



PDS CONFERENCE

OCTOBER 4, 2024

CONFERENCE OVERVIEW

7:45 AM - 8:00 AM	Breakfast	Social Hall
8:00 AM - 8:30 AM	Welcome, Updates, Awards	Social Hall
8:30 AM - 9:00 AM	Poster Session	Social Hall
9:00 AM - 10:00 AM	Session #1 Paired Concurrent Presentations	Assembly/Social Halls
10:00 AM - 10:15 AM	Coffee Break / Transition	Social Hall
10:15 AM - 11:15 AM	Session #2 Paired Concurrent Presentations	Assembly/Social Halls
11:15 AM - 11:30 AM	Lunch	Social Hall
11:30 AM - 12:30 PM	Keynote Address: 2024 NYS Teacher of the Year	Social Hall

7:45 AM – 8:00 AM | BREAKFAST | SOCIAL HALL

Relax and enjoy a full breakfast while connecting with colleagues and peers!

8:00 AM – 8:30 AM | WELCOME | SOCIAL HALL

Thank you for attending the annual PDS Conference! We begin today with a welcome from the School of Education Office of the Dean followed by general updates and the presentations of this year's award winners.

8:30 AM - 9:00 AM | POSTER SESSION | SOCIAL HALL

Calling all Classroom Teachers & School Leaders: Feedback on Teacher Performance Assessment Needed

Shannon Budin

As we enter year 2 of the implementing the Buffalo State Teacher Performance Assessment we need your input. If you are a classroom teacher please stop by our poster to provide feedback on what are the most important knowledge and skill areas for future teachers. Help us review the TPA and see how it aligns to the important work of every day teachers. All grade levels and content areas welcome to give feedback. You can scan the QR code to complete a quick survey or stay and have a chat with us. Your input is very valuable!

Learn about the Buffalo Teacher Resource Center!

Molly Eldridge

The BTRC (Buffalo Teacher Resource Center) has been a viable and effective influence in the Buffalo Public School district since 1978. The programs and services offered respond to the needs of teachers and students. The courses evolve from needs assessments, teacher requests and the leadership of the Teacher Center Policy Board. The Center offers professional development, conference opportunities and a workroom. The BTRC would like to build a collaboration with Buffalo State University to build, support and enhance the experiences of per-service and in-service teachers.

From Costa Rica to Career and the Impact of an IPDS Program

Janinna Farragher, Anna Puchalski, Tyra Quicksey, Selen Yucel

Tamara Horstman-Riphahn, Angela Patti, Pamela Schuetze

In spring and summer of 2024, the inaugural cohort of students participated in the International Professional Development Schools (IPDS) Costa Rica Program, which included a full-semester spring course followed by a 2-week travel and service-learning experience in Costa Rica. Through this poster, the faculty program leaders will provide an overview of the program, and education student participants will share their reflections on how they anticipate this program is going to impact their individual career paths.

POSTER CLUSTER: IPDS SIENA STUDENT TEACHING

Social Emotional Learning Integration in Italian Classrooms

Rachael Blair

This presentation will address how the Italian education system approaches social emotional learning. The research will help identify where schools in the United States flourish or lack in social emotional learning implementation. It will discuss the ways Italian teachers make academic lessons personal and relatable to students in efficient ways that might not be used in the U.S. It will compare techniques that both systems use that are beneficial, and techniques that U.S. school systems use that Italian school systems may benefit from. The poster will reflect on our own system and comparing it to another will help the American school system's advance in their incorporation of SEL.

Career Exploration Opportunities for Diploma Program Students

Kelsey Chubb

This study will examine the differences between U.S. school systems at the high school level to the International Baccalaureate Diploma Program in Siena, Italy. The poster will share information about student exposure to information on career clusters, future job options, and life pathways as well as the differences in career exploration offered to American high school students through business curriculum relative to opportunities and pathways to university given to students at the DP level at an IB school.

Benefits of Fostering a Multicultural Classroom Community

Natalie Gang

This study is based on an eight-week student teaching placement at the International School of Siena in Siena, Italy. This presentation focuses on the positive impact of fostering a multicultural classroom community. The poster presentation will discuss how multiple cultures and student backgrounds are integrated into the classroom as well as the benefits of incorporating the whole student.

The Impact of Extracurricular Activities on Academics

McCartney Geartz

This research focuses on the impact that extracurricular activities have on academics and how that applies to the engagement of students in an academic setting. This research shows how students involved in sports, afterschool clubs, arts and music hobbies work to create stronger academic gains such as team building, real world connections, attendance and overall better focus and drive to succeed. By examining a diverse group of students while teaching at the International School of Siena, this topic came to life through the observation of many different ages and interests in extracurricular activities. These findings suggest that personal growth can be gained through extracurriculars in an academic setting as a positive contribution to a student's academic growth.

Teaching History at an International School with a Diverse Student Body

Oriane Simon

This research is dedicated to seeing and understanding how the history curriculum was taught at a school where students from all over the world come to learn. It was important to see how the history was presented in the International Baccalaureate Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP).

9:00 AM – 10:00 AM | SESSION 1 PAIRED CONCURRENT PRESENTATIONS

ASSEMBLY HALL SOUTH

Nurturing an International Education Partnership between Buffalo State and the University of Zambia *Andrew Hashey, Mary Lavin, Mwansa Mukalula Kalumbi, Sitwe Benson Mkandawire, Gabriel Walubita*

As new members in a longstanding IPDS partnership between Buffalo State and the University of Zambia, faculty from both institutions will provide an overview of their summer 2023 collaboration when the University of Zambia hosted a delegation of 13 BSU students and faculty. Key activities and takeaways from both faculty and student perspectives will be highlighted. University of Zambia faculty and Buffalo State faculty and students will share what's in store for the next iteration of this partnership as they prepare for a summer 2025 visit from Buffalo State.

Analyzing the Education Systems in Selected African Countries: Structure, Policies, Financing, and Administration *Sitwe Benson Mkandawire, Gabriel Walubita, Mwansa Mukalula Kalumbi*

This presentation analyzes the education systems of selected countries in Africa. The paper compares structure, policies, financing and administration. We resolve that the education system in Africa generally starts with early childhood education and proceeds to primary, secondary or high school and end with tertiary education. We will highlight both current trends as well as the future directions of the educational systems in these countries.

ASSEMBLY HALL NORTH

A Phenomenon Driven Example of Computational Thinking | *Mike Jabot*

This session shares an example of how student driven inquiry can feed Computational Thinking, which will take participants through the process of engaging students in the process of authentic scientific investigation which is then analyzed and shared.

Using the Principles of Building Thinking Classrooms to Make Math Fun for Teachers and Learners | *Dianne McCarthy*

This session includes an overview of the principles of Building Thinking Classrooms and ways to use this to make math fun for teachers and learners. I will share tasks and websites to help build a fun, thinking math class.

SOCIAL HALL

A Mentor Academy Supports Teacher Professional Growth Throughout the Career Span *Jennifer Reichenberg, Michelle Gallagher, Jonathan Nguyễn, Michelle Moore, Gina Dudkowski*

Presenters will describe a Mentor Academy that is a collaboration between the university and the PDS. The purpose of the Academy is to create mentor facilitators to support schoolwide expert mentoring of methods teacher candidates, student teachers, first year teachers, teachers new to the school, and teachers new to a grade level or other teaching situation. The Mentor Academy meets monthly and is facilitated by a university faculty member and teacher liaison at the school with support from the school administration. Key features of the Academy, scaffolds for implementation, and mentor facilitators' perceptions will be highlighted.

Elevating our Pre-service Teacher Mentors: Providing Effective Professional Learning Opportunities for Mentor Teachers *Lisa Brosnick, Alayla Ende, Dave Henry, Julie Henry, Corinne Kindzierski, Jennifer Reichenberg*

The Science Education and Math Education programs brought mentors to campus for a one-day workshop on improving the mentoring experience. The workshop focused on providing effective mentoring, including working as co-teachers and supporting effective research-based teaching practices. Through this professional development effort, the classrooms where our teacher candidates are placed are becoming more effective for developing the pedagogical content knowledge novice STEM teachers need. This success led to a similar effort by elementary education to provide professional development for the mentors working with the pipeline teacher candidates. Outcomes will be shared. This work was supported by the SUNY Master Teacher Program and a PDS minigrant.

10:15 AM – 11:15 AM | SESSION 2 PAIRED CONCURRENT PRESENTATIONS

ASSEMBLY HALL SOUTH

Improving Individualized Education Plan Effectiveness in Zambian Schools

Gabriel Walubita, Sitwe Benson Mkandawire, Mwansa Mukalula Kalumbi

This study sought to examine the development and implementation of IEPs in Zambian public schools with special education units and the physical infrastructure that supports IEPs. Both mainstream and special education teachers attended a training in IEP development, and later, a team of trainers visited the schools to observe the implementation of IEPs. Findings from this study will be shared, including challenges, successes, and next steps.

Video-based Reflection: A Tool for Pedagogical Growth

Andrew Hashey, Shannon Budin

Reflection is increasingly seen as a vital tool for teacher growth. Presenters will share updates on their SUNY Innovative instructional technology grant (IITG) project that provided faculty professional development to support implementation of video-based reflection into their field-based courses. Results from both faculty and student perspectives will be shared. Presenters will share key features of Vosaic, a popular video-based analysis tool, describe key activities in the next round of the grant, and describe opportunities for faculty and teachers to demo and use Vosaic themselves.

ASSEMBLY HALL NORTH

Using a Class wide Mystery Motivator Intervention to Improve On-Task Behavior During Writer's Workshop: Writing Rockstar! | *Gabriella Loewer, Clare McKeone, Julianna Owczarczak*

This session will describe a class wide intervention called Writing Rockstar that is effective in improving students' on-task behavior during Writer's Workshop. Materials and student outcome data will be shared along with ideas for mystery motivators to use in your classroom.

The Benefits of Using Peer Mentors to Improve the Learning and Outcomes for All Students

Joleen Dimitroff, Maria McGrath

Every student deserves access to an inclusive school environment. Peer mentoring can be an excellent way to improve the academic and social emotional lives of students with and without disabilities. We will describe an innovative model of inclusive peer mentoring used at Cardinal O'Hara High School.

SOCIAL HALL

Increasing Confidence in Teacher Candidates: A Multi-Semester Learning Community Strategy

Jennifer Reichenberg, Michelle Gallagher, Robyn Kuchta, Gina Dudkowski

Explore features of a learning community approach for teacher candidates in a PDS that aims to increase confidence and preparedness of candidates for student teaching and employment through collaboration of multiple stakeholders. Features include special seminars by teachers in the school, collaboration of candidates in early fieldwork with student teachers, and family engagement opportunities during the semesters prior to student teaching. Student teachers co-teach a lesson with a school-based liaison that is observed by a school administrator and conduct a question-and-answer session for candidates in early fieldwork. Details of the approach and preliminary outcomes are provided with opportunities to consider application in your PDS context.

Unpacking Academic and Linguistic Demand | *Elizabeth Kuttesch*

Participants will engage in a structured exploration of the newly released NYSED Academic and Linguistic Demands Framework. This document provides insights into the scaffolds that can be applied to help linguistically and culturally diverse students engage in grade level standards. We will discuss applications of this Framework for a variety of stakeholders, including pre-service teachers, teacher educators, administrators, and in-service teachers.