



BUFFALO STATE

The State University of New York

23rd Annual Conference of the
**Professional Development Schools (PDS)
Consortium**

Friday, September 29, 2017
Adams 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
7:45-8:10	Breakfast and Networking
8:10-8:20	Call to Order, PDS Co-Directors
8:20-8:25	Welcome from Amitra Wall, Interim Associate Provost
8:25-8:40	Welcome from Wendy Paterson, School of Education Dean
8:40-9:25	Keynote Speaker: Amy Hysick, NYS Teacher of the Year
9:25-9:45	Raffles and transition to first session
9:45-10:30	Session 1
10:40-11:25	Session 2
11:25-11:50	Student Poster Session/Coffee Break/ Information Tables
11:50-12:35	Session 3
12:45-1:30	Session 4
1:30-2:30	<i>Optional Post-conference discussion and lunch (at own expense; sign up form available on tables)</i>

*Please hand in your **BLUE** conference evaluation upon leaving.*

Thank you for attending the Conference!

Connect with us on social media!



Buffalo State PDS
@buffalostatepds





Amy Hysick

Amy Hysick is the 2017 New York State Teacher of the Year, certified in both Biology and Chemistry, and is currently in her 14th year teaching at Cicero-North Syracuse High School in the North Syracuse Central School District.

Building relationships with students and contributing to a positive school climate are of critical importance to unlock student motivation and increase engagement. The message emphasized in her classroom is one of a journey to success that encourages students to view grades as feedback about their current understanding rather than fixed measures. Students in her class have the opportunity to redo, retake, correct and resubmit all assignments and assessments to demonstrate increased understanding of the learning targets. This has led to reduced test anxiety, increased student engagement, and a greater measure of success overall.

Amy also helps to lead training workshops for new teachers in her district, develops strategies to reach students with different learning styles, is part of the ongoing efforts to reform the grading practices in her district, and regularly meets with colleagues to brainstorm methods to more effectively reach at-risk students.

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.



Session Overview

Time	Richardson Room	Room A	Room B	Room C	Room D	Room E
9:45-10:30	My Story Mat- ters: Guiding Students through a Kinesthetic Response to Current Events Drew Kahn, Eve Everette, THA 470 students	<i>Las relaciones:</i> Relationship Building and the Evolution of the IPDS Dominican Republic Program Tamara Horstman –Riphahn, Wendy McLeish, Kassia Balus, Bryanna Hill, Shannon McCooley, Brittany Miller, Nicole Sandretto	Using Music to Create Engaging Early Childhood Learning Kerry Renzoni, Angela Carriero, Kristine Murnieks, Rebecca Ruesch, Corey Talford, Brianna Tatum	Closed for Breakfast Cleanup	Building a Better Understanding of Engagement Heather Lyon, Mary Bieger	Re–Thinking Professional Development for P-5 Science Teachers: Content–based PD for the New NYS Science Learning Standards David Henry
10:40-11:25	My Story Mat- ters, contin- ued	The Realities of Urban Education from Students’ Perspectives Laura and Daniel Delahanty with students from Rochester’s East High School Teaching and Learning Institute	High-Impact Educational Practices: The Effects of Collaborative Assignments and Projects on the Conceptual Understanding of Special Education for Teacher Candidates Gliset Colón	Coteaching in the Student Teaching Placement: Benefits for Student Teacher and Mentor Teacher Molly Marcinelli, Bob Gallagher, Melissa Prior, Emma Butler	Integrating Creative Thinking Skills into your Classroom Cyndi Burnett	Books ‘n Bros Alayla Henry



Time	Richardson Room	Room A	Room B	Room C	Room D	Room E
11:25-11:50	Student Poster Session—Coffee Break—Information Tables					
11:50-12:35	Implementation of Engagement Strategies in Classrooms in Santiago, Chile Angela Patti, Claire Borczuch, Renee Carr, Christine Garas, Bryanna Hill	Traits of a Successful Teacher: What School Districts REALLY Want Stephanie Zuckerman-Aviles, Jessie Lombardo	Our Transformative Journey Miguel Medina, Tracy Rose, Janet Longo, Judi Harris	Special Event Limited to students in Buffalo's Urban Teacher Academy and Rochester's East High School Teaching and Learning Institute	Shaping the 21st Century Classroom: Using iPads (1:1) in First Grade Jeremy Ventura, Larisa Useda, Jazmen Avery, Margaret Brown	Gift of the Month: Engaging in a School-wide Literacy Program Patty George, Amy Moeller, Jen Bandelian, Joy Carroll
12:45-1:30	Beyond <i>Fahrvergnügen</i>: Buffalo State Students Engage with Teachers and Students in Schools in Southwest Germany Tamara Horstman –Riphahn, John Carlino	“But how do we make kids conscious?” Cultivating a Critical Citizenry across Middle and High School Classrooms Alicia Monaco, Caressa Guerrero, Enadrienne Rosse, Jevon D. Hunter	PDS and Effective Collaborations with Area Agencies: What Are the Benefits to our Partners? Pamela Schuetze, Kathy Doody		Effects of Kagan Cooperative Learning Structures on the Math Performance of Students with and without Disabilities Tim Zgliczynski, Patty George, Sherri Weber	Welcoming Newcomers: How PDS Teacher Candidates Can Enhance Learning for New Immigrants to US Schools Julie Henry, Renee Carr



Concurrent Session Descriptions 9:45-10:30

My Story Matters: Guiding Students through a Kinesthetic Response to Current Events

As our world continues to increase in its complexity and divisiveness, teachers are left with increased responsibility to address difficult issues with their students. During this interactive session, participants will be guided through the process of using story as a vehicle to physically process and express reactions to current events. Buffalo State's Anne Frank Project has used this story-building model all over the world. [Note: This session will continue during the Session 2 time slot in the same room.]

School/Community Partners: In-residence at Lafayette International High School; WNY Middle and High Schools

Drew Kahn, Eve Everette, students from THA 470 Ensemble Theater course
Session 1, Richardson Room

IPDS Dominican Republic

Las Relaciones: Relationship Building and the Evolution of the IPDS Dominican Republic Program

Through the International PDS in the Dominican Republic we have learned that the success of any IPDS depends greatly on intentional relationship building. Beginning with (and continuing through) the collaborative conversations of Buffalo State coordinators and host country partners, an effective program experience also includes new relationship-building opportunities for teacher candidates – relationships with peers who are traveling abroad and who will become their roommates, fellow adventure-seekers, confidants as well as potential irritants; relationships with faculty who become available at all hours, answering to an assortment of needs, who end up as much more than 'regular' classroom professors; and the often emotional and sometimes unexpected relationships that develop with children and teachers from the local schools and organizations as well as our international partners. In this session we will explore what is essential to positive, progressive, trusting relationships in short-term study away programs. We will share some good, bad, scary, and surprising encounters abroad, and discuss the approaches we've taken in response to the lessons we've learned.

School/Community Partners: Mariposa DR Foundation; 3 Mariposas Montessori School

Tamara Horstman-Riphahn, Wendy McLeish, Kassia Balus, Bryanna Hill, Shannon McCooey, Brittany Miller, Nicole Sandretto
Session 1, Room A



Concurrent Session Descriptions 9:45-10:30

Using Music to Create Engaging Early Childhood Learning

In this interactive workshop, learn strategies for incorporating music into early childhood classrooms to create positive learning environments, and promote active student engagement during and between academic instruction, and in learning centers. This workshop is designed for teachers and teacher candidates working with children ages birth through eight. Leave with a handout of resources and activities, and ideas for collaborating with area music teachers.

School Partner: Lindbergh Elementary School, Kenmore-Town of Tonawanda Union Free School District

Kerry Renzoni, Angela Carrierro, Kristine Murnieks, Rebecca Ruesch, Corey Talford, Brianna Tatum
Session 1, Room B

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 if students are engaged? Heather Lyon, the Director of Elementary Education in Ken/Ton will answer these questions and Mary Bieger, an Instructional Coach in Ken/Ton, will share how she has worked with teachers around improving engagement in the classroom. Participants will leave with improved knowledge that they will be able to immediately apply to their own classroom and use with their own students.

School Partner: Kenmore-Town of Tonawanda Union Free School District

Heather Lyon, Mary Bieger
Session 1, Room D

Re-Thinking Professional Development for P-5 Science Teachers: Content-based PD for the New NYS Science Learning Standards

Teachers with a high level of science content knowledge and knowledge of students' misconceptions significantly outperform teachers with low science content knowledge and teachers who are not familiar with common misconceptions. We have developed 12-hour professional development mini-courses for P-5 teachers. Each mini-course has a narrow content focus and includes an emphasis on common misconceptions and learning progressions. Some of the courses we have presented include Forces and Motion; Adaptation; Light, Color and Shadows; and Earth, Moon, Sun and Seasons. We will share some sample activities and reflect on our experiences.

Community Partner: SUNY Buffalo State Master Teacher Program

Dave Henry
Session 1, Room E



Concurrent Session Descriptions 10:40-11:25

My Story Matters *(continued from Session 1)*

As our world continues to increase in its complexity and divisiveness, teachers are left with increased responsibility to address difficult issues with their students. During this interactive session, participants will be guided through the process of using story as a vehicle to physically process and express reactions to current events. Buffalo State's Anne Frank Project has used this story-building model all over the world. [Note: This session is the second part of the presentation started during Session 1.]

School/Community Partners: In-residence at Lafayette International High School; WNY Middle and High Schools

Drew Kahn, Eve Everette, students from THA 470 Ensemble Theater course
Session 2, Richardson Room

The Realities of Urban Education from Students' Perspectives

Students from East High School's Teaching and Learning Institute, together with their teachers Laura and Daniel Delahanty, will conduct a panel discussion about the qualities of an ideal teacher for the urban student. The discussion will focus on the assets of urban education, as well as the challenges, and what it takes to be a successful teacher in this context. The panel will also give insight on the Teaching and Learning Institute, a magnet program for future teachers and leaders.

School Partner: Teaching and Learning Institute at East High School, Rochester

Laura and Daniel Delahanty with students from the Teaching and Learning Institute at East High School, Rochester
Session 2, Room A

High-Impact Educational Practices: The Effects of Collaborative Assignments and Projects on the Conceptual Understanding of Special Education for Undergraduate Teacher Candidates

According to the Association of American Colleges and Universities, high-impact practices have been proven beneficial for college students from diverse backgrounds. More specifically, collaborative learning allows college students to work and solve problems in the company of others and sharpen their own understanding through listening to the insights of others, particularly those with different backgrounds and life experiences. This presentation will focus on the key high-impact features of collaborative learning and the subsequent effects on undergraduate teacher candidates' conceptual knowledge of special education. More specifically, the conceptual knowledge of effective lesson planning for students with disabilities is being measured.

Gliset Colón
Session 2, Room B



Concurrent Session Descriptions 10:40-11:25

Coteaching in the Student Teaching Placement: Benefits for Student Teacher and Mentor Teacher

This workshop will show several examples (on videotape) of how a mentor teacher can “guide from the side” during student teaching. A kindergarten teacher at Como Park Elementary, Melissa Prior, demonstrates how she mentored her student teacher (Emma Butler) **throughout** lessons. She will show how she utilized a combination of strategies such as, whispering feedback and suggestions to student teacher, writing notes to alert the student teacher to address something, and seamlessly jumping in briefly as the teacher and then backing away. In addition to seeing what the student teacher can gain from this type of experience, educators will notice that the mentor teacher can also gain much from the student teacher if a relationship of trust is built. Coteaching is a powerful tool in which to “analyze one’s own teaching for the purposes of improving one’s instruction.”

School Partner: Como Park Elementary School, Lancaster

Molly Marcinelli, Bob Gallagher, Melissa Prior, Emma Butler
Session 2, Room C

Integrating Creative Thinking Skills into Your Classroom

What is creative thinking? Why is it important in your classroom? And how do you integrate it into your classroom when you are already pressed for time? This session will answer all of these questions and will provide you with a set of creative thinking skills that you can easily build into your classroom. Applying these small changes can produce students who are both more engaged, and more capable of thinking creatively.

Community Partner: Center for Studies in Creativity, SUNY Buffalo State

Cyndi Burnett
Session 2, Room D

Books ‘n Bros

Students in a high needs Buffalo school participated in a Read-A-Thon Day facilitated by a Buffalo State student teacher. The mentor teacher and student teacher received a PDS Co-teaching Minigrant to implement a Books ‘n Bros project in the classroom by purchasing books with strong African American male characters (fiction) and figures (biographies). They designed a co-taught mini-unit including read alouds and an independent reading read-a-thon to connect students with these books and foster a love of reading. We will share the books and results from our project.

School Partner: King Center Charter School, Buffalo

Alayla Henry
Session 2, Room E



Student Poster Session! 11:25-11:50

Learn about students' research projects while you enjoy the coffee break and information tables.

The World of Class Dojo

New and experienced teachers are searching for ways to handle and maintain classroom and behavior management within their classrooms. In order for effective teaching to take place, teachers need to be able to manage their classroom in a respectful, safe, and supportive manner to expand engaged learning time. Effective classroom management strategies allow educators to preserve a classroom environment that facilitates student achievement as well as having a classroom where all needs for behavior are met (The Glasser Approach, 2016). This poster will discuss the results of a survey about an online classroom management approach called *Class Dojo*.

Allison Gunkler, Student Teacher, SUNY Buffalo State

What Happens When They Leave?: Exploring the Long Term Impact of Serving as a PDS Student Representative

While all Buffalo State teacher candidates benefit from participation in the SUNY Buffalo State PDS Consortium through the clinically rich practice embedded in their program, a select group is identified for leadership development as PDS student representatives. The student representatives become mentors, voices, and seekers of knowledge for their peers while assisting with Consortium meetings and planning professional development opportunities. All of these experiences provide them with a variety of skills and knowledge to grow more into their roles as future educators. However, there is a current lack of research into how this opportunity informs their professional lives. This poster will report the results of a survey that was given to former undergraduate representatives in the SUNY Buffalo State PDS Consortium to see how their work helped them to become actively engaged in their school community.

Daniel Klein, Graduate Student, SUNY Buffalo State

English Language Learners: Effective Ways to Instruct

Research was conducted in the Dominican Republic through Buffalo State's International Professional Development Schools (IPDS) program and in a local school in Buffalo. Teachers who instruct multilingual students were asked questions about how they prefer to teach English Language Learners. A literature review was also done to acknowledge what was already known about English Language Learners.

Bryanna Hill, IPDS Student Ambassador, SUNY Buffalo State



Student Poster Session! 11:25-11:50

Learn about students' research projects while you enjoy the coffee break and information tables.

Approaches to Balanced Literacy in the Dominican Republic

In great detail, Tompkins provides a framework for teachers to use to create a balanced literacy program in their classrooms. I was interested in applying Tompkins' Checklist for Effective Instruction (2017, p.19) which identifies eight principles for balanced literacy strategies to determine how they are utilized in the Dominican Republic. As part of the International Professional Development Schools program (IPDS), I traveled to Cabarete, Dominican Republic in January 2017 where I was able to research the approaches to balanced literacy instruction in several Dominican Republic classrooms.

Brittany Miller, Student Teacher, SUNY Buffalo State

Special Education in the Dominican Republic: Hope for the Future

My research was conducted in the Dominican Republic in January of 2017. I sought to compare special education in the Dominican Republic to that of the United States, but instead, I discovered that there are no services provided for students with disabilities. My research seeks to advocate for a revolution of special education in the Dominican Republic.

Karissa Balus, Teacher Candidate, SUNY Buffalo State

Student Knowledge of Environmental Factors in the Dominican Republic

With environmental studies as a key component of Common Core curriculum in the US today, the environmental education of students is at the forefront of teachers' minds. However, from a New York perspective, it is not known to what extent students in the Caribbean are focused on wide-scale environmental issues, as students in the US are required to learn. Additionally, it is not documented whether intervention programs like the Mariposa DR Foundation have an effect on Dominican student knowledge. By having students at the Mariposa DR Foundation and in a general education classroom draw a picture of their environment, I was able to track patterns of students' environmental knowledge.

Nicole Sandretto, Teacher Candidate, SUNY Buffalo State



Concurrent Session Descriptions 11:50-12:35

IPDS Chile

Implementation of Engagement Strategies in Classrooms in Santiago, Chile

Participants of the IPDS Chile 2017 program will discuss the implementation of classroom activities to promote student engagement as part of a 3-week travel and service learning program in Santiago, Chile. The activities were based on two approaches: (1) the use of student response boards, and (2) interactive read alouds using children's literature. The participants will discuss the development of their activities based on relevant professional literature, the implementation of their activities in Chilean classrooms, and the response to the activities from Chilean teachers and students.

School Partners: Universidad Mayor and its partner schools

Angela Patti, Claire Borczuch, Renee Carr, Christine Garas, Bryanna Hill
Session 3, Richardson Room

Traits of a Successful Teacher: What School Districts REALLY Want

In order to better assist teacher candidates with their career planning and job search efforts, representatives of the SUNY Buffalo State Career Development Center collected data at Buffalo Area Teacher Recruitment Days. Findings represent data from both national and local school districts and include the top personal and professional traits sought in a first-time teacher and the types of interview questions with which candidates most often struggle. Findings will be shared and implications discussed.

Stephanie Zuckerman-Aviles, Jessie Lombardo
Session 3, Room A

Our Transformative Journey

Bilingual Center #33 will share how they created a unique elementary school in the Buffalo Public School District where all students develop and sustain academic and linguistic proficiency in two languages. They will describe the school's child/community-centered approach, dual language, inquiry/project based learning initiatives and how the Reggio Emilia beliefs are a part of their practices.

School Partner: PS 33 Bilingual Center, Buffalo

Miguel Medina, Tracy Rose, Janet Longo, Judi Harris
Session 3, Room B



Concurrent Session Descriptions 11:50-12:35

Shaping the 21st Century Classroom: Using iPads (1:1) in a First Grade Classroom

Please join us as we embark on a 1:1 (student/iPad) adventure in a first grade classroom. We take a "behind the scenes" look at how we rolled out our project last September and how it evolved over the course of the school year. We will share student work in the form of digital journals, blogs, and creative ways we used a variety of apps to support and enhance curriculum goals. Consistent with CCSS competencies for students, we foster independence, utilize technology, and facilitate higher-order thinking in our quest to develop "21st century learners."

School Partner: Henry Hudson School 28, Rochester

Jeremy Ventura, Larisa Useda, Jazmen Avery, Margaret Brown
Session 3, Room D

Gift of the Month : Engaging in a School-Wide Literacy Program

Students and teachers at Hillview Elementary School in Lancaster, New York, have been involved for over ten years in a school-wide literacy initiative called "Gift of the Month." Since 2015, SUNY Buffalo State teacher candidates have participated in this project during their field placement at Hillview. Join us in learning more about this project and how you can select quality children's literature that promotes engagement, vocabulary development, comprehension and character education within the context of a school-wide literacy program.

School Partner: Hillview Elementary School, Lancaster

Patty George, Amy Moeller, Jen Bandelian, Joy Carroll
Session 3, Room E



Concurrent Session Descriptions 12:45-1:30

IPDS Germany

Beyond *Fahrvergnügen*: Buffalo State Students Engage with Teachers and Students in Schools in Southwest Germany

IPDS Germany is a two-part exchange program between teacher candidates from Buffalo State and a state college for instruction and teacher preparation in Nürtingen, Germany. In the spring semester, Nürtingen teacher candidates are placed with a WNY host teacher as a host family and go to school with their host to observe and participate in instruction. The following summer, Buffalo State teacher candidates are similarly hosted in the Stuttgart area, where they also observe and participate in classrooms. The exchange fosters rich relationship building and one-on-one encounters off the tourist path. Buffalo State students learn about German schools, educational philosophies, and teaching methods, and, as non-German speakers, personally experience challenges similar to those faced by many ELLs, including recent refugees. IPDS-Germany program coordinators will share their model for welcoming the German visitors and methods for preparing students to teach, live and explore an unfamiliar country and culture.

School Partner: Institute Nürtingen

Tamara Horstman-Riphahn, John Carlino

Session 4, Richardson Room

“ But how do we make kids conscious?” Cultivating a Critical Citizenry across Middle and High School Classrooms

Practitioner-scholars working at the intersection of criticality, educational justice, and youth voices regularly advocate for the importance of providing adolescents with rich literary experiences that blend broader understandings of texts with the lived realities our children inhabit. During this workshop, we share our collective efforts from different WNY classrooms to develop and enact curriculum that engages our young people to examine their lived realities for inequities and to craft solutions to redress them. Our aim is to cultivate a critical citizenry, individuals who are able to recognize and challenge social injustices masquerading as the status quo. Attendees will leave this workshop with turn-key materials, reading lists, sample texts, and resources to implement in individual classrooms.

Alicia Monaco, Caressa Guerrero, Enadrienne Rosse, Jevon D. Hunter

Session 4, Room A



Concurrent Session Descriptions 12:45-1:30

PDS and Effective Collaborations with Area Agencies: What are the Benefits to our Partners?

Successful PDS partnerships rely upon effective collaboration between Buffalo State and professional leaders in our area. This presentation will discuss how a professional partnership was formed between Buffalo State and two unique PDS partners: Gerard Place, and the Buffalo State Child Care Center. As part of this initiative, Buffalo State students engaged in a PDS project that involved implementing universal developmental screenings to children between the ages of birth and six as part of a larger national initiative, Help Me Grow. This presentation will discuss the perceptions of our PDS partners in regard to the benefits they realized by participating in this initiative. Project implications and suggestions for further collaboration will also be discussed.

School/Community Partners: SUNY Buffalo State Child Care Center; Gerard Place

Pamela Schuetze, Kathy Doody
Session 4, Room B

Effects of Kagan Cooperative Learning Structures on the Math Performance of Students with & without Disabilities

The alternating treatments study measured the effectiveness of specific Kagan structures, Sage-N-Scribe and Rally Coach, on the math performance of students with and without disabilities in eight different fourth grade inclusion classroom. Comparisons were made across four conditions (a) Sage-N-Scribe, (b) Rally Coach, (c) unstructured groups, and (d) traditional whole-class instruction. Quantitative analysis was calculated to determine the conditions' effects on math outcomes, while qualitative measure, in the form of surveys, interviews, and videotaped sessions, were used to measure student and teacher perceptions and capture levels of engagement and variations in social behavior.

School Partner: Lancaster Central School District

Tim Zglicynski, Patty George, Sherri Weber
Session 4, Room D

Welcoming Newcomers: How PDS Teacher Candidates Can Enhance Learning for New Immigrants to US Schools

This session describes ways that teacher candidates have been involved in welcoming new immigrants. Teacher candidates have served as cultural liaisons and learning partners for the newcomers and have served as resource locaters, co-teaching partners and inquiry team members with their mentor teachers. Throughout these experiences, teacher candidates have increased their cultural competence and become skilled in emphasizing the personal, cultural and community assets that newcomers bring to the classroom. The session will explore these projects which have enhanced the ELL expertise for all professionals within the PDS.

School Partner: International School 45, Buffalo

Julie Henry, Renee Carr
Session 4, Room E



PDS Consortium Members/Participants Past and Present

Alden

Alden Intermediate School
Alden Primary School

Amherst

Windermere Blvd. Elementary School

Barker

Pratt Elementary School

Batavia

Jackson Primary School

Buffalo

BPS #17, Early Childhood Center
BPS #18, Pantoja Community School
BPS #19, Native American Academy
BPS #27, Hillery Park
BPS #30, Frank Sedita Academy
BPS #32, Bennett Park Montessori
BPS #33, Bilingual Center
BPS #39, Martin Luther King
BPS #43, Lovejoy Discovery
BPS #45, International School
BPS #54, George Blackman
BPS #59, Drew Science Magnet, BSM
BPS #61, Arthur O. Eve
BPS #64, Frederick Law Olmsted
BPS #65, Roosevelt ECC
BPS #66, North Park Academy
BPS #67, Discovery School
BPS #72, Lorraine Academy
BPS #76, Badillo Bilingual Academy
BPS #79 Grabiarz
BPS #81
BPS #82, Early Childhood Center
BPS #89, Lydia T. Wright
BPS #90, Drew Science Magnet
BPS #93, Southside Elementary
BPS #94, West Hertel
BPS #95, Waterfront Elementary School

BPS #97, Harvey Austin

BPS #99, Makowski ECC

BPS #198 International Preparatory School

BPS #204 Lafayette High School

BPS #207 Lafayette International
Community School

Buffalo United Charter School

Enterprise Charter School

Health Sciences Charter School

King Center Charter School

Pinnacle Charter School

Tapestry Charter School

West Buffalo Charter School

Westminster Community Charter School

WNY Maritime Charter School

Cheektowaga

Cheektowaga Middle School

Union East Elementary

Cheektowaga-Sloan

John F Kennedy Middle School

Clarence

Clarence Middle School

Harris Hill Elementary School

Ledgeview Elementary School

Sheridan Hill Elementary School

Depew

Cayuga Heights Elementary

East Aurora

Parkdale Elementary

Frontier

Big Tree Elementary

Pinehurst Elementary

Grand Island

Huth Road Elementary

Kaegebein Elementary

Sidway Elementary

Holland

Harold O. Brumsted Elementary

Ken-Ton

Charter School for Applied Tech.

Edison Elementary

Franklin Elementary

Hamilton Elementary

Holmes Elementary

Hoover Elementary

Jefferson Elementary

Lindbergh Elementary

Roosevelt Elementary

Saint Amelia School

Lake Shore

A. J. Schmidt Elementary

Lancaster

Como Park Elementary

Court Street Elementary

Hillview Elementary

Sciole Elementary

William Street Elementary

Lockport

Southard Elementary

Upton Elementary

Maryvale

Maryvale Primary

Maryvale Intermediate School

New York City

PS 33 Chelsea Prep

PS 51 Elias Howe School

Niagara Falls

Abate Elementary

Hyde Park Elementary

Henry J. Kalfas Elementary

Mann Elementary

Niagara Street Elementary

Niagara Charter School

Niagara Wheatfield

Colonial Village Elementary

Errick Road Elementary

West Street Elementary

North Tonawanda

Drake Elementary

Meadow Elementary

Ohio Elementary

Spruce Elementary

Orchard Park

Eggert Elementary

Rochester

Eugenio Maria de Hostos Charter School

Henry Hudson School #28

Pinnacle School #35

Springville

Colden Elementary

Springville Elementary

Starpoint

Fricano Elementary

Regan Intermediate

Sweet Home

Maplemere Elementary School

Tonawanda

Fletcher Elementary

Mullen Elementary

St. Christopher's School

West Seneca

Northwood Elementary

Potters Road Elementary

West Elementary

West Middle

Winchester Elementary School

Williamsville

Country Parkway Elementary

Dodge Elementary

Heim Elementary

St. Gregory the Great School

Wilson

Marks Elementary



Meetings and Other Opportunities

See the bookmarks for the 2017- 2018 PDS Consortium meeting dates and locations

Book Buddies: Build your resume and improve your ability to teach a love of reading.

- Times and days are available throughout the week
- Buffalo State Childcare Center
- Contact Mary Wilson at 878-5335 or wilsonmh@buffalostate.edu

Elementary Education Club: Teacher candidates meet to discuss current events in education and support the community through service-learning.

- Thursdays during Bengal Pause
- Contact Dr. Dianne McCarthy at mccartds@buffalostate.edu or find us on Facebook at Buffalo State Elementary Education Club

Student Council for Exceptional Children: Buffalo State chapter of a national organization that promotes development and experience in the field of special education.

- Meets 3-4 times monthly
- Open to all Buffalo State students
- For more information, email buffalostatescec@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

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 @BuffaloStateKDP

Club HoLA (Hour of Latino Awareness): Join this fun and informal club where bilingual children's literature is used to explore language development. (No prior Spanish experience is necessary.)

- Beginning spring 2018 on Mondays from 4:00-5:00
- Visit <http://globalbookproject.buffalostate.edu/club-hola> for more details or contact delprapm@buffalostate.edu



Teacher Candidates

going international

Each International PDS program is distinct but the overall purpose remains the same – give teacher candidates opportunities to globalize their understanding and experience of education, including language learning, through international study and travel. Students work in schools, learn about education in the host country, participate in service-learning, conduct research and document their learning through blogs.



IPDS-Chile - May/June 2019 - Coordinators: Pixita del Prado Hill, Angela Patti, Raquel Schmidt

- Build Spanish language skills and explore language learning through Spanish language immersion course
- Engage with Chilean families through homestays
- Connect with Chilean teacher candidates through university partner, Universidad Mayor
- Participate in teach and service activities at local schools
- Welcome Universidad Mayor faculty and teacher candidates to Buffalo State in spring



IPDS-China - May/June TBD - Coordinator: Jing Zhang

- Teach English as a second language in local elementary classrooms
- Complete graduate and undergraduate research projects
- Participate in exchange activities with elementary teachers, graduate students, and university professors



IPDS-Dominican Republic - January 2019 - Coordinators: Tamara Horstman-Riphahn, Wendy McLeish

- Build Spanish language skills and explore language learning through Spanish language immersion activities
- Engage with local girls and leaders through service learning with organization partner, Mariposa DR Foundation
- Participate in teaching activities at local schools



IPDS-Germany - June/July 2019 - Coordinators: Tamara Horstman-Riphahn, John Carlino

- Engage with German families through homestays with German teacher hosts
- Observe and participate in German classrooms of host teachers
- Connect with German teacher candidates through university partner, Institute Nürtingen
- Explore German language and language learning
- Welcome Institute Nürtingen faculty and teachers to Buffalo State in spring



IPDS-Italy - January 2018 - Coordinators: Maria Ceprano, Kerry Renzoni

- Gain exposure to Italian form of education
- Teach and support Italian children in their acquisition of English
- Engage opportunities for graduate research
- Immerse in the social culture of Italian households
- Experience art-based participation in community service



Drama Based Education-Rwanda - June 2019 - Coordinators: Drew Kahn, Eve Everett

- Participate in field experience in drama-based education workshops at K-12 schools
- Share drama-based education methods with Rwandan educators
- Learn about the 1994 genocide and tour memorial
- Visit prisons and/or prison camps



IPDS-Zambia - May/June 2018 - Coordinators: Hibajene Shandomo, Wendy McLeish

- Immerse in Zambian teaching practices of mathematics, science, and social studies
- Connect with the School of Education at the University of Zambia
- Complete graduate research through collaboration with Zambia school for data collection
- Connect with Chikumbuso Orphanage

LEARN MORE AT: <http://schoolofeducation.buffalostate.edu/ipds>

Congratulations!

IPDS received the 2017-2018 ODEI Award: *Explorations in Diversity and Academic Excellence* for the proposal, **International PDS: Investing in the Return Process**. This \$10,000 award provides support for constructing a more purposeful post-travel process to build on candidates' new learning. It will contribute to program improvement and viability, student outreach to participants from all backgrounds, and the sustainable impact of the IPDS experience. IPDS will use the award to (1) welcome IPDS international partner representatives to present and meet with faculty, staff and students in Buffalo; (2) purchase and develop evaluation and research tools to measure the short and long-term impact of the IPDS on students, faculty, and school partners through surveys, interviews and focus groups; (3) hire an IPDS research assistant to gather, manage and disaggregate evaluative data; (4) provide fellowships for past IPDS participants to serve as IPDS Student Ambassadors who will share the experiences of former participants as well as opportunities and pathways for engaging future participants; and (5) support PDS Action Research Mini-Grants to promote international research activities of program leaders. IPDS is thrilled to have received the competitive award as well as support and recognition from SUNY!

Announcing the 2017-2018 PDS Consortium Theme: Engaged Partnership

Guiding Questions*

- ♦ How do we engage all learners?
- ♦ What are proven strategies that engage students most effectively?
- ♦ What environment needs to be created to foster engagement?
- ♦ How do we model engagement for students?
- ♦ How do we increase the possibility that students are thinking about what we want them to think about?
- ♦ Why is it important for students to be engaged and what happens when students are not engaged?
- ♦ How do we equalize participation through engagement?
- ♦ How do we create engaged students/classrooms/schools to develop active participants in a democratic society?
- ♦ What is the relationship between engagement and rigor?

*Adapted from questions developed by the SUNY Buffalo State Elementary Education & Reading Department Engagement Taskforce.



