



BUFFALO STATE
The State University of New York

25th Annual Conference of the
Professional Development Schools (PDS)
Consortium

Friday, September 27, 2019
Buffalo Grand 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, Alhassa Susso 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
#pdsconference2019



Alhassa Susso



Alhassan Susso is an educator, author and speaker who has devoted his career to transforming the lives of young people facing difficulties. An immigrant from West Africa, Alhassan came to America as a poor teenager coping with a rare eye disease with gradual vision loss which he still copes with as a teacher.

Living with this obstacle, Alhassan seeks to expand the worldview of young minds through the development of essential life skills necessary to succeed academically, socially, professionally and economically.

He is the author of a motivational memoir, *The Light of Darkness: The Story of the Griots' Son*, which traces his journey to America as a nearly blind teenager and his trials and triumphs becoming American, while maintaining his deep African roots. This book is now being used in several schools in the U.S. to teach a variety of topics including immigration, overcoming adversities, practicing compassion etc. It also enables teachers to effectively implement his strategies in teaching new immigrant students in their schools.

Alhassan is the 2019 New York State Teacher of the Year. He was also named in 2017 as one of "The Top 50 Outstanding Educators in the World" by the Varkey Foundation's Global Teacher Prize. He is a two-time recipient of Social-Emotional Learning Innovation Award for Teachers by Education First through the Rockefeller Foundation.

Alhassan graduated with honors from the University of Vermont, and received his Masters of Arts in Teaching from Bard College. He currently teaches Government, Economics and Personal Development at the International Community High School in the South Bronx in New York City.



Student Poster Session 7:45-8:15

Our Vision: How do we as Urban educational and community future teachers change the inequalities that affect the academic growth in communities of color?

Presenters: BPS/SUCAB Urban Teacher Academy - Judi Harris, Dr. Theresa Harris-Tigg, Ya Ro Ge, Bryanna Fryer-Alvarez, Mohammed Aden, AAliyah Wales, Kayla Kodick, Amani Jones, J'Kayah Salaam, Faiso Mohamed

Exploring Buffalo's Black Adolescent Identity through their Schooling Experiences

Presenter: Melique Young

Exploring the Potential Stigma Attached to Learning Disabilities in Schools and the Social Outcomes for These Students

Presenter: Haley Hughes

An Inclusive Perspective of a Student with Significant Disabilities in the General Education Classroom

Presenter: Jessica Kubik

Using Wordless Picture Books to Encourage Writing with English Language Learners

Presenter: Nicole Sandretto

Affirming Student Mother Tongues in the International Baccalaureate: A Comparative Study

Presenters: Sarah Danner and Molly Rutter

An Observational Study of Current Speech-Language Pathology Services in Ghana

Presenter: Bryanna Marshall

Top Five Reasons to Submit your edTPA Now!

Presenters: Shannon Budin and Patty Recchio

Tools to Foster Resilience for Burmese Students

Presenter: Rakia Akter



Round Table Sessions 8:45-9:15

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

Room C	Grand Pavilion (outside Room C)	Grand Pavilion (outside Room D/E)	Room E	Room C
Raise your Hand if you Hate Math! Teachers and Math Anxiety	Child Advocacy Studies: Preparing Teachers to Recognize and Address Issues Related to Child Abuse and Neglect	Calling all Buff State Alumni, School & Community Partners & Current Students- Input and Feedback about our Programs Now!	Promoting PDS Language Shifts: From Finding Placements to Developing Mentorships	Giving Back: Using PDS Funds to Benefit Students at JFK Middle School
Dianne McCarthy, Lindsey Brzozowski	Pamela Schuetze	Shannon Budin, Tiffany Fuzak, Julie Henry, Joe Zawicki	Kimberly Rombach	Gretchen Cercone, Mary Leising, Sarah Bandemer
Room C	Room B	Room D	Room A	Room D
Future Teachers Unite	Positive and Effective Interactions with Parents	"Let's give 'em some smoke!:" Using a Culturally Relevant/ Sustaining Curriculum to Support Middle School Youth as Democratic Citizens	Upstanders for Urban School and Community Issues: Our Social Justice Action Project	Beginning with the End in Mind: When To Use the Standards When Planning Instruction
Stephanie Miranda, Kelly Glowny, Karly Glowny, Keli Garas-York, Shayley Casey, Ryleigh Bereson, Clementine Giannada, Carly Cardinal	Molly Marcinelli, Ann LaMancuso	Stephanie Adams, Jevon Hunter	BPS/SUCAB Urban Teacher Academy	Heather Lyon, Nina Calarco



Round Table Sessions 8:45-9:15

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

Raise Your Hand If You Hate Math! Teachers and Math Anxiety

Presenters: Dianne McCarthy and Lindsey Brzozowski; **Room C**

It can be presumed that math anxious teachers have lower expectations for students and teach lower level skills. They may even be a cause of students' math anxiety. We will discuss math anxiety, its causes, and possible solutions for teachers and teacher candidates, so we can all raise our hand that we like math.

Child Advocacy Studies: Preparing Teachers to Recognize and Address Issues Related to Child Abuse and Neglect

Presenters: Pamela Schuetze; **Grand Pavilion (outside Room C)**

SUNY Buffalo State has developed a new certificate program in Child Advocacy Studies. This program focuses on interdisciplinary, ethical, realistic, and culturally sensitive content that provides professionals working with children a foundation for responding to child maltreatment. This round table will provide attendees with information about the program and will also give interested individuals the opportunity to discuss how this program can best meet their needs as teacher candidates, teachers or administrators.

Calling all Buff State Alumni, School & Community Partners & Current Students- Input and Feedback about our Programs Now!

Presenters: Shannon Budin, Tiffany Fuzak, Julie Henry, and Joe Zawicki; **Grand Pavilion (outside Room D/E)**

We need YOU to make our programs even better. Come to share your experiences about program quality and how you were prepared to enter the teaching field. Your feedback on our current program evaluation processes is important and we need to hear from you. Share ideas about innovative ways to prepare teachers and get them ready to serve the students we have today in P-12 settings.

Promoting PDS Language Shifts: From Finding Placements to Developing Mentorships

Presenters: Kimberly Rombach; **Room E**

Throughout the past seven years, SUNY Cortland has worked to establish a PDS with local childcare centers and public schools. This presentation will highlight the stages and experiences of developing a new PDS at SUNY Cortland. Specific focus will be given to the new language shifts that we are promoting as we attempt to move past the placement paradigm and onto the goal of developing mentorships.

Positive and Effective Interactions with Parents

Presenters: Molly Marcinelli and Ann LaMancuso; **Room B**

This roundtable discussion will be facilitated by an elementary school principal and a veteran elementary teacher. We will discuss what is most important to keep in mind when communicating with parents. Strategies will be offered for discussing any number of issues that arise with students in the elementary classroom. Building relationships with parents is essential when it comes to helping a child to achieve their very best.

Future Teachers Unite

Presenter: Stephanie Miranda, Kelly Glowny, Karly Glowny, Keli Garas-York, Shayley Casey, Ryleigh Bereson, Clementine Giannada, and Carly Cardinal; **Room C**

Given the looming local teacher shortage, PDS hopes to reach out to young people at partner schools who might be interested in the teaching field. Recently, the SUNY Buffalo State Future Teachers Club provided a workshop for the National Honor Society students at Tapestry Charter Middle School who help in classrooms at the Lower School. They provided tips and websites to enhance their work with elementary students. Then these students were invited to campus for a taste of college life and workshops related to their own experiences in schools. This session will describe these endeavors and the perspectives of teacher candidates, teachers, and middle school students and provide opportunities for feedback from the audience on how to best support future teachers to help keep the teacher shortage at bay.

Round Table Sessions 8:45-9:15

Beginning with the End in Mind: When To Use the Standards When Planning Instruction

Presenters: Heather Lyon and Nina Calarco; **Room D**

How often do you start your lesson planning process by getting out the standards and examining what the state expects the students to learn? How often do you refer to what the students should have learned in the grade before yours or what they'll need to do in the next grade levels? These are important questions that ensure that our instruction aligns to what the students need to learn. Lewiston-Porter's Dr. Heather Lyon, Assistant Superintendent for Curriculum, Instruction, and Technology, and Nina Calarco, Middle School Math and Innovation Experience teacher, will facilitate a discussion about how the standards can be used to design great learning opportunities for students.

Upstanders for Urban School and Community Issues: Our Social Justice Action Project

Presenters: BPS/SUCAB Urban Teacher Academy - Gliset Colón, Anthony Torres, Gabby Baldwin, Deborah Perez, December Say, and Desire Tubbins; **Room A**

UTA students will share their action project that focused on Urban School and Community Issues. This project is designed to bring awareness, equity and actions to address the issues.

"Let's give 'em some smoke!:" Using a Culturally Relevant/Sustaining Curriculum to Support Middle School Youth as Democratic Citizens

Presenters: Stephanie Adams and Jevon Hunter; **Room D**

Practitioner-scholars who use the salient features from a Cultural Relevant/Sustaining Pedagogical framework consistently argue for the importance of offering students a curricular experience that speaks to their emerging identities as participants in a democratic society. This roundtable presentation illustrates our efforts to implement a curriculum that encourages and supports middle school students as they exercise their voice and assert their identities as active contributors to their own learning and our society. Attendees will view student samples and receive relevant materials for turn-key, classroom use.

Giving Back: Using PDS Funds to Benefit Students at JFK Middle School

Presenters: Gretchen Cercone, Mary Leising, and Sarah Bandemer; **Room C**

With a growing ENL population and a desire to have a culturally competent student body, the ENL teacher at JFK Middle School proposed to offer a cultural awareness day. In order to secure professional presenters from diverse backgrounds, it became clear that this day could be quite costly. A creative use of funds would be necessary, and that is where the PDS came in. We were able to maximize our PDS funds in order to bring in over 10 presenters to engage our students in a mini-conference. Join us to see the list of presenters and how we were able to leverage our partnership with SUNY Buffalo State to make this dream for our students a reality!



Symposium and Concurrent Sessions

Time	Room A	Room B	Room C	Room D	Room E
9:25-10:10	SUNY Buffalo State Resilience Project Symposium Julie Henry, Kate Dust, Jill Clark, Chris Shively, Cynthia McGriff, Kenya Peoples, Astrid Martinez, Rakia Akter	Building a Better Understanding of Engagement Heather Lyon	I'm So Confused about Guided Reading! ~One PDS and their Quest Find to Answers Patricia George, Laurie Naab	"Wakanda Forever!": Black Males, Black Panther, and the Pursuit of Black Literary Excellence in ELA Classrooms Jevon D. Hunter, Melique Young, Jabari Blodget	The SUNY Buffalo State Master's Project: Educational Research from International Schools Around the World Michael Lovorn, Brandon Kawa, Sarah Danner, Molly Rutter, Alejandra Villa, Alysa Perras, Carolina Zuluaga, Angela Patricia Muñoz Vieira
	10:20-11:05	Science Curriculum Options for Grades K-5 David Henry, Michael Jabot, Alayla Henry	How do Mentors have Meaningful Discussions! Shelley Bochicchio Rosemary Arioli	"I got loyalty, got royalty inside my DNA!:" Engaging Urban Youth in Counter-Storytelling Literacy Practices Fatima Morrell, Jevon D. Hunter	The Impact of Internationally Trained Educators on Youth At Risk, including Refugee Population in USA Classrooms Hibajene Shandomo; Karen Amaya, Phylcia Brown, Bryanna Hill, Brittany Miller, Keiayrrah Williams



Concurrent Sessions

Time	Room A	Room B	Room C	Room D	Room E
11:15-12:00	Tools for Building Intercultural Competency Locally, Nationally, and Internationally Raquel Schmidt, Angela Patti, Pixita del Prado Hill, Abigail Booth, Karly Glowny, Kelly Glowny, Kayla Pyc, Carmen Terrell, Krista Van Wagner	Increasing Parent Participation through PDS Partnerships Patricia D. George, Monique Bluford, Kathy R. Doody	Closed to prepare for Keynote Address and lunch	Story-Based Learning: Unlocking the Power of Story in Your School Drew Kahn, Eve Everette	The Leighton-Fitzhugh Learning Community: A Resilient PDS Partnership between SUNY Oswego and Oswego City School District Chris Walsh, Michelle Duffy, Kara Shore, Jennifer Cahill, Michelle McManus, Judith Osetek
	Using PDS Partnerships to Encourage Professional Behaviors in College Students Katrina Fulcher-Rood, Pamela Schuetze, Kathy R. Doody, Monique Bluford, Pixita del Prado Hill	Developing a Collaborative Bilin gual Teacher Education Program Gliset Colón, Alicia Barinas	Closed to prepare for Keynote Address and lunch	Enacting Social Justice through the Practice of Restorative Justice Danielle Lesika, Andrew Hashey, Rakia Akter, Kelly Glowny	Responding to Teacher Shortages: A PDS Initiative Sue McMillen, Carmelina Persico, Jonathan Cervoni, Joe Cantafio, Kennedy Kirby, Madison Coburn, Maeghan Roberts
12:10-12:55					



Symposium Session 1 Descriptions 9:25-11:05

SUNY Buffalo State Resilience Project Symposium

One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior (The National Child Traumatic Stress Network, 2008). Childhood trauma can have a direct and potentially overwhelming impact on a child's ability to learn. We are leveraging the resources of our PDS Consortium to provide opportunities for faculty, P-12 educators and teacher candidates to engage in shared ongoing and reciprocal professional development to learn more about trauma and resilience through The Resilience Project at SUNY Buffalo State. Activities kicked off with a screening of the movie, "Resilience: The Biology of Stress and The Science of Hope," with a speaker from Prevent Child Abuse NY and have continued with local and national speakers. This symposium will share efforts underway at local schools and opportunities to provide input on future directions for this collaborative effort. In Part 1, participants will hear about local activities. In Part 2, participants will be invited to share more about their own work around trauma and resilience and brainstorm ways to build on these shared efforts to impact the development and learning of children who have experienced trauma.

Julie Henry, Kate Dust, Jill Clark, Chris Shively, Cynthia McGriff, Kenya Peoples, Astrid Martinez, Rakia Akter
Session 1 & 2, Room A

Concurrent Session 1 Descriptions 9:25-10:10

Building a Better Understanding of Engagement

Back by popular demand, Heather Lyon, the Assistant Superintendent for Curriculum, Instruction, and Technology in Lew-Port will once again present her Engagement Framework. 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? Participants will hear specific examples of the implications of this Framework on students and leave with improved knowledge that they will be able to immediately apply to their own classroom and use with their own students. Please bring your phone and be prepared to tweet to #engagementreimagined!

Heather Lyon
Session 1, Room B

I'm So Confused about Guided Reading! ~One PDS and their Quest Find to Answers

Definitions of guided reading vary widely among professionals. There are many misconceptions about what guided reading is and about the most effective way to facilitate guided reading groups. Administrators and teachers in the Lancaster Central School District recognized this problem and worked with PDS to continue the conversation about guided reading in order to deliver efficient, effective, high-quality instruction for their students. Join us as we learn about the guided reading model, acknowledge common misconceptions about guided reading, and discover ways to fine-tune instruction to meet the needs of all children.

Patricia George and Laurie Naab
Session 1, Room C



Concurrent Session 1 Descriptions 9:25-10:10

“Wakanda Forever!”: Black Males, Black Panther, and the Pursuit of Black Literary Excellence in ELA Classrooms

Unprecedentedly, Black Panther has captured the imagination of African-American adolescent males and serves as a framework for engaging in critical re/examinations of self, community, civic responsibility, and ethical/moral obligations. In this presentation, attendees will learn from an instructor and two youth participants about ELA activities that draw from Black Panther to ignite/fuel the literary imagination of Black adolescent males. Using Visionary Fiction as a conceptual lens, attendees will learn to use selected literary texts with Black males to leverage their Community Cultural Wealth. Attendees will receive materials & resources.

Jevon D. Hunter, Melique Young, and Jabari Blodget

Session 1, Room D

The SUNY Buffalo State Master's Project: Educational Research from International Schools Around the World

Representatives and affiliates of the International Graduate Program for Educators (IGPE) at SUNY Buffalo State will discuss our unique program design and share results and implications of ongoing campus and community collaborations related to International Professional Development Schools (IPDS). A discussion panel including the IGPE Director, Associate Director, program alumni, IPDS partners, and teacher candidates will summarize steps taken to forge successful IPDS partnerships, delineate advantages of collaborative flexibility, and suggest pitfalls to avoid during all phases of partnership development. Throughout the session, participants will be engaged in a reflective, multi-lens analysis of our unique graduate program, the scope and design of IPDS partnerships, and the future of these critical collaborations.

Michael Lovorn, Brandon Kawa, Sarah Danner, Molly Rutter, Alejandra Villa, Alys Perreras, Carolina Zuluaga, and Angela Patricia Muñoz Vieira

Session 1, Room E



Concurrent Session 2 Descriptions 10:20-11:05

The Impact of Internationally Trained Educators on Youth At Risk, including Refugee Population in the USA Classrooms

This presentation will highlight the impact of internationally trained educators on Youth at Risk, including Refugee populations in USA classrooms. The Zambia experience provided teacher candidates the opportunity for a meaningful experience in a different culture to expand their cross-cultural understanding. The presenters argue that opportunities to experience cultures other than one's own, such as the cultural immersion experienced during the study abroad in Zambia, improves and enhances intercultural competence among teacher candidates. Intercultural competence results in teacher/ teacher candidates' ability to communicate effectively in a culturally pluralistic classroom.

Hibajene Shandomo, Karen Amaya, Phylcia Brown, Bryanna Hill, Brittany Miller, and Keiayrrah Williams
Session 2, Room E

"I got loyalty, got royalty inside my DNA!:" Engaging Urban Youth in Counter-Storytelling Literacy Practices

Critical practitioner-researchers working at the intersection of criticality, educational justice, and youth identity development regularly advocate for providing urban adolescents with rich literary experiences that blend texts with the lived realities of our young people. Grounded in a Cultural Relevant/Sustaining Pedagogical framework, this interactive presentation shares insights from using activities that engage urban youth in counter-storytelling literacy practices designed to challenge deficit narratives of our young people and assist them in asserting their educational dignity. Attendees will receive materials, reading lists, sample texts, and other resources.

Fatima Morrell and Jevon D. Hunter
Session 2, Room D

Science Curriculum Options for Grades K-5

We will discuss some of the available science curriculum for the new NYSSLS standards. Several local schools are designing their own teaching materials or using curriculum from National Geographic, Smithsonian, and Amplify. We will discuss the pros and cons of these options and have samples of these programs to explore.

David Henry, Michael Jabot, and Alayla Henry
Session 2, Room B

Mentoring the Mentors

There are two different types of issues that a student teacher can be having; professionalism issues or growth issues. Each of these issues should be dealt with differently. Professionalism issues need to be dealt with promptly and directly. Growth issues are concerns that are better worked out collaboratively with the student teacher.

Shelley Bochicchio and Rosemary Arioli
Session 2, Room C



Concurrent Session 3 Descriptions 11:15-12:00

Tools for Building Intercultural Competency Locally, Nationally, and Internationally

To assess the development of intercultural competency among International Professional Development Schools (IPDS) participants, the 2019 IPDS Chile exchange program piloted the use of the Intercultural Knowledge and Competency Value Rubric from the Association of American Colleges and Universities (2010). SUNY Buffalo State and Universidad Mayor (from Santiago, Chile) teacher candidates used the tool to self-assess through structured reflection, and faculty utilized the instrument to determine candidate development resulting from travel. The tool and results of the assessment will be shared. Student participants will provide examples of growth, and faculty will facilitate discussion about how the tool might be used for local, national, and international clinically rich practice.

Raquel Schmidt, Angela Patti, Pixita del Prado Hill, Abigail Booth, Karly Glowny, Kelly Glowny, Kayla Pyc, Carmen Terrell, and Krista Van Wagner

Session 3, Room A

Increasing Parent Participation through PDS Partnerships

Faculty from Elementary Education/Reading and Exceptional Education partnered to create programs and opportunities to increase parental participation and active engagement in their child's education. Through opportunities made possible by PDS Mini-Grants, programs were established to promote literacy and hands-on, engaged learning while involving parents in the educational process and providing tools and supports for them to become their child's primary teacher. Photos and videos of adorable children will be shared!

Patty D. George, Monique Bluford, and Kathy R. Doody

Session 3, Room B



Concurrent Session 3 Descriptions 11:15-12:00

Story-Based Learning: Unlocking the Power of Story in Your School

SUNY Buffalo State's Anne Frank Project uses story as a vehicle for community-building, conflict resolution, and identity exploration in local, national, and international schools. In this kinesthetic workshop, AFP will demonstrate how Story-Based Learning (SBL) pedagogy activates classroom curriculum and develops classroom culture. We will share how SBL is proving to be an essential tool for enriching students' academic experiences and socio-emotional well-being.

Drew Kahn and Eve Everette

Session 3, Room D

The Leighton-Fitzhugh Learning Community: A Resilient PDS Partnership between SUNY Oswego and Oswego City School District

Session Description: Participants at this session will engage in a sharing of challenges and successes as we introduce the Leighton-Fitzhugh Learning Community, a unique teaching and learning partnership between the Oswego City School District and SUNY Oswego, now in its third year. We will describe our collaborative systems for:

- making clinically rich field placements;
- designing, delivering, and assessing on-going pre-service and in-service professional development;
- maintaining a shared college classroom within the elementary school;
- addressing (and bouncing back from) sticky situations.

Chris Walsh, Michelle Duffy, Kara Shore, Jennifer Cahill, Michelle McManus, Judith Osetek

Session 3, Room E



Concurrent Session 4 Descriptions 12:10-12:55

Using PDS Partnerships to Encourage Professional Behaviors in College Students

College students from Speech-Language Pathology, Psychology, and Exceptional Education were placed into transdisciplinary teams to conduct early childhood developmental screenings in two PDS partner sites. Instructors used this opportunity to address the professional behavior of the students and stress the importance of appropriate communication, collaboration, dress, and conduct while on site. Strategies to teach students these critical skills included the creation of a professional handbook, dress code suggestions, peer mentoring, and pre-collaboration surveys assessing individual communication styles. Post-project, feedback was provided to faculty by PDS partner administrators to inform and enhance future partnerships.

Katrina Fulcher-Rood, Pamela Schuetze, Kathy R. Doody, Monique Bluford, and Pixita del Prado Hill
Session 4, Room A

Developing a Collaborative 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 bilingual teachers to work with English language learners with and without disabilities in both monolingual and bilingual (Spanish-English) settings.

Gliset Colón and Alicia Barinas
Session 4, Room B



Concurrent Session 4 Descriptions 12:10-12:55

Enacting Social Justice through the Practice of Restorative Justice

Sophia's Legacy Project is a Buffalo State summer institute designed to help K-12 educators build their capacity to teach and enact social justice in their classrooms and schools. The project draws inspiration from the story of Sophia Veffer, a Holocaust survivor and classmate of Anne Frank, and combines first-hand testimony from Holocaust and genocide survivors, co-creation of social justice curriculum and materials, and collaborative planning with school leaders about how to apply these ideas in ways that are relevant to schools' existing culture. This session will highlight the presenters' experience applying ideas from Sophia's Legacy Project into a local school during Year 1 of the implementation, focusing on the school's restorative justice practices as a means to promote social justice. At the conclusion of the session, participants will be able to describe best practices in restorative justice, describe key components of impactful social justice curricula, and identify starting points for infusing social justice teaching into their own work with students.

Danielle Lesika, Andrew Hashey, Rakia Akter, and Kelly Glowny

Session 4, Room D

Responding to Teacher Shortages: A PDS Initiative

The Developing Future Teachers (DeFT) Fellowship program offers teacher candidates a combination of substitute teaching and other instructional experiences, such as working with small groups, providing academic support, and providing enrichment. The DeFT program provides additional substitute teachers and builds connections between districts and teacher candidates. Learn about the program's impact from district personnel. Hear from DeFT fellows about their experiences, mentoring, and professional growth.

Sue McMillen, Carmelina Persico, Jonathan Cervoni, Joe Cantafio, Kennedy Kirby, Madison Coburn, Maeghan Roberts
Session 4, Room E



PDS Consortium Members/Participants Past and Present

Alden	BPS #198 International Preparatory School	Holmes Elementary	Orchard Park
Alden Intermediate School	BPS #207 Lafayette International	Hoover Elementary	Eggert Elementary
Alden Primary School	Community School	Jefferson Elementary	Rochester
Amherst	Buffalo United Charter School	Lindbergh Elementary	Eugenio Maria de Hostos Charter School
Windermere Blvd. Elementary School	Enterprise Charter School	Roosevelt Elementary	Henry Hudson School #28
Barker	Health Sciences Charter School	Saint Amelia School	Pinnacle School #35
Pratt Elementary School	King Center Charter School	Lake Shore	Springville
Batavia	Tapestry Charter School	A. J. Schmidt Elementary	Colden Elementary
Jackson Primary School	West Buffalo Charter School	Lancaster	Springville Elementary
Buffalo	Westminster Community Charter School	Como Park Elementary	Starpoint
BPS #17, Early Childhood Center	WNY Maritime Charter School	Court Street Elementary	Fricano Elementary
BPS #18, Pantoja Community School	Cheektowaga	Hillview Elementary	Regan Intermediate
BPS #19, Native American Academy	Cheektowaga Middle/High School	Sciole Elementary	Sweet Home
BPS #27, Hillery Park	Union East Elementary	William Street Elementary	Maplemere Elementary School
BPS #30, Frank Sedita Academy	Cheektowaga-Sloan	Lockport	Tonawanda
BPS #32, Bennett Park Montessorri	John F Kennedy Middle School	Southard Elementary	Fletcher Elementary
BPS #33, Bilingual Center	Clarence	Upson Elementary	Mullen Elementary
BPS #43, Lovejoy Discovery	Clarence Middle School	Maryvale	St. Christopher's School
BPS #45, International School	Harris Hill Elementary School	Maryvale Primary	West Seneca
BPS #50 North Park Community School	Ledgeview Elementary School	Maryvale Intermediate School	Northwood Elementary
BPS #54, George Blackman	Sheridan Hill Elementary School	New York City	Potters Road Elementary
BPS #59, Drew Science Magnet, BSM	Depew	PS 33 Chelsea Prep	West Elementary
BPS #61, Arthur O. Eve	Cayuga Heights Elementary	PS 51 Elias Howe School	West Middle
BPS #64, Frederick Law Olmsted	Depew Middle/High School	Niagara Falls	Winchester Elementary School
BPS #65, Roosevelt ECC	East Aurora	Abate Elementary	West Seneca East High School
BPS #66, North Park Academy	Parkdale Elementary	Geraldine J. Mann Elementary	Williamsville
BPS #67, Discovery School	Frontier	Hyde Park Elementary	Country Parkway Elementary
BPS #72, Lorraine Academy	Big Tree Elementary	Henry J. Kalfas Elementary	Dodge Elementary
BPS #74 Hamlin Park	Pinehurst Elementary	Mann Elementary	Heim Elementary
BPS #76, Badillo Bilingual Academy	Grand Island	Niagara Street Elementary	St. Gregory the Great School
BPS #79 Grabiarz	Huth Road Elementary	Niagara Charter School	Wilson
BPS #81	Kaegebein Elementary	Niagara Wheatfield	Marks Elementary
BPS #82, Early Childhood Center	Sidway Elementary	Colonial Village Elementary	International Partners (IPDS)
BPS #89, Lydia T. Wright	Holland	Errick Road Elementary	Universidad Mayor , Chile
BPS #90, Drew Science Magnet	Harold O. Brumsted Elementary	West Street Elementary	Columbus School, Colombia
BPS #93, Southside Elementary	Ken-Ton	North Tonawanda	3 Mariposas Montessori , Dom. Republic
BPS #94, West Hertel	Charter School for Applied Tech.	Drake Elementary	Staatliches Seminar, Germany
BPS #95, Waterfront Elementary School	Edison Elementary	Meadow Elementary	Moriah School, Honduras
BPS #97, Harvey Austin	Franklin Elementary	Ohio Elementary	International School of Siena, Italy
BPS #99, Makowski ECC	Hamilton Elementary	Spruce Elementary	San Giovanni Bosco , Italy
			Libala Basic School, Zambia

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 buffalostatesscec@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, email henryjj@buffalostate.edu

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.



The PDS Conference is celebrating its 25th year!

Leslie Day conceived of the first PDS “Retreat” which was held in 1994. Today the SUNY Buffalo State PDS Consortium welcomes 275 participants to its annual conference. PDS is proud to partner with approximately 100 school/community partners and maintain about 45 signed agreements each semester in Western NY, NYC, Houston/Aldine, and across five continents.

What else was happening in 1994?

- Nelson Mandela elected President of South Africa
- Oscar winner for best picture: *Schindler’s List* directed by Steven Spielberg
- Grammy song of the year: *Streets of Philadelphia* by Bruce Springsteen
- Billboard’s #1 song: *The Sign* by Ace of Base
- The sitcom, *Friends*, debuts
- The Dallas Cowboys won the Superbowl (the Bills had a 7-9 record)
- The 1994 Winter Olympics were held in Lillehammer, Norway
- Cost of new house **\$119,050.00** Average Income per year **\$37,070.00** Average Monthly Rent **\$533.00** Cost of a gallon of Gas **\$1.09** Movie Ticket **\$4.08** Average cost of new car **\$12,350.00** Loaf of Bread **\$1.59** Dozen Eggs **86 cents**
- Most popular toy: The Mighty Morphin Power Rangers
- Yahoo and Amazon were founded
- Facebook (2004), Twitter (2006), and Instagram (2010) did not yet exist
- Whiteboards found their way into U.S. classrooms in increasing numbers and began to replace the blackboard
- The Improving America's Schools Act (IASA) was signed into law by President Bill Clinton on January 25th. It reauthorized the ESEA of 1965 and included reforms for Title I; increased funding for bilingual and immigrant education; and provisions for public charter schools, drop-out prevention, and educational technology.

