



BUFFALO STATE
The State University of New York
Fall 2021 Edition

PROFESSIONAL DEVELOPMENT SCHOOLS



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@buffalostatepds

Created by Karly Glowny, Graduate Assistant

WELCOME FROM THE CO-DIRECTORS



Dr. Pixita del Prado Hill
PDS Co-Director
Professor,
Elementary Education,
Literacy, and
Educational Leadership



Dr. Keli Garas-York
PDS Co-Director
Professor,
Elementary Education,
Literacy, and
Educational Leadership
Program Director,
Literacy Specialist

We thank the many members of the PDS consortium who have participated in the professional development activities offered virtually and in person!

PDS kicked off the academic year with the All Hands On Deck (AHOD) initiative. Grounded in a belief that “together we can do more,” AHOD seeks to leverage the resources of the Buffalo State PDS and its campus and school partners to more fully and deliberately address the varying needs of local educational communities at a unique time in education. AHOD provides a cohesive professional development plan for the year - one that is sustained, meaningful - that responds to the needs identified by PDS stakeholders and is framed in a co-teaching/co-learning model that considers ways each stakeholder can contribute and support P-12 learners and their families throughout the 2021-2022 academic year.

We invite you to view sessions you were not able to attend live and to attend upcoming discussions that are scheduled throughout the fall semester. To register, visit: <https://pds.buffalostate.edu/professional-development-pds-partners>.

The PDS Conference brought together over 150 PDS partners - including school teachers and administrators, campus faculty and staff, teacher candidates, and alumni - for lively discussions on selected topics through poster sessions, roundtables, and concurrent sessions.

This year's conference was offered in a hybrid format to accommodate all schedules and participants from all locations around the globe. Registrants chose to attend in-person on the Buffalo State campus, virtually (synchronously) via the Whova platform, or virtually (asynchronously) after the event date via the PDS website. Please visit <https://pds.buffalostate.edu/pds-conference-2021-recordings> to access recordings of presentations.

All our best for a happy and successful school year,

Pixita and Keli, PDS Co-Directors

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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 for 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.

Check out profiles about each of the Student Reps and our GA by visiting: pds.buffalostate.edu/leadership



Karly Glowny
PDS Graduate Assistant

I am in my last year of graduate school working towards a degree in curriculum and instruction. I added earning TESOL within my Master's degree because I love working with immigrant students and learning about their different cultures.

Chelsea Simmeth
ELLEL Graduate Assistant

I am a graduate student in the Creative Studies department. I completed my ungraduated degree here at Buffalo State in Individualized Studies with a minor in Creative Studies. My dream is to become an event planner for young adults.



Klihtoo Paw
Student Representative

I am a Senior working towards an undergraduate degree Early Childhood and Childhood Education. After graduating, I plan on working towards a Master's degree in literacy at Buffalo State.

Sofia Fanizzi
Student Representative

I am a Junior working towards an undergraduate degree in Early Childhood Education. I decided to become a teacher because I find it very easy to work with children and very much enjoy it so it doesn't feel like working.



Emmett Baggett
Student Representative

I am a post-baccalaureate student working towards a degree in a art education. I've missed the community of the art room, and feel empowered to pass along my passion of art making to the next generation of students.

Malina Lancaster
Student Representative

I am a sophomore with a major in Childhood Education and a concentration of Liberal Arts. I decided to become a teacher because I have had the desire to become a teacher since I was a little girl. I would pretend to be a teacher to my stuffed animals.



INTRODUCING THE NEW PDS GRADUATE ASSISTANT KARLY GLOWNY

This Fall, PDS and the Elementary Education, Literacy, and Educational Leadership (EEL) Department is welcoming a new Graduate Assistant, Karly Glowny.

Karly was born and raised in Cheektowaga, NY and began attending Buffalo State in 2017 to earn an undergraduate degree in Childhood and Childhood Education. In May 2021, she completed her undergraduate degree and enrolled in summer classes to receive certification in (Grades 1-6) special education. Currently, she is a student in the Curriculum and Instruction with TESOL CAS Master's degree program at Buffalo State.

Aside from working as a GA for PDS, Karly is also currently working as a substitute teacher for Cheektowaga-Sloan UFSD, the school where she attended as a child.

Considering her interest in ENL education, Karly will be conducting a research project on the unique characteristics of Lafayette International Community High School and its partnership with Buffalo State. In June 2019 and January 2020, Karly studied abroad in Santiago, Chile and Torremaggiore, Italy. This is where her love for working with culturally diverse students began. During her time in both countries, she taught English to the local children. Her favorite thing about studying abroad was trying all of the different foods!

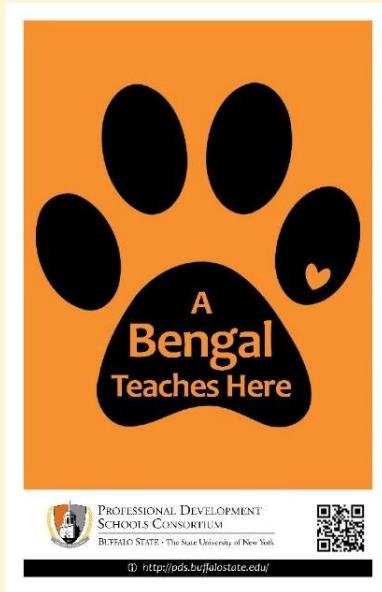


When she is not working or studying, Karly loves spending time with her family and her standard poodle, Lilly. Karly can be found at Knox Farm on Sunday nights, taking Lilly to their huge dog park. She also enjoys getting involved in the clubs Buffalo State has to offer.

Karly is looking forward to this new stage in her college career at SUNY Buffalo State along with working with PDS and all of the fantastic faculty, staff and student involved in the programs.

150 YEARS OF BUFFALO STATE

Buffalo State is 150 years old this year! To celebrate its past, present, and future as a teacher preparation institution, we are recognizing our educators in a variety of ways.



Two years ago, we rolled out the Bengal Teaches Here poster initiative to recognize and honor our wonderful alumni. For your own copy, please contact delprapm@buffalostate.edu

This year, laptop decals were created to recognize and honor our newest teachers through the Future Teachers Club. For your own decal, please contact simmetcn01@mail.buffalostate.edu



Also new this year, are the PDS buttons to identify teacher education faculty as they work with their school partners. For your own button, please contact glownyka01@mail.buffalostate.edu

Developing Future Leaders

DeFT 2.0

The need for well trained and motivated substitute teachers has increased since the beginning of the pandemic. Buffalo State has responded to this need by instituting DeFT 2.0, a modified version of the original Developing Future Teachers program. The Career Development Center was excited to partner with the Professional Development Schools to present three workshops focusing on various topics to ensure a successful transition into the role of substitute teacher. Some of the topics included effective substitute teaching practices, the creation of professional documents, and a toolkit for success. The workshops were recorded to allow other interested participants an opportunity to learn the skills addressed in the workshops. At the conclusion of the spring semester, 43 individuals participated in the workshops and received an interactive newsletter highlighted three cooperating districts with open substitute teaching opportunities. The newsletter also included specialized career tips for applying for open positions within these districts. Districts looking to advertise their open substitute teaching opportunities can reach out to the CDC by emailing Denise Harris directly at harrisdm@buffalostate.edu.



GLOBAL BOOK HOUR SPRING CURBSIDE PICKUP EVENT BY PATTY GEORGE AND PIXITA DEL PRADO HILL

On May 8, 2021, students, faculty, and staff in the School of Education hosted another Global Book Hour curbside pickup event for local families. Global Book Hour sessions, normally held at Wegmans on Amherst Street, have been put on hold due to the ongoing pandemic. To encourage reading at home during this unprecedented time, families were invited to visit campus on the day of the event and pick up a bag of healthy snacks, books, and accompanying activities. There were several generous donors that helped make the event a success. Both PDS and Dr. Nancy Chicola donated funds to purchase the books and Wegmans provided snacks and reusable shopping bags. Elementary Education majors Olivia Brewster, Renae Marten, and Cassandra Thurn volunteered their time to assemble the bags and to pass them out to families on the day of the event. It was a memorable day full of smiles, fun, and of course- **READING!** To learn more about the School of Education's Global Literacy Initiatives, visit <https://globalliteracy.buffalostate.edu/>.



CELEBRATING PDS SCHOLARSHIP

Assistant Professor Dana Serure in the Buffalo State History and Social Studies Education Department and recent graduate and new Lancaster High School teacher, Mike Broccolo have a new publication in *Teaching Social Studies* for the Summer/Fall 2021 (vol. 21, no. 2) issue in which Mike Broccolo (Social Studies Education Program Completer, May 2021) and Dr. Serure co-authored the article based on their service-learning work during the Fall 2020 semester. *Teaching Social Studies* is an online-peer-reviewed periodical that is published by New York and New Jersey's social studies council state-chapters.



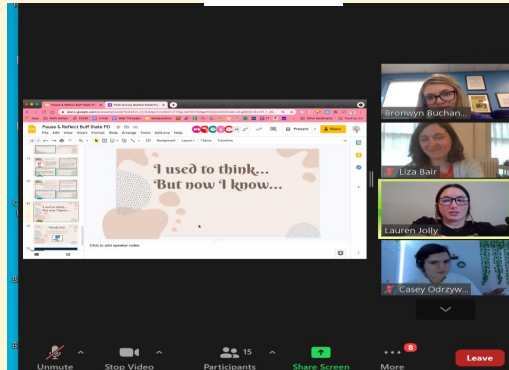
Associate Professor Chris Shively in the Buffalo State Elementary Education, Literacy & Educational Leadership Department, A. J. Schmidt Principal Jill Clark, and Liz Malinowski have a new publication in *School-University Partnerships Journal* for the 2021 summer themed issue, “The Response and Responsibility of School-University Partnerships in a Time of Crisis” (vol. 14, no. 3). The article explains how the intersecting “Professional Knowledge Landscapes” (Clandinin & Connelly, 1995) of the authors provided teacher candidates the opportunity to practice teaching math to real elementary school children. An analysis of the authors’ “told stories” revealed their “Intellectual Character” (Ritchhardt, 2001) and how the dispositions associated with this construct influenced their decisions to always keep the needs of their students and parents in the foreground during the pandemic. *School-University Partnerships* publishes rigorous research and cutting-edge scholarship related to school-university partnerships and the Professional Development School (PDS) model.

EDU 316 AT TAPESTRY CHARTER SCHOOL (K-4) LIZA BAIR- SPRING 2021

This is the 5th semester partnering with Tapestry's Lower School! Due to COVID-19 safety guidelines, JPs participated in remote field experience via zoom. They worked with mentor teachers and K-4 students who were 100% remote.



To support JPs with remote field experience, the Tapestry Math Specialist met with JPs weekly for Tech PD. JPs learned about and practiced Tapestry's remote tech platforms (Zoom & Annotation, Virtual Math Manipulatives, Jamboard and Google Slides.



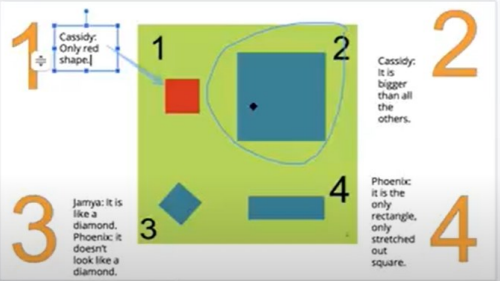
Each week, the Tapestry Principal and Tapestry Math Specialist planned and hosted 45-minute PD sessions on zoom for JPs. These sessions centered on the power of reflection. Session topics included Coaching and Mentor Relationships, Engagement Strategies, Partnering with Families, Math Fact Fluency, and Growth Mindset/Advice for New Teachers.



JPs volunteered to drop off remote learning supplies to 3rd grade Tapestry families!



1. I can compare two fractions and determine the difference between them.
2. I can participate in a math talk.



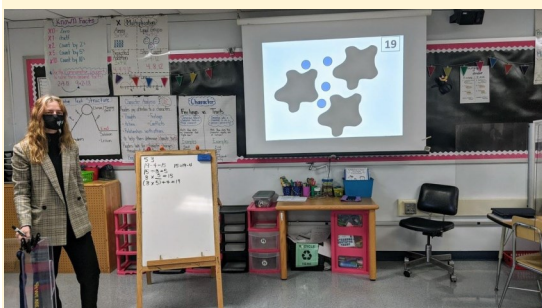
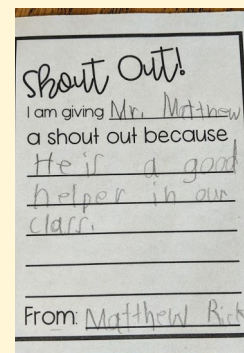
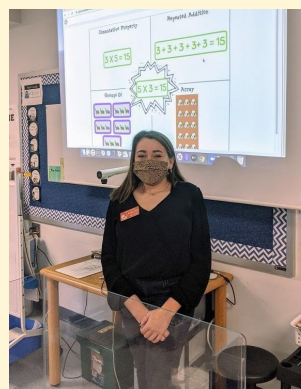
JPs facilitated math talks with their students on zoom, focusing on student math discourse.

GLENDALE ELEMENTARY SCHOOL (K-5) LIZA BAIR- FALL 2020 & SPRING 2021

Glendale Elementary (Sweet Home) eagerly opened their doors to an in-person partnership during an unprecedented school year. We are grateful for their trust in us and for their commitment to excellent clinical experiences and future teachers!



Fall '20 JPs began field experience before the school opened doors to students. JPs helped teachers prepare their classrooms and even adhered hundreds of social distancing stickers across the school walls and floors.



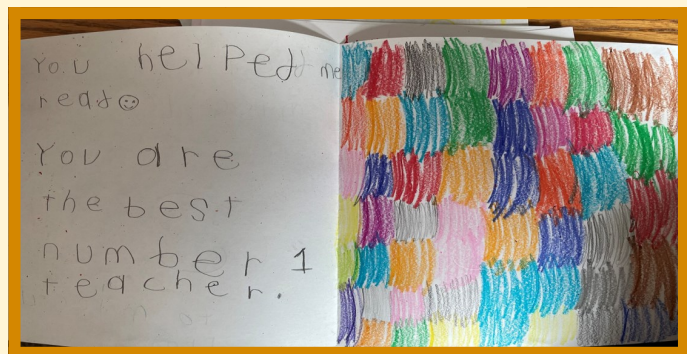
JPs taught math lessons, focusing on math routines that encouraged student discourse.



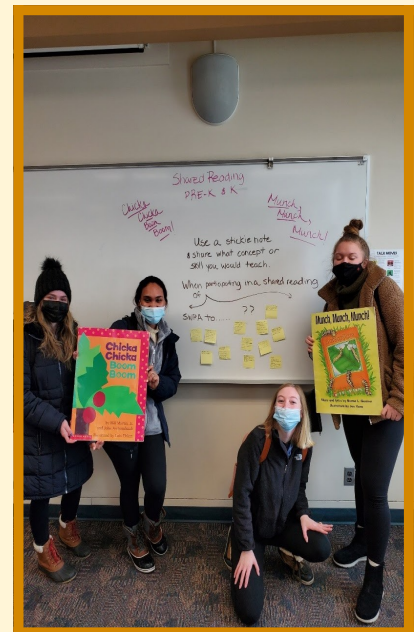
We are so thankful for the mentor teachers and Glendale students!

EDU 311 AT CLEVELAND HILL ELEMENTARY MARY LAVIN- SPRING 2021

Teacher candidates were warmly welcomed by the faculty and staff at Cleveland Hill Elementary! They benefitted from their mentors' patience, nurturing and modeling of excellent pedagogical practices. Candidates, mentors and Cleveland Hill students were all so grateful for this learning experience!



Whole Class
Comprehension
Lessons!



Principal Marcie Pasqual contributing to our collective growth!

Planning for Shared Reading!

FOREST ELEMENTARY

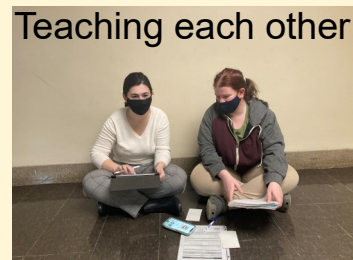
Our first year with Forest Elementary as a PDS!

- Since we could not enter Forest physically due to Covid we:
- Observed classes online with an outstanding group of super mentors
- Wrote lessons and practiced teaching them to each other
- Worked with students in breakout rooms
- Taught lessons online
- Made Flipgrid videos
- Found our “teacher voices” despite the obstacles
- Paved the way for the next group of future Bengal teachers
- Made great connections with Forest principal Keith Wing, and our

liaison, assistant principal Kate Wendling



The Forest Club



Pre pandemic kindergarten

ELA AND MATH METHODS (EDU 311, 511, & 682) AT SOUTH BUFFALO CHARTER SCHOOL

Austin Nagelhout used lemons and bananas to teach comparing and contrasting ideas in text.



Lauren Pray created this thinking guide to scaffold students' understanding of inferring while reading *The Lotus Seed* by Sherry Garland.

Jacob Huber and Austin Nagelhout conducted a Math Talk to help students visualize how

To infer means to use what you know and evidence to figure out something not stated.

Anandhi George used this anchor chart to teach a lesson on inferring.



<u>Thinking Question</u>	<u>What I know...</u>	<u>Evidence from the Story...</u>	<u>Inference I have made...</u>

SSPRING 2021: BUFFALO PUBLIC SCHOOLS PARTNER WITH DR. MARY WOLF AND STUDENTS IN ATS 325

BPS art teachers virtually mentored at teacher candidates! Teacher candidates interviewed their mentor teachers, observed, and discussed lessons with them, and provide feedback to students.

School: PS 79 Pfc William J. Grabiarz School of Excellence
Art Teacher: Samantha Lora
Teacher Candidate: Carrie Murray
Student Artwork: Digital Painting

"Carrie was eager to learn, asked lots of questions, and was very professional. She inquired about individual students and their needs and even provided me with some fresh insight! It was a pleasure working with her!"

- Samantha Lora



School: PS 207 Lafayette International
Art Teacher: Cassie Lipsitz
Teacher Candidate: Luis Maisonet
Student Artwork: Painting

"Ms. Lipsitz went out of her way to fully understand all of her students' and even learned how to speak Spanish to ensure she did."

-Luis Maisonet



**PDS PARTNERSHIP:
LAFAYETTE INTERNATIONAL COMMUNITY HIGH SCHOOL
EDU 416 ADOLESCENT LITERACY**

To teach communication:

- The four language modalities are utilized
- Content literacy strategies are demonstrated, practiced, and applied
- Multimodal planning is encouraged
- LIHS connection exposes teacher candidates to English language development

To teach collaboration:

- EDU 416 is co-taught in a hybrid format



- Translanguaging and increasing student talk time are emphasized
- EDU 416 includes all secondary/P-12 majors working in content-alike and content-combined groups to complete various learning tasks throughout the semester, modeled off of the instructional teams present at the partner school.

LIHS-Buffalo State Partnership

- Shift to remote instruction in spring 2020 led to a re-envision of the partnership
- An attempt to establish remote connections with LIHS students through Flipgrid in the Fall 2020 semester evolved into a unit plan project incorporating asynchronous lesson planning and delivery in the Spring 2021 semester.
- Synchronous class meeting were used to introduce content, while asynchronous lectures applied the concepts through the lens of the needs of the learners at LIHS

WESTERN NEW YORK MARITIME CHARTER SCHOOL

As we moved through this challenging year in education - Buffalo State's social studies education students had the opportunity to experience a Covid-19 school plan in action as we continued to partner with our PDS - The Western New York Maritime Charter School. SSE 200 students were able to actively participate in virtual classrooms for their first field work experience while upper level methods students attended their field work in person - learning firsthand what a hybrid school model is all about. Teacher candidates enrolled in SSE 309 also tutored students in a pilot program aimed at keeping students on track throughout their remote learning experiences. Thank you Maritime partners for providing such strong guided mentorship to our teacher candidates and developing their skillsets to teach in face to face as well as remote settings.



Pictured is Andreas Schneider,
social studies student teacher
at Maritime Charter School, Fall 2020



Thank you to all who contributed to the
writing of the newsletter!