



BUFFALO STATE
The State University of New York

Summer 2019

PROFESSIONAL DEVELOPMENT SCHOOLS

Created by Rachel Nati, Graduate Assistant



facebook.com/
BuffaloStatePDS



@buffalostatepds



Dr. Pixita del Prado Hill

*PDS Co-Director
Professor, Elementary
Education, Literacy, and
Educational Leadership*



Dr. Keli Garas-York

*PDS Co-Director
Associate Professor,
Elementary Education,
Literacy, and Educational
Leadership
Program Director
Literacy Specialist*

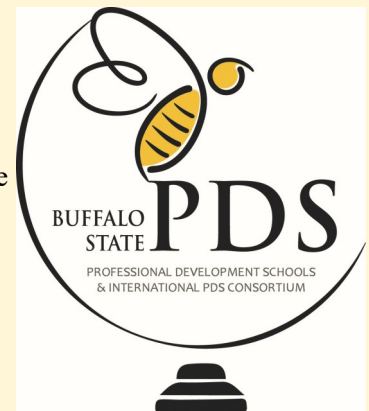
WELCOME FROM THE CO-DIRECTORS

The SUNY Buffalo State PDS Consortium strives to meet the needs of all stakeholders. Recently, many of our partners have discussed the looming teacher shortage and the need for more diversity in the teaching force. These areas of need in the field of education were reinforced when we attended a summit entitled, “Diversifying New York State’s Teacher Workforce” in January 2019 in the Kenmore-Tonawanda School District. The teacher shortage and lack diversity in the teaching force affects all PDS stakeholders.

Current data details the nature and extent of teacher shortages at global, national, and local levels (Garcia & Weiss, 2019; NYSUT, 2018). Significant among the findings is an acute shortage of teachers from underrepresented groups (Kozleski, Artiles, McCray, & Lacy, 2014). More specifically, Ingersoll, May, and Collings (2017) noted, “Research shows that while the nation’s student population has grown increasingly diverse with regard to race and ethnicity, the opposite is true of the elementary and secondary teacher workforce.”

Additionally, Goldhaber, Theobald, & Tien (2019) reviewed several theoretical arguments for diversifying the teacher workforce citing improved student outcomes, higher expectations, and drawing on different cultural contexts when making decisions regarding instructional strategies and interpreting the behaviors of students. Other benefits of diversifying the teaching force include, “positive exposure to individuals from a variety of races and ethnic groups, especially in childhood, can help to reduce stereotypes, attenuate unconscious implicit biases and help promote cross-cultural social bonding” (Albert Shanker Institute, 2015, p. 1).

In alignment with our mission, PDS seeks to “research innovative and best educational practices.” We have heard the call from many of our partners and have taken up the challenge to make a local impact on the teacher shortage and diversifying the teaching force. Initially, we plan to build on ongoing PDS-related initiatives, such as Developing Future Teachers (DeFT), Global Literacy initiatives, and the Future Teachers Club as a means by which to make a local impact. We seek to use research as professional development across all stakeholders to tackle these issues. We welcome your participation and ideas in the coming year as we explore ways to build a strong teaching force.



INSIDE THIS ISSUE:

Welcome	1
Student Representatives	2
DeFT Program	3
PDS Partnerships	4-8
IDPS Zamiba	9
Chancellor’s Award Recipient	10

Professional Development Schools
Bacon Hall 320
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222

The Professional Development Schools (PDS) Partnership between the School of Education and the Teacher Education Unit (TEU) at SUNY Buffalo State and participating schools is a collaborative effort. The partnership is dedicated to college faculty, school administrators, practicing teachers, and teacher candidates exploring effective practices to: (a) cooperatively mentor teacher candidates and provide close connections to authentic classroom practice; (b) promote shared professional development for all constituents; (c) impact student learning; and (d) research innovative and best educational practices.

VISIT US ON THE WEB:
pds.buffalostate.edu

PDS STUDENT REPRESENTATIVES

Many thanks to the important contributions of all teacher candidates involved in PDS. The work of the PDS Consortium would not be possible without their participation. Please help us welcome our new PDS Student Representatives.

Alexander Bianchi
Student Representative



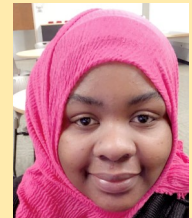
Klihtoo Paw
Student Representative



Lindsey Brzozowski
Student Representative



Ajaib Ali
Student Representative



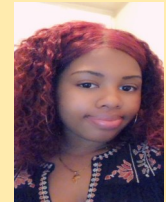
Kelly Glowny
IPDS Student Ambassador



Olivia Harbol
Student Representative



Keiayrrah Williams
IPDS Student Ambassador



Holly Krupski
Student Representative



Karly Glowny
Future Teachers Club Liaison



Katie Manna
Student Representative



Astrid Martinez
Resilience Project Liaison



DEFT PROGRAM

PDS Partners Jointly Develop a Response to the Substitute Teaching Shortage

School districts are struggling to hire an adequate number of substitute teachers and the traditional models of securing substitutes are no longer proving to be a viable solution for this ongoing problem. The Developing Future Teachers (DeFT) fellowship program is a PDS Consortium initiative designed to meet this need, while at the same time, better prepare future teachers and enhance their employment opportunities.

DeFT fellows are assigned to one specific school and work one or more days per week at that school, either as a substitute teacher or working with students in other ways such as small group instruction, enrichment, and remediation. They observe effective teachers, develop relationships with students, teachers, and administrators, and are guaranteed a first-round interview if they later choose to apply to that district.

Matthew Hahn is an early career secondary English educator who participated as a DeFT fellow in the Maryvale Union Free School District. Matt writes:

“Many times in our teaching careers, there are opportunities that afford us experiences that stay with us for the rest of our careers. ... From my perspective, a main focus of the DeFT fellowship was the ability to see what professionals in the field were doing in their own classrooms. ... There is no doubt that I would not be where I am today without it.”

Feedback confirms that the DeFT program benefits the teacher candidates, the partner schools, and the college. DeFT fellows have subsequently been hired by their DeFT districts as building substitutes, long-term substitutes, and even probationary teachers. The program has grown to include 8 partner districts and about 40 DeFT fellows for the fall semester.



Highlights from PDS Partnerships

Makowski Early Childhood Center (PS #99) Buffalo, NY

- EDU 311 with early literacy focus
- Several mentor teachers who are Buffalo State alumni
- Professional Development:
 - International Baccalaureate
 - Data-informed instruction
 - Next Generation Learning Standards
- Volunteer with Buddy Reading program

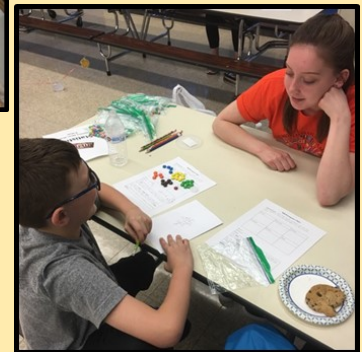
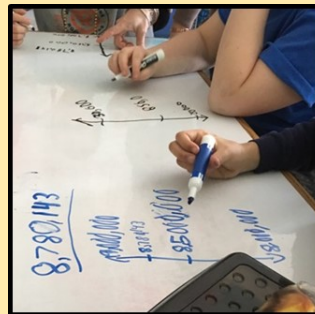


A.J. Schmidt & J.T. Waugh Elementary Schools Lake Shore Central School Lakeshore, NY

- EDU 316



Math Night 2019



Partner Informed Teaching Curriculum



45 Katarina purchased a bag of candy at Tops. The shaded part of the decimal grid below represents the part of \$1.00 that she has remaining after purchasing the candy.

Katarina decides to give all of the money she has remaining to her 2 sisters so they can buy some candy which cost \$0.05 each. If Katarina gives each of her sisters the same amount of money, what is the greatest amount of candy that each of her sisters can buy?

Show your work.

I will ask you questions so we can solve this together

Highlights from PDS Partnerships

Pantoja Community School (PS#18) Buffalo, NY

PDS students assist with Open House/Fall Fest Community Garden, Literacy/Math Night and International Night.

Meeting our mentor teachers



Small group literacy
Instruction

Modeling lessons, teaching
Kagan Structures



Working with School and District leadership



Thank you breakfast



Highlights from PDS Partnerships

EDU 416 Content Literacy with Lafayette International Community High School Buffalo, NY

**Key ideas of the course: Communication and collaboration
for 21st Century Skills**

To teach communication:

- The four language modalities are utilized
- Literacy strategies are demonstrated, practiced, and applied
- Multimodal planning is encouraged

To teach collaboration:

- EDU 416 is co-taught
- LIHS field experience includes working in a co-taught classroom
- Translanguaging is emphasized
- EDU 416 includes all secondary/P-12 majors



LIHS-Buffalo State Partnership

- Mentor Teacher/LIHS PDS Liaison, Elizabeth Kuttesch teaches an EELEL graduate course and will co-teach EDU 416 next year
- LIHS joined the Buffalo State to submit grant proposals to the National Science Foundation and the Lyle Spencer Research Foundation.

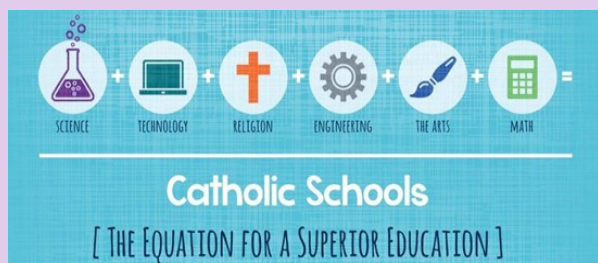
Highlights from PDS Partnerships

EDU 316 at St. Gregory the Great School Williamsville, NY

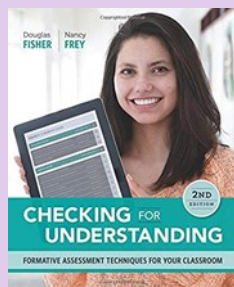
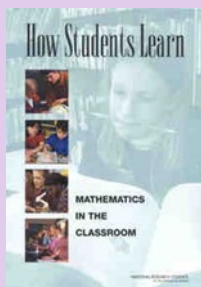
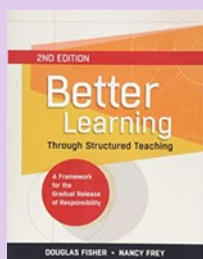
St Greg's is located at 250 St. Gregory Court
It's off Maple Road in Williamsville. It is a
PreK-8 school with over 500 students and
over 40 faculty.



We emphasize the four C's: Critical Thinking,
Collaboration, Communication, and
Creativity. STREAM is hands-on, relevant, &
interdisciplinary.



Course texts



Family math nights

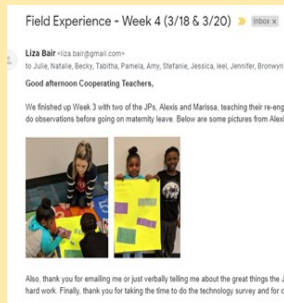


Math is for everyone!

Highlights from PDS Partnerships

EDU 316 at Tapestry Charter School Buffalo, NY

Communication was key as we kicked off a partnership with the Lower School! Course Instructor emailed weekly updates to TSC Cooperating Teachers and met weekly with TCS Principal.



Emphasized promoting PDS partnership through social media and Tapestry Monthly Newsletter.



Cooperating Teachers' students made Thank You books for each JP.



Future plans: JP involvement with Math Night, Mini Grant: Math Equity through Number Talks.

Tapestry Teachers who are BSC Alums proudly posted Bengal Teaches Here posters.



JPs showed appreciation for Cooperating Teachers by hosting breakfast and writing a Thank You statement that included the words "believe, inspire, and achieve" from BSC's core mission and values.

IPDS Zambia: Recruitment and Travel

Broaden your worldview by taking a life-changing trip to explore the beautiful country and culture of Zambia in June 2020, after the conclusion of the spring 2020 semester. Working collaboratively with the University of Zambia and local Zambian schools in and around the country's vibrant capital, Lusaka, participants will be immersed in the Zambian culture and its educational system as they learn about Zambian teaching practices, engage with local schools and students, and participate in local outreach and community events. In this country rich with wildlife and abundant cultural attractions, students who travelled to Zambia between 2011 and 2018 have consistently highlighted the degree of cultural immersion as a key benefit of the Zambia experience, and reported being better prepared to apply their newfound intercultural competencies in their own teaching and interactions.

As our world becomes more globally interconnected, and building intercultural competencies becomes an increasingly critical skill, gain this important advantage in your own life, and be better prepared to communicate effectively in today's culturally



pluralistic classrooms and society. IPDS Zambia participants will diversify their toolkit of inclusive teaching strategies that help *all* children develop into successful learners. Trip participants apply the BSC professional development school model in their Zambian classroom work and have abundant opportunities to observe and practice Zambian methods as part of the learning experience. Fall 2019 information sessions will spotlight perspectives from previous Zambia trip participants, share photos, and outline trip itinerary and activities. For further information, please contact: Dr. Hibajene Shandomo

Dr. Pixita del Prado Hill, Chancellor's Award Recipient

Sent to faculty in the Teacher Education Unit on behalf of Dean Wendy Paterson . . .

It is my distinct pleasure to announce that Dr. Pixita del Prado Hill has been awarded the Chancellor's Award for Faculty Service. This high honor is long overdue. Dr. del Prado Hill symbolizes the devotion to purpose and the energy to achieve her goals that makes our Professional Development School Consortium uniquely excellent in the region, the state, the country, even in the world. An unassuming and humble person, Pixita at first declined to be nominated. As someone who sees our world from 3000 feet, however, I could never agree to that. She is a force of nature and a uniquely talented faculty member whose dedication to service benefits us all... especially our students. This line from my

nomination letter says it all:

Dr. Pixita del Prado Hill, Professor of Elementary Education, Literacy and Educational Leadership, has clearly demonstrated a passionate and continuous commitment to invest her considerable talents in teaching, scholarship and service to the advancement of clinically rich practice through the cultivation and enrichment of school/university partnerships. Her insight, vision, hard work and peerless ability to plan, implement and measure the impact of this important work has clearly propelled the Professional Development School Consortium (PDS) model begun at Buffalo State in the 1990's to national and global prominence.

We will officially celebrate Dr. del Prado Hill's amazing accomplishment in November at the Faculty and Staff Awards Recognition ceremony,



BUFFALO STATE

The State University of New York

believe. inspire. achieve.

Important PDS Dates

August PDS Vouchers Signed
 August/September Mini-Grant Proposals Due
 September 17 Teacher Tailgate
 September 18 Conference Registration Closes
 September 27 PDS Conference
 October Day of Scholarship TBA
 November 15 PDS Meeting at Tapestry Charter School

January PDS Vouchers Signed
 January/February Mini-Grant Proposals Due
 Suit Up Event TBA
 March 3 Resilience/PDS Meeting Event on campus
 March 18 Interview for Success
 April Beyond and Back