

Professional Development Schools (PDS) Retreat

September 26, 2008
Erie 1 BOCES

Theme: Response To Intervention (RTI) and Differentiated Instruction

Keynote

RTI-Response to Intervention

Theresa Janczak, Buffalo State Exceptional Education

Presentations

Integrating Technology within Literacy & the Content Areas

Jenn Golias and Bob Polino, West Street Elementary School, Niagara-Wheatfield

Today's students have many challenges that face them in a constantly changing learning environment. One component of learning that is constantly changing is the different technology that students will need in order to be successful in their education. In our classrooms, we have incorporated technology into our students' everyday lives. This presentation will provide several examples of how technology is integrated within various literacy activities, such as blogging, Kidspiration, podcasting, websites and wiki.

Differentiating Instruction in the Context of Concept-Based Curriculum and Formative Assessment

Pixita Del Prado Hill, Buffalo State Elementary Education & Reading

This workshop will explore the relationship between meaningful curriculum, on-going assessment, and differentiating instruction to meet the needs of all learners in the classroom. The workshop will briefly revisit issues raised at the April 4, 2008 PDS Consortium meeting and then provide opportunities to consider the implications for classroom practice.

Create, Publish, and Share! Integrating math and science with ELA

Coralee Smith and her EDU 312 junior participants, Buffalo State and West Hertel Academy

The Create, Publish and Share Project (CPS) merges the Elementary Education Undergraduate Junior Participants, field-based Cooperating Teachers, and college course instructor to create, publish and share original mathematical and science based content books integrating English Language Arts for elementary readers. Each Junior Participant wrote and illustrated an original book based on mathematics or science content during an urban sixteen-week field-based placement at West Hertel, a Professional Development School. The books' contents reflect the diversity of the elementary students; the developmental reading levels of the elementary students; and national and state learning standards used by the Junior Participants. The Junior Participants used the books during their urban-based field placements for teaching mathematics and science to their elementary students.

Effective Instructional Supports for African American Teacher Candidates

Pixita Del Prado Hill and Felicia Scott, Buffalo State Elementary Education & Reading

Through this poster presentation we seek to stimulate discussion of ways teacher education programs might provide effective instructional supports to African American teacher candidates to encourage greater recruitment and retention of this group of college students. Our poster will share data from a qualitative study framed within the scholarship of teaching context (Bain, 2004; Boyer, 1990; Shulman, 1993) and includes data gathered through interviews with teacher education faculty and teacher candidates as well as a content analysis of a required reflective assignment. The authors include a teacher education faculty member and an undergraduate teacher candidate. Through the poster we will describe the project, share the results of the data, and discuss possible instructional supports for African American teacher candidates.

Using Assessment to Guide Instruction

Dianne McCarthy, Buffalo State Elementary Education & Reading

This session presents how Teacher Candidates learn to use assessment and documentation of student learning to guide instruction. Ways to assess and document elementary student learning in mathematics will be presented and discussed.

Doing Inquiry with Magic Tape: Static Electricity for Elementary Students

Laurie Naab, William Street School and David Henry, Buffalo State Elementary Education & Reading

Fourth grade students can learn a lot about how science inquiry and static electricity using magic tape and other household supplies. We will do some of these activities and discuss our learning experiences teaching these activities.

Your Passport to Engaging Families in Cross-cultural Connections

Jill Norton, Enterprise Charter School with Nancy Chicola and Maria Ceprano, Buffalo State Elementary Education & Reading

A Multicultural/Global Literacy Fair was held at the Enterprise Charter School for the purpose of promoting parental involvement in their children's literacy and socio-cultural development. The planning of the fair involved teacher candidates enrolled in EDU310W and 311W collaborating on the creation of 8 instructional stations. Candidates at each station: modeled an activity that was designed to enhance literacy and socio-cultural concepts, discussed the purpose and benefits of the activity, engaged parental participation in the activity and provided reader friendly handouts and/or copies of the activity so as to ensure parent-child use at home, and integrated the four arts into the lesson plan and literacy fair display.

Sure-Fire PDS Mini-grant Proposals

Nancy Chicola, Buffalo State Elementary Education & Reading with Jody Reeser and JoAnn Ensminger, St. Amelia

Learn how to submit proposals that are sure to be accepted on the first attempt. Brainstorming ideas, using the proposal template, and writing strong proposals will be the focus of this workshop. Other successful proposals will be shared.

Beginning Teachers: An "Endangered Species"

Barbara Smith, Buffalo State

Keeping beginning teachers is a serious problem facing American education. Research studies and educational organizations report that fifty percent of beginning teachers quit the profession within five years and approximately thirty three percent leave within three years. Research studies report numerous reasons why beginning teachers say they chose to leave teaching. What can administrators and classroom teachers do to reduce the high rate of teacher attrition?

Winchester Wings Wednesday Morning Book Club

Kim Truesdell, Buffalo State Elementary Education & Reading and Winchester Elementary

Once a week for the spring 2008 semester, teacher candidates led book club sessions for students in grades 3-6 who chose to participate. This presentation will begin by documenting the why and how of the book club. From data collected, we will also discuss the teacher candidates' opinions of how the book club affected their development as teachers. (Once, in her job with an after-school program with English Language Learners, has started a book club using the same model.) Finally, we will detail the effect on the individual students involved. Students who did not participate were also interviewed to determine how the book club could be more inclusive.

Keeping the Balance in Balanced Literacy

Wendy Paterson, Buffalo State Elementary Education & Reading

In the years following the National Reading Panel report, NCLB and the classroom intrusion of what Gerald Coles calls the "bad science that hurts children," teachers have been told what to do and told what not to do, all with the same menacing implication that if they fail to comply, their children won't learn and their schools will remain forever "under review." While administrators are rarely as knowledgeable about teaching literacy as their teachers are, new regulatory policies don't allow good teachers to do what they know is best to do and to model that for other teachers. This presentation will discuss what every teacher needs to know and be able to do in order to be a good teacher of literacy. The basic elements of a good reading program haven't changed very much over my thirty year career as a reading specialist. Children need to learn how to read. The eternal mystery of teaching reading is that some children will learn from your teaching and some won't. The true teaching professional knows how to respond to the latter group.

Questions and Concerns of Cooperating Teacher Mentors

Rosemary Arioli-Leibowitz, Buffalo State Elementary Education & Reading with Panel Student Teacher Supervisors

This PDS session is for new and veteran mentors of student teacher candidates. Ask your questions and express your concerns about mentoring a student teacher. Join student teacher supervisors and college faculty for this discussion session. Through our shared experiences we can perhaps gain insight on how to better equip ourselves in working with student teacher candidates.