



BUFFALO STATE
The State University of New York

24th Annual Conference of the
Professional Development Schools (PDS)
Consortium

Friday, September 28, 2018
Adam's Mark Hotel, Buffalo, NY

Visit our website at <http://pds.buffalostate.edu>

PDS Conference Agenda

5 hours of CTLE credit is available for eligible educators. Visit the Registration Table for details.

7:30-7:45	Presenters may set up at this time
7:45-8:15	Continental Breakfast and Student Poster Session
8:15-8:25	Welcome from PDS Co-Directors
8:25-8:30	Awards presentation
8:30-8:35	Welcome from Wendy Paterson, School of Education Dean
8:45-9:15	Round Tables
9:25-10:10	Session 1
10:20-11:05	Session 2
11:15-12:00	Session 3
12:10-12:55	Session 4
1:15-2:00	NYS Teacher of the Year, Christopher Albrecht w/ boxed lunch

Please submit your evaluation of the Conference using the link provided in your folder.

Thank you for attending the Conference!

Connect with us on social media!



Buffalo State PDS
@buffalostatepds





Christopher Albrecht



Christopher Albrecht has been an educator for 24 years, with his most recent 21 years as a 4th and 5th grade teacher at the Fred W. Hill School in Brockport, New York. He began teaching at New Martinsville School in New Martinsville, West Virginia (1995). There, he created a fully integrated technology curriculum bringing an entire school into the internet era, the first of its kind. He, and a team of ten students, fully networked a school and created the first school webpage in West Virginia. For this work, he was awarded the Sallie Mae First Class National Teacher of the Year Award.

In 1998, Christopher Albrecht returned to where he grew up, upstate New York. His experiences include looping classes between 4th to 5th grade, and serving on many school and district committees. He is the advisor of the Hill School yearbook committee (11 years) and the founder and coordinator of the Hill School Spelling Bee (19 years). Albrecht is a member of the report card committee (20 years), and multiple English Language Arts curriculum development committees (21 years). He has mentored four first-year teachers. He has coached high school baseball and soccer. In 2015, Albrecht began an after school running program for 4th and 5th grade students with a focus on building self-confidence for children with special needs. This team has grown from 5 students to a diversity of 37 students and community members with all athletes completing a 5K road race.

In the community, Christopher Albrecht is a Trustee for the Western Monroe Historical Society and a trustee of the Clarkson Historical Society. He presents a variety of original free public historical performances utilizing local student talent. Albrecht has served as a Boy Scout leader and volunteers as a mentor for Girls on the Run. Albrecht recently produced for TEDx (2018) with his talk entitled “Dust and Sneakers, Crawling and Walking”. Christopher also serves on the New York State Commissioner’s Advisory Council.

In 2013, Albrecht was chosen as an NBC News 10 Golden Apple Award recipient. In 2016 he was named the National Teacher of the Year by the Campaign for Cursive. During Albrecht’s 21 years in Brockport, he has mentored 12 student teachers. In 2017, Albrecht received the Mr. Roy Bubb Award from the College at Brockport for his work and contributions to teacher preparation. He is the 2018 recipient of the Donald Sobol and David Johnson Awards for Teaching Excellence. In September of 2017, Christopher Albrecht was named the 2018 New York State Teacher of the Year. In 2018, Christopher received the St. Bonaventure University School of Education Distinguished Alumni Award and is a member of the Fairport High School Wall of Fame.

Since September of 2017, he visited over 60 schools giving out over 4,000 books (funded by money he received as the NYS TOY) to students and teachers all over New York State. Christopher has been a guest on many local TV and radio stations, and he has been featured in the news nationally and internationally on NPR, NPR Canada, and has had stories covered that ran on the Associated Press wire worldwide. His 2010 story and project entitled “Message in a Bottle” received international Associated Press media coverage and was featured on “Good Morning America”.

He is currently in the final editing stages of his book, Unconventionally Successful, which he hopes to publish in 2019. He is actively involved in folklife research with the National Endowment for the Arts and the Smithsonian institution. Through these organizations, he has set goals to increase the teaching of culture to produce increase empathy, understanding and peace in public schools. He is currently working on a series of audio interviews that he has made world-wide involving student-teacher entitled “Common Threads” which will be turned into a global podcast. Christopher Albrecht remains committed in his personal life to the ideals of living a life of service and charity.

Student Poster Session 7:45-8:15

The English Language Arts Educational Counter-Stories of Buffalo's Black Youth

Presenter: Ja'Quona Renfro

"Scire Quod Sciendum" - Knowledge Worth Having about Task 4 of the edTPA

Presenters: Tyler Boehm, Alexandra Kenyon, Katlin Smith

Comparison of Special Education in Zambia and the United States

Presenter: Claire Borczuch

Myanmar 2018

Presenter: Jeremy Brewster

Student Engagement During a Read Aloud

Presenter: Rachel Nati

Children's Daily Routines and Activities in Preschools: A Comparison between China and United States Early Classrooms

Presenter: Xiaochen Ma

Parental Involvement in Zambian schools

Presenters: Bryanna Hill and Brittany Miller

Music in the Classroom: A Tool for Second Language Instruction in Torremaggiore, Italy

Presenters: Christine Garas and Krissy Murnieks

Timeline of Education in Zambia: Pre-Colonization to Pre-Independence

Presenter: Keiayrrah Williams

La Vida Después de María: An Investigation of the PTSD of Puerto Rican Students Impacted by the Disaster

Presenters: Astrid Martinez and Gliset Colón

Access to Opportunity for Students Across WNY and Implications for Teaching

Presenter: Kelly Glowny

Creative Instructional Activities that Shift from Rote Learning to Classroom Engagement in Myanmar

Presenter: Rakia Akter

Welcome to our School

Presenter: Ji Kang Kim

Round Table Sessions 8:45-9:15

Richardson Room	Room A	Room B	Room D	Room E	Wright Room
Over 40 Years Together: How a School-University Partnership Becomes a Lifelong Commitment Jill Marshall, Kathleen Magiera	Educational Pipeline Partnership: Buffalo Public Schools & Buffalo State College Holly Quicksey, Tristen Salter	Maritime "Makey's" Mario More Fun Daniel Tracz, Kelsey Cole, Sue McMillen, Zachary Colson, Alex Mieth	Promoting Culturally Responsive Teaching through Global Partnerships: Ghana & Thailand Crystal Simmons, Thea Yurkewecz	"If I lived in Love Canal . . .?": Cultivating Critical Ecological Literacy and Ecojustice Education with Elementary Students Jevon Hunter, Christina Lopardi	PDS & Parents: How PDS Helps Teacher Candidates Gain Experience Working with Families Dianne McCarthy, Betsy Eden
Room C		Room C	Room C		Room C
Developing Strategic Competence in Mathematics Using Authentic Student Data Jill Clark, Tyler Boehm, Christopher Shively		Next Generation NYS Science Learning Standards (NYSSLS) Dave Henry , Michael Jabot	Evaluating Student Teachers: We Need Your Feedback! Julie Henry, Tiffany Fuzak, Joe Zawicki, Kerry Renzoni, Shannon Budin		Marcia Tate's Engagement Strategies Revisited Rachel Lis, Bryanna Hill, Keli Garas-York



Round Table Sessions 8:45-9:15

Please join a Round Table session to engage in discussion on a wide range of topics

Over Forty Years Together: How a School-University Partnership Becomes a Lifelong Commitment

Presenter: Jill Marshall, Kathleen Magiera; **Richardson Room**

Since its inception in 1972, this School-University Partnership in Fredonia has provided an ongoing opportunity for undergraduate teacher candidates to spend one academic year on-site in a school district. It integrates five methods courses and three long-term student teaching placements from September to May.

Through a focus group methodology, teacher educators analyzed this Partnership by inviting a select group of participants knowledgeable about the Partnership to explore its long history. From the focus group responses and program artifacts, the teacher educators found the three extended field experiences and the ability to directly apply coursework to teacher candidate student teaching placements as an integral part of the Partnership's success.

"If I lived in Love Canal . . .?": Cultivating Critical Ecological Literacy and Ecojustice Education with Elementary Students

Presenters: Jevon Hunter, Christina Lopardi, **Room E**

Critical literacy scholar-practitioners consistently call upon educators to develop authentic curricula that engage students in ways that allow them to take up social injustices affecting their local communities and work towards promoting the skill set necessary to participate as democratic citizens. In our session, we present our work creating an organic curriculum where students revisit and study the massive ecological disaster known as Love Canal, an area in Niagara Falls, NY not too far from where our students currently live. Our curriculum intentionally draws from a critical literacy conceptual framework as we implement a critical ecological literacy and foster ecojustice principles that move our young people towards self-empowerment, community responsibility, and environmental stewardship. Attendees will leave this session with turnkey materials for classroom implementation.

Developing Strategic Competence in Mathematics Using Authentic Student Data

Presenters: Jill Clark, Tyler Boehm and Christopher Shively; **Room C**

According to Dr. Deborah Loewenberg Ball (2011), effective mathematics teachers respond productively to student errors. But what happens when these errors are discovered on high-stakes, end-of-the-year standardized tests and the students who created the errors have moved on to the next grade? In this presentation, Jill Clark, Tyler Boehm and Chris Shively will show you how this problem was handled for a PDS partner school. Participants will see how the analysis of New York State testing data lead to the development of math lessons that used the gradual release of responsibility framework (Pearson & Gallagher, 1983) and at the same time, developed strategic competence in mathematics in 4th grade students and one Buffalo State teacher candidate.

Educational Pipeline Partnership: Buffalo Public Schools and Buffalo State College

Presenters: Holly Quicksey and Tristen Salter; **Room A**

Middle Early College High School students come from low-income households and are at high risk of dropping out of high school. Students take college courses beginning in the 10th grade. The program provides summer orientation, access and registration to college courses, mandated academic tutoring assistance as well as social and emotional support through the MECHS Academic Support and Tutoring Center.

Maritime "Makey's" Mario More Fun

Presenters: Daniel Tracz, Kelsey Cole, Sue McMillen, Zachary Colson, Alex Mieth; **Room B**

Educators will speak on the power of Makey Makey, an electronic invention tool that allows users to connect everyday objects to computer programs. Discussion of why and how such a tool works will be discussed. Hands-on activities will follow where users will take Makey Makey and configure it to work as a keyboard with musical instruments, Mario, PAC-MAN, and other video games. Learn about a PDS STEM partnership where high school students become producers of technology!

Round Table Sessions 8:45-9:15

Evaluating Student Teachers: We Need Your Feedback!

Presenters: Julie Henry, Tiffany Fuzak, Joe Zawicki, Kerry Renzoni, and Shannon Budin; **Room C**

Our partners and stakeholders are vital to preparing the best teachers we can. Buffalo State's Teacher Education Unit is kicking off a new Field Experience Assessment based on NCATE's Blue Ribbon Panel Report and we are calling all partners to stop by and give us your two cents! This session will be an open dialogue between the Buffalo State's Assessment Committee and any mentor teachers, supervisors, principals, faculty or teacher candidates who wish to review and give feedback on the new assessment tool. Come help us transform teacher education by using reliable and valid assessments of clinical practice.

Promoting Culturally Responsive Teaching through Global Partnerships: Ghana and Thailand

Presenters: Crystal Simmons and Thea Yurkewecz; **Room D**

One university shares their strategies of increasing the cultural competencies among teacher candidates through the global partnership of two student teaching programs. This round table will focus on the perspectives from a faculty-led and partner-based international student teacher programs. The lead university coordinators will discuss their separate experiences to support and sustain transformational and socio-cultural learning among teacher candidates.

PDS and Parents: How PDS Helps Teacher Candidates Gain Experience Working with Families

Presenters: Dianne McCarthy and Elizabeth Eden; **Wright Room**

Buffalo State and St. Gregory the Great School have created experiences that engage families in STREAM (Science, Technology, Religion, Engineering, Arts and Mathematics) tasks. Candidates have been involved in these activities and thus have experienced working with families. This round table is a discussion of what PDS have done to help candidates gain valuable experience working with families.

Next Generation New York State Science Learning Standards (NYSSLS)

Presenters: Dave Henry and Michael Jabot; **Room C**

Join us in a discussion about the new NY science standards and the implementation timetable. Discussion will include an overview of the new standards implementation procedures, implementation ideas and reports of what is and is not working, and possible testing frameworks that will be used.

Marcia Tate's Engagement Strategies Revisited

Presenters: Rachel Lis, Bryanna Hill, & Keli Garas-York; **Room C**

We will facilitate a discussion of how Marcia Tate's engagement strategies have been implemented in classrooms since her presentation at SUNY Buffalo State in March 2018. Please join us and share your experiences and ideas.

Concurrent Session Overview

Time	Richardson Room	Room A	Room B	Room C	Room D	Room E	Wright Room
9:25-10:10	Urban Teacher Academy at McKinley High School	Tearing Down the Fence: Building Partnerships that are Sustainable One Link at a Time	Global Literacy Channel	How to Work with Domestic and International English Language Learners in a Higher Education Classroom	Student Collaboration Across Disciplines: How Working Together Allows for Self-Growth	The Next Generation Learning Standards	Teacher Candidate Perceptions of Seeding a Living Lab and Constructing Indigenous Knowledge
	Felice Brandy & the sophomore class of the UTA	Lisa Montanaro, Tracy Peterson, Suzanne Goff, Rachel Kluth	Patricia George, Rachel Nati, Christine Garas, Bryanna Hill	John P. Iorio Jr	Katrina Fulcher-Rood, Pamela Schuetze, Kathy Doody,	Elizabeth Freas	Sara Gearhart, Rachael Strowger, Tyler Boehm, Christopher Shively
10:20-11:05	Developing and Implementing a STEAM Summer Camp for Grades 5 - 12	Fredonia State/Erie 2 BOCES Junior Year Collaborative Clinical Experience	Encouraging Home-school Engagement: How Teacher Candidates Facilitate Learning at the Buffalo State College Child Care Center's Family Fun Night	Integrated Co-teaching a Coordinated Collaborative Service Delivery Model	Building a Better Understanding of Engagement	Advocacy for Teachers and Teacher Education	Community Academic Center School-based Partnerships
	Aaron Straus	Laura Geraci, Debra Karpinske-Keyser, Jack Dugan, Aaron Delcamp,	Kathy R. Doody, Patricia George	Jack Turner, Mary Lawrence, Peter Wlosinski, Sakeena Saleh	Heather Lyon	Jamie Dangler	Maureen McCarthy, Win Min Thant

Concurrent Session Overview

Time	Richardson Room	Room A	Room B	Room C	Room D	Room E	Wright Room
11:15-12:00	Physics for Refugee Children: Local Schools and University Teacher Preparation Programs Collaborate on STEM Education Outreach in Cologne, Germany Dan MacIsaac		I Know This - Early Stress Changes Biology and Challenges Learning Kate Dust, Wendy McLeish	Collaborative Engagement to Support K-8 Students at International School #45 through After-School Programming Lynn Piccirillo, Diantha Watts, Keisha Brandy, Kadian Henry, Marisa Clark, Nicholalita Rodriguez, Marla Walters	Neurotruths and Neuromyths in Education Reva Fish	Accessing, Interpreting and Addressing School-wide Student Performance on NYS Assessments Joe Zawicki , Tiffany Fuzak	Forget the Way the World is! Counter-Storytelling through Poetry Gliset Colón, Jevon Hunter
12:10-12:55	Rocket Math Power! Jody Magner, Kristen McCabe, Kelly Rodriguez, Hannah Harshberger	I Will Do This - Build Resilience Kate Dust, Wendy McLeish	Developing a Bilingual Teacher Education Program Gliset Colón	Closed to prepare for Keynote Address and lunch	Principles of Classroom Leadership for Teacher Candidates Thomas McCully, Douglas Regan		Becoming an Active Citizen: Helping Students Move towards Social Change Laura Hill Rao & student members of the Civic Leadership Board

Concurrent Session 1 Descriptions 9:25-10:10

Urban Teacher Academy @ McKinley High School

Students will display and discuss their digital vision boards depicting their individual teacher preparation career pathway. Displays will include, “As an Urban Educator,” what will I teach, who will I teach and how I will teach.

Felice Brandy and the Sophomore Class of the Urban Teacher Academy;
Session 1, Richardson Room

Tearing Down the Fence: Building Partnerships that are Sustainable One Link at a Time

Just a fence separated the College at Brockport and the Brockport Central School District. However, there was no true partnership between this higher education institution and the District until a grant was released that focused on teacher leadership and enhancing the pipeline for pre-service teachers. Using the Strengthening Teacher and Leader Effectiveness grant (STLE) as the catalyst for bringing stakeholders together from both sides of the fence, we accomplished our goals for joint professional development and then some – in fact, the partnership has grown beyond our expectations.

Lisa Montanaro, Tracy Peterson, Suzanne Goff, Rachel Kluth
Session 1, Room A

Global Literacy Channel

Learn how SUNY Buffalo State extends the reach of the school/community-university partnership known as Global Book Hour through the Global Literacy Channel. Discover how this channel includes literacy tips for families who attend Global Book Hour each week and beyond. Insight will be shared for how the videos were created, how content for the videos was selected, how teacher candidates were featured in the videos, how videos are shared with foster and adoptive families and how the Global Literacy Channel will be used at PDS sites. Future plans for expanding the channel to feature additional literacy tips will be shared.

Patricia George, Rachel Nati, Christine Garas, Bryanna Hill
Session 1, Room B

How to Work with Domestic and International English Language Learners in a Higher Education Classroom

Domestic and international English language learners can have challenges in higher education classrooms due to language barriers, educational customs and traditions, and the varied experiences of having multiple professors with different expectations. This concurrent session aims to provide awareness of English language learners’ potential struggles, and show practical and research-based strategies that can help these students become more successful in the classroom. These strategies may also help students with various learning disabilities.

John P. Iorio Jr.
Session 1, Room C



Concurrent Session 1 Descriptions 9:25-10:10

Student Collaboration Across Disciplines: How Working Together Allows for Self-Growth

Students from the Exceptional Education, Psychology, and Speech-Language Pathology Departments at SUNY Buffalo State worked collaboratively to administer the Ages and Stages Questionnaire to children attending two PDS sites. After participating in this experience students were asked to complete a survey asking them about the ways in which participation potentially aided in their ability to dispel internalized stereotypes, deepen awareness about the challenges of people in their community, and understand the systems that contribute to community issues. This presentation will focus on the results of the survey and help individuals implement transdisciplinary teaching in their own work. In addition, community partner stakeholders who worked on this project will share their viewpoints on partnering with university liaisons.

Katrina Fulcher-Rood, Pamela Schuetze, Kathy Doody,
Session 1, Room D

The Next Generation Learning Standards

The Next Generation Learning Standards are a result of collaborative work across NYS by all stakeholders to ensure that NYS has the best learning standards for all students. Participants will be provided with a high level overview of the guidance, implementation, and resources that pertain to the four core subject areas (math, ELA, science, and social studies) along with updates regarding timelines for assessments. This session will allow for discussion around what districts are doing and what supports are needed for teachers to provide high quality curriculum and instruction to all students.

Elizabeth Freas
Session 1, Room E

Teacher Candidate Perceptions of Seeding a Living Lab and Constructing Indigenous Knowledge

In the fall of 2016, Mrs. Jill Clark, the principal at A.J. Schmidt Elementary School in the Lake Shore Central School district, was asked by a group of Native American parents if they could plant a community garden behind the school that grew the Three Sisters (corns, bean and squash) and other plants. Buffalo State's Professional Development Consortium funded the garden, which was to be completed in three phases. Phase 1 of the project occurred in the summer of 2017; in this phase raised-bed gardens were built and life science units were developed by Dr. Shively and his graduate and undergraduate science methods students. Phase 2 was completed during the 2017-2018 academic school year. In this phase, Buffalo State teacher candidates, who took EDU 671 and EDU 313 with Dr. Shively, participated in the life science units as students and critiqued the units as future science teachers. In this presentation, four of those Buffalo State teacher candidates will provide their perceptions of a 1st grade science unit called the *Structure and Function of Corn Leaves*. These future teachers will describe how the unit was organized with Google Slides; they will explain how the science unit aligns with Next Generation Science practices for 1st graders; and finally, they will explain how they dramatized the function of a leaf using videos recorded at Tift Farm Nature Preserve located in Buffalo, NY.

Sara Gearhart, Rachael Strowger, Tyler Boehm, Christopher Shively
Session 1; Wright Room



Concurrent Session 2 Descriptions 10:20-11:05

Developing and Implementing a STEAM Summer Camp for Grades 5 - 12

This presentation will describe the process of developing and implementing a STEAM camp for students in Salamanca Middle and High School from idea to implementation. Participants will see descriptions of the mini-STEAM camps and images of students' products.

Aaron Straus
Session 2, Richardson Room

Fredonia State/Erie 2 BOCES Junior Year Collaborative Clinical Experience

Presenters will describe the development, implementation, and outcomes of the four-year partnership between Fredonia State and Erie 2 BOCES. The presentation will include a detailed account of the field-based requirements, the on-site teaching arrangement, and course requirements. Juniors spend approximately 10-12 weeks in a BOCES special education setting. Within that setting, students have opportunities to observe special education teachers and other related service personnel as they work with students with various identified disabilities. Adaptions, lessons learned, and future endeavors will be reviewed.

Laura Geraci, Debra Karpinske-Keyser, Jack Dugan, Aaron Delcamp
Session 2, Room A

Encouraging Home-school Engagement: How Teacher Candidates Facilitate Learning at the Buffalo State College Child Care Center's Family Fun Night

Every year, the Buffalo State Child Care Center hosts a Family Fun Night for children and families of the Center. As part of our PDS partnership, instructors and teacher candidates within the Elementary Education/Reading and Exceptional Education departments participated in the creation of educationally-appropriate learning activities and instructions for children and their families to enjoy while at the Event, and also to take home for future use. This presentation will provide an overview of the project, along with information to assist others in the planning of a similar event. Project implications and suggestions for further events will also be discussed.

Kathy R. Doody, Patricia George
Session 2, Room B

Integrated Co-teaching a Coordinated Collaborative Service Delivery Model

This Junior High school team at Global Concepts Charter School will discuss the why and how of their journey to implement co-teaching and cooperative learning with a focus on a coordinated approach to delivering services for students receiving both English as a New Language (ENL) and special education services.

Jack Turner, Mary Lawrence, Peter Wlosinski, Sakeena Saleh
Session 2, Room C



Concurrent Session 2 Descriptions 10:20-11:05

Building a Better Understanding of Engagement

The term "engagement" is widely used in the field of education, but what does it mean and what are students and teachers doing when learning is engaging? Heather Lyon, the Assistant Superintendent for Curriculum, Instruction, and Technology in Lew-Port will present an Engagement Framework and discuss some specific examples of the implications of this Framework on students. Participants will leave with improved knowledge that they will be able to immediately apply to their own classroom and use with their own students.

Heather Lyon
Session 2, Room D

Advocacy for Teachers and Teacher Education

Keeping informed about P-12 and teacher education policy agendas and advocating for students and the profession is important work. Anyone can play a role. Students, faculty, and education professionals can work together to communicate with policy-makers and ensure that the voices of educators are heard before policy decisions are made. In this workshop we'll consider current education policy issues and discuss ways educators and students can get more involved to make a difference. We'll highlight the role of the NYS Education Department, Board of Regents, legislators, and SUNY in developing policy initiatives and making decisions that impact the teaching profession and teacher preparation in NYS.

Jamie Dangler
Session 2, Room E

Community Academic Center School-based Partnerships

The Community Academic Center (CAC) in Buffalo State's Educational Pipeline Initiative Office, provides reciprocal learning opportunities for Buffalo State students and community members. Partnerships with Buffalo Public Schools have been integral to the success of CAC educational programs including Buffalo Beginnings and Adult ESL and Citizenship Classes. In this presentation we will share an overview of CAC partnership relationships and development strategies.

Maureen McCarthy, Win Min Thant
Session 2, Wright Room



Concurrent Session 3 Descriptions 11:15-12:00

Physics for Refugee Children: Local Schools and University Teacher Preparation Programs Collaborate on STEM Education Outreach in Cologne, Germany

As part of German Welcome Culture efforts supporting international refugees in Cologne, the German Physical Society works with the University of Cologne Institute for Physics Pedagogy to sponsor physics for refugee children at both the Köln Stadt Gymnasium at Thusneldastraße (a Cologne Jr-Sr High School) and the Red Cross Boltensternstraße refugee transitional housing center. The university and gymnasium supply a wide range of volunteer instructional personnel and assistants who conduct weekly physics classes at both sites. The Physics for Refugees curriculum is attractive, materials-based, hands-on, phenomenological and nonmathematical, with all supplies provided. These include both specifically-designed activities for refugee children to Germany, and activities adapted from efforts for homeless street children in Medellin and Copacabana, Columbia. Activities are intended to engage students who have interrupted formal education, to drive student language development and cooperative skills, and to help children transition to more standard school instruction. This session will report and discuss Spring 2018 Cologne activities, including lessons learned for those wishing to work with similar children.

Dan MacIsaac
Session 3, Richardson Room

I Know This - Early Stress Changes Biology and Challenges Learning

Children are born with brains and bodies naturally wired for relationships and learning. All of this changes with an early life of toxic stress, adverse childhood experiences that reshape the child. A review and discussion of the Kaiser Permanente ACEs study (Filetti and Anda) with resulting implications for your classroom and teaching.

Kate Dust, Wendy McLeish
Session 3, Room B



Concurrent Session 3 Descriptions 11:15-12:00

Collaborative Engagement to Support K-8 Students at International School #45 through After-School Programming

Engaging multiple stakeholders in after school programs supports the academic achievement, as well as social emotional and wellness outcomes for P-12 students. Three factors have been identified as critical to achieving positive youth outcomes in after school programming: (1) Access to and sustained participation in the program, (2) Quality programming and staffing, and (3) Strong partnerships among the program and other places where students are learning (school, home and community).

This session will outline and discuss the challenges and success of the Learning Together and Changing Lives After School Program as it seeks to include these three critical factors in its design, implementation and continuous improvement. The session will focus mainly on factor number three and describing how the partnerships are used to support K-8 students at International School #45.

Lynn Piccirillo, Diantha Watts, Keisha Brandy, Kadian Henry, Marisa Clark, Nicholalita Rodriguez, Marla Walters
Session 3, Room C

Neurotruths and Neuromyths in Education

Evidence-based neuroscience principles of learning and those related to socioemotional and cognitive development of children at all ages will be discussed. Information about neuroscience myths and education fads sometimes used in instruction, with ideas for alternate classroom methods to use instead, will be offered.

Reva Fish
Session 3, Room D

Accessing, Interpreting and Addressing School-wide Student Performance on NYS Assessments

The presentation will focus on accessing aggregate student performance data by school, by subject, by grade level, and by year. This data can be shared with pre-service candidates and used to enable them to prepare to address student needs more directly and more appropriately. The data that will be used is all publicly available; there is no risk of inadvertently violating FERPA regulations. This session will be appropriate for all PK-12 teachers as well as education faculty.

Joe Zawicki, Tiffany Fuzak
Session 3, Room E

Forget the Way the World is! Counter-Storytelling through Poetry

This session will demonstrate how to develop a Critical Race Literacy approach to writing that engages urban youth in writing critically conscious counter-stories. Local area codes are the basis for a micro-poetic structure that addresses racism and other forms of oppression and potential solutions. The discussion will highlight the reading and writing exercises used to organize and address the five tenets of Critical Race Theory and their use in the classroom.

Gliset Colón, Jevon Hunter
Session 3, Wright Room



Concurrent Session 4 Descriptions 12:10-12:55

Rocket Math Power!

A partnership between Buffalo State and West Seneca East High School created the venue teacher candidates to work with pre-calculus and algebra students and their teachers over the course of a semester. To make the mathematics more 'hands on' and relatable, a rocket project exploring 3D space and parametric equations was created allowing high school students to launch rockets, collect pertinent data and calculate the apogee and the associated parametric equations describing the rocket's path. Come learn of the partnership, the project and the mathematics explored.

Jody Magner, Kristen McCabe, Kelly Rodriguez, Hannah Harshberger
Session 4, Richardson Room

I Will Do This - Build Resilience

Resilience is the ability to "Bounce Back" (Devereaux Center for Resilient Children). We will explore five protective framework strategies to engage children in meaningful, successful learning experiences. Creating an informed, supportive classroom community responds to your knowledge of the whole child and their path to individual, social and academic success.

Kate Dust, Wendy McLeish
Session 4, Room A

Developing a Bilingual Teacher Education Program

In order to be a certified Bilingual Teacher in New York State, you must obtain your bilingual extension. Bilingual education service providers must hold a New York State teaching certificate with a bilingual education extension to that certificate. This session will demonstrate how collaboration between a local school district, school of education, and teacher certification office can lead to the development of a quality bilingual teacher education program. This extension will support bilingual teachers to work with English language learners with and without disabilities in both monolingual and bilingual (Spanish-English) settings.

Gliset Colón
Session 4, Room B



Concurrent Session 4 Descriptions 12:10-12:55

Principles of Classroom Leadership for Teacher Candidates

This session will highlight the work being done with teacher candidates to build an awareness of and the skills needed to create a leadership environment in the classroom. Components of The 7 Habits of Highly Effective People and The Leader in Me will be highlighted. Samples of the activities used with teacher candidates will be presented. The session is designed for teacher candidates, mentor teachers, and administrators who want to know more about the need for classrooms that embed leadership principles in the daily learning environment.

Thomas McCully, Douglas Regan
Session 4, Room D

Becoming an Active Citizen: Helping Students Move towards Social Change

Many of our students care deeply about social and environmental issues that affect each of us directly or indirectly. Helping your students become active citizens and move from caring to action can be a transformative process. Participants in this interactive workshop will explore social issues, identify opportunities to engage for change around those social issues, and learn strategies for helping to facilitate others' exploration of active citizenship.

Laura Hill Rao & student members of the Civic Leadership Board
Session 4, Wright Room



PDS Consortium Members/Participants Past and Present

Alden	BPS #97, Harvey Austin	Ken-Ton	North Tonawanda
Alden Intermediate School	BPS #99, Makowski ECC	Charter School for Applied Tech.	Drake Elementary
Alden Primary School	BPS #198 International Preparatory School	Edison Elementary	Meadow Elementary
Amherst	BPS #204 Lafayette High School	Franklin Elementary	Ohio Elementary
Windermere Blvd. Elementary School	BPS #207 Lafayette International Community School	Hamilton Elementary	Spruce Elementary
Barker	Buffalo United Charter School	Holmes Elementary	Orchard Park
Pratt Elementary School	Enterprise Charter School	Hoover Elementary	Eggert Elementary
Batavia	Health Sciences Charter School	Jefferson Elementary	Rochester
Jackson Primary School	King Center Charter School	Lindbergh Elementary	Eugenio Maria de Hostos Charter School
Buffalo	Pinnacle Charter School	Roosevelt Elementary	Henry Hudson School #28
BPS #17, Early Childhood Center	Tapestry Charter School	Saint Amelia School	Pinnacle School #35
BPS #18, Pantoja Community School	West Buffalo Charter School	Lake Shore	Springville
BPS #19, Native American Academy	Westminster Community Charter School	A. J. Schmidt Elementary	Colden Elementary
BPS #27, Hillery Park	WNY Maritime Charter School	Lancaster	Springville Elementary
BPS #30, Frank Sedita Academy	Cheektowaga	Como Park Elementary	Starpoint
BPS #32, Bennett Park Montessori	Cheektowaga Middle School	Court Street Elementary	Fricano Elementary
BPS #33, Bilingual Center	Union East Elementary	Hillview Elementary	Regan Intermediate
BPS #39, Martin Luther King	Cheektowaga-Sloan	Sciole Elementary	Sweet Home
BPS #43, Lovejoy Discovery	John F Kennedy Middle School	William Street Elementary	Maplemere Elementary School
BPS #45, International School	Clarence	Lockport	Tonawanda
BPS #54, George Blackman	Clarence Middle School	Southard Elementary	Fletcher Elementary
BPS #59, Drew Science Magnet, BSM	Harris Hill Elementary School	Upson Elementary	Mullen Elementary
BPS #61, Arthur O. Eve	Ledgeview Elementary School	Maryvale	St. Christopher's School
BPS #64, Frederick Law Olmsted	Sheridan Hill Elementary School	Maryvale Primary	West Seneca
BPS #65, Roosevelt ECC	Depew	Maryvale Intermediate School	Northwood Elementary
BPS #66, North Park Academy	East Aurora	New York City	Potters Road Elementary
BPS #67, Discovery School	Parkdale Elementary	PS 33 Chelsea Prep	West Elementary
BPS #72, Lorraine Academy	Frontier	PS 51 Elias Howe School	West Middle
BPS #76, Badillo Bilingual Academy	Big Tree Elementary	Niagara Falls	Winchester Elementary School
BPS #79 Grabiarez	Pinehurst Elementary	Abate Elementary	West Seneca East High School
BPS #81	Grand Island	Hyde Park Elementary	Williamsville
BPS #82, Early Childhood Center	Huth Road Elementary	Henry J. Kalfas Elementary	Country Parkway Elementary
BPS #89, Lydia T. Wright	Kaegebein Elementary	Mann Elementary	Dodge Elementary
BPS #90, Drew Science Magnet	Sidway Elementary	Niagara Street Elementary	Heim Elementary
BPS #93, Southside Elementary	Holland	Niagara Charter School	St. Gregory the Great School
BPS #94, West Hertel	Harold O. Brumsted Elementary	Niagara Wheatfield	Wilson
BPS #95, Waterfront Elementary School		Colonial Village Elementary	Marks Elementary
		Errick Road Elementary	
		West Street Elementary	



Opportunities for Teacher Candidates

Student Council for Exceptional Children: Buffalo State chapter of a national organization that promotes development and experience in the field of special education. The group meets 3-4 times monthly and is open to all Buffalo State students.

- For more information, email buffalostatesccec@buffalostate.edu

Best Buddies: Provides opportunities for college students to be matched in a one-to-one friendship with individuals who have intellectual disabilities. Meetings and events bring together participants to have fun, socialize, eat, network, learn from each other, and organize outings.

- For more information, email bestbuddiesbsc@gmail.com

Future Teachers Club: A new club that will bring all the education departments together (Early Childhood, Elementary, Exceptional, Art, CTE, Music, and all Secondary programs) and create a community of education students that can come together in a fun and assistive way. This is a teacher candidate/student led club which will allow the members involved in the club to direct what they want to do and what is important for them to experience within the educational community.

- For more information, email bscfutureteachersclub@gmail.com

Kappa Delta Pi (KDP) Honor Society: Buffalo State chapter of an international organization to foster excellence in education and promote fellowship among those dedicated to teaching. Membership is by invitation based on scholastic achievement.

- For more information, connect on Twitter [@BufaloStateKDP](https://twitter.com/BufaloStateKDP)

PDS Mission Statement

The Professional Development Schools (PDS) partnership between the Teacher Education Unit at SUNY Buffalo State and participating schools and community agencies is a collaborative effort. The partnership is dedicated to college faculty, school administrators, practicing teachers, and teacher candidates exploring effective practices to:

- (1) mentor teacher candidates and provide close connections to authentic classroom practice;
- (2) promote shared professional development for all constituents;
- (3) impact student learning; and
- (4) research and share innovative and best educational practices.



