory Meeting Schedule
  - PDS School Placements
    - Partner Schools
    - School/Course Placements
  - Lesson Plan Exemplars
Sharing the Wealth of Information Available on the PDS Website

*Visiting college classrooms
*Demonstrating at PDS orientations
*Highlighting at PDS Consortium meetings

Encouraging our partners and teacher candidates to explore the PDS website
PDS Website Views 2005-2012

Need more information? Visit our PDS website!
www.buffalostate.edu/pds
On-line Peer Reviewed Journal: Another Technology Tool for PD is Now Available on the Buffalo State Website


Introduction:

Welcome to the fall 2012 issue of The Journal of Inquiry and Action in Education. In addition to sporting a new look, this issue contains a variety of contributions, some describing teacher action that has strongly and creatively impacted the learning of students along the K-12 continuum, and some addressing ongoing concerns, social and political, that effect educational institutions across the country.
Welcome to the *Journal of Inquiry and Action in Education*, an online, peer-reviewed journal seeking to highlight collaborative research undertaken by university faculty and partner school teachers.

Authors are able to register and submit items to the *Journal of Inquiry and Action in Education* directly through this website. See the Policies page for a guide to article submissions. Special emphasis will be placed on work that demonstrates the possibilities and potential pitfalls of research efforts describing mutually beneficial work in partner schools.

Submissions should be designated as contributions to one of the following journal sections:

**Applied Theory/P-12 Educational Research**: well developed and written case studies, high quality action research projects, and more traditional research methodologies in P-12 settings or education related settings, including professional development activities with teachers.

**Collaborative Partnerships/Programs**: descriptive studies of collaborative/partnership projects that include evidence/data to highlight project strengths and/or shortcomings.

**Promising Practices**: descriptive studies of classroom activities, strategies, or various interventions that show promise based on data.

**Educational Policy**: theory and policy-oriented studies with direct bearing on the P-16 educational endeavor in the United States.
An online peer-reviewed journal

Goal: to highlight collaborative research undertaken by university faculty and partner school teachers

http://digitalcommons.buffalostate.edu/jiae/

Contact Dr. Maria Ceprano for more information and submissions
cepranma@buffalostate.edu
FaceBook: Using this Technology to Bring PD to our Teacher Candidates
Why Facebook?

• Relevant to TCs

• Continuous connection
  – Smart phones
  – Reaches larger audience
  – News Feed
Spreading the Word

Using FB business cards –
* Meeting with classes
* Visiting orientations
* Distributing at Consortium meetings and Conferences

Analyzing Reach

<table>
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<tr>
<th>Gender and Age</th>
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<th>18-24</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55+</th>
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<tbody>
<tr>
<td>Female</td>
<td>60%</td>
<td>43%</td>
<td>6.7%</td>
<td>2.7%</td>
<td>3.5%</td>
<td>2.0%</td>
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<tr>
<td>Male</td>
<td>39%</td>
<td>30%</td>
<td>5.3%</td>
<td>0.93%</td>
<td>1.1%</td>
<td>0.93%</td>
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<td></td>
<td>600</td>
<td></td>
<td>1,461</td>
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Continuing Professional Growth Through Facebook

- **Current Utilization**
  - Meeting updates
    - Consortiums
    - Retreats
  - Checklists
    - Certification Tests & Seminars

- **Future Utilizations**
  - Certification & Seminar updates
  - Acronyms of the week
  - Link to acronym website

Value outside feedback: input from administrators, teachers and teacher candidates.
As TCs involved with PDS, we continue to gain experience with: ESL, ELL and EXE students, RTI and IEPs, as well as PIs integrated within CCLS to become prospective CTs.
Exploration of the Problem: Presentation/Distribution of Survey

- Importance of acronym knowledge
  - Job interviews
  - Within education field
  - When talking with other education professionals

- Survey
  - Fill out to best of ability
  - Honor system

How much do Teacher Candidates know?
Pre-Survey Predictions

• Undergraduates will be most unfamiliar with acronyms

• Graduates will be moderately familiar with acronyms

• Professionals will know most, if not all, of the acronyms presented.
Survey: First Trial

Acronym Familiarity Study

As truthfully as you can, please fill out this survey with your understanding of the provided acronyms below. When you have completed section I, please move to section II and let us know what would be the most effective way for you to learn these acronyms in order, from most effective to least effective. Thank you.

SECTION I:

<table>
<thead>
<tr>
<th>Acronyms</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
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</thead>
<tbody>
<tr>
<td>CCLS</td>
<td>I have NEVER seen this Acronym before.</td>
<td>I have been this Acronym but do not know what it stands for.</td>
<td>I have seen this Acronym and know what it stands for.</td>
<td>I know what this acronym stands for and can clearly define it.</td>
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<tr>
<td>LRE</td>
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<tr>
<td>NCLB</td>
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<td>PDS</td>
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<td>APRR</td>
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<td>INTASC</td>
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<td>CST</td>
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<td>NYSTCE</td>
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<td>IDEA</td>
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<td>ESL</td>
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<td>EXE</td>
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<tr>
<td>RTI</td>
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SECTION II:

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<tr>
<th>Utilization Tools</th>
<th>Most</th>
<th>2</th>
<th>3</th>
<th>Least</th>
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<tbody>
<tr>
<td>Facebook</td>
<td>First Choice</td>
<td>Second Choice</td>
<td>Third Choice</td>
<td>Fourth Choice</td>
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<tr>
<td>Website</td>
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<td>iPhone app.</td>
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<tr>
<td>Handout</td>
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<tr>
<td>Other?</td>
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</tbody>
</table>
What would be the most beneficial tool to help learn these acronyms?

Based on the survey results, all groups agreed that a website would be the best method to become familiar with these acronyms.

So, the PDS representatives decide to create an acronym website!
One possible solution: acronyms4teachers.wordpress.com
Current Results: Undergraduates

Start of Semester

End of Semester

Undergraduate Education Students
Pre-Survey

Undergraduate Education Students
Post-Survey
Current Results: Undergraduates

• Pre-survey:
  – 60% had little to no familiarity of the acronyms
  – 40% had a moderate understanding of the acronyms.
  – 0% had a full understanding and clear definition of the acronyms.

• Post-survey:
  – 10% had little to no familiarity of the acronyms.
  – 73% had a moderate understanding of the acronyms.
  – 17% had a full understanding and clear definition of the acronyms.
Current Results: Graduates

Start of Semester

End of Semester
Current Results: Graduates

• Pre-survey:
  – 9% had little to no familiarity of the acronyms
  – 50% had a moderate understanding of the acronyms.
  – 41% had a **full understanding and clear definition** of the acronyms.

• Post-survey:
  – 4% had little to no familiarity of the acronyms.
  – 48% had a moderate understanding of the acronyms.
  – 48% had a **full understanding and clear definition** of the acronyms.

How do we know if students had a full or clear understanding?
**Survey: Second Trial**

**Acronym Familiarity Study**

As truthfully as you can, please fill out this survey with your understanding of the provided acronyms below. If you score yourself a 3 or 4 (within the shaded section) please provide the label that corresponds with the identified acronym to the best of your abilities. Thank you!

<table>
<thead>
<tr>
<th>Acronyms</th>
<th>Rating</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>I have seen this acronym but do not know what it stands for.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>I have seen this acronym and generally know what it stands for.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>I know what this acronym stands for and can clearly label it.</td>
</tr>
</tbody>
</table>

- IDEA
- CCLS
- ESL
- SLO
- PDS
- SWD
- EXE
- INTASC
- NCLB
- LRE
- RTI
- IEP

Students need to provide a definition if they pick any of the highlighted area. Proof instead of honor system.
Presentation/Distribution of Survey

- Acronym Website
  - Display
  - How to use
  - Where to find specific acronyms
  - How to provide feedback/updates

- More precise understanding
  - How much does student really know
  - Proof
Spreading the Word

Problem: How do we get a larger audience for the acronym website?

Using Acronym business cards –
* Meeting with classes
* Visiting orientations
* Distributing at Consortium meetings and Conferences

Asking Professors to add the website to course syllabi
International Consulting and Global PDS’s:
Taking these opportunities to the next level

• Visits to our International PDS sites will provide for rich professional development and create research opportunities for faculty and teacher candidates

• Visits from our International colleagues will do the same

• Skype opportunities with worldwide PDS teacher educators will continue to expand our knowledge

• Blogging with our International colleagues

Margarita Valle Oñat
Directora de Pedagogía en Inglés para Educación Básica y Media
Facultad de Educación, Universidad Mayor
Campus Manuel Montt
Av. Manuel Montt 357
Providencia
Santiago de Chile
Our PDS colleagues in Chile are working with Dr. del Prado Hill.

Students and teachers from Libala Basic in Zambia, Africa are collaborating with Dr. Hibajene Shandomo.
Blogs: Another Tool for PD
Please visit:

http://zambiapdsatbsedu.wordpress.com/

http://chilepdsatbsedu.wordpress.com/
Future Professional Development Endeavors

• Meeting the challenges within the education field
  – Desired outcomes
  – Steps needed
  – Resources/support from PDS
  – Faculty buy-in and support

• Website Growth
  – Facebook (cards, “likes”)
  – Acronyms (cards, course requirements)
Thank you for your interest. Questions are most welcome!