SUNY, Buffalo State

Shifting the Center of Gravity in Teacher Education

PDS: A Clinically Rich Model
An Historical Perspective

Hoover Elementary 1991...

International PDS 2012...
Mission

The **Professional Development School (PDS)** Partnership between the School of Education at Buffalo State College and participating schools is a collaborative effort. The partnership is dedicated to college faculty, school administrators, practicing teachers, teacher candidates, and PreK-6th grade learners as we explore effective practices to:

1. cooperatively supervise teacher candidates and provide closer connections to authentic classroom practice
2. promote professional development for inservice teachers, college faculty and administrators;
3. improve young student learning; and
4. research best practices for the education of all partners.
Depth and Breadth
BSC Student Population

Yearly Teacher Candidate Involvement

• 750 Elementary Education Undergraduates
• 300 Exceptional Education Undergraduates
• 25 MIITC: Graduate students earning initial teaching certification
• 25 Graduate students in the Literacy Specialist Program
Depth and Breadth
Elementary Schools

Yearly School Involvement

- 30 Elementary Schools with Agreements
- Urban, Rural, & Suburban Sites
- Rochester Satellite
- NYC Cohort
- 2 International Sites: Lusaka, Zambia & Santiago, Chile
- Over 400 Mentoring Teachers from these PDS schools
- 60 Partnering Principals
- Thousands of pre-k – 6th grade learners
PDS Structures/Models

Based on three frameworks:

1. NCATE PDS Standards, 2001
2. NAPDS Nine Essentials, 2008
3. 10 Design Principles for Clinically Based Preparation, 2010
NCATE PDS Standards

Buffalo State College Department of Elementary Education and Reading

Professional Development School (PDS) Stages—Phase I

12-15 in-service hours in-kind by BSC Faculty
✓ Teachers/Admins become PDS "X"

✓ 12-15 in-service hours in-kind by BSC Faculty
✓ eligible for CEURE mini grants

✓ 6 in-service hours in-kind by BSC Faculty
✓ eligible for CEURE mini grants

✓ 3 in-service hours in-kind by BSC Faculty/PDS Directors

Learning Community—Accountability and Quality Assurance—Collaboration—Equity and Diversity—Structures, Resources and Roles
In addition to the NCATE PDS Standards, our PDS is based on the NAPDS Nine Essentials

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
3. Ongoing and reciprocal professional development for all participants guided by need;
4. A shared commitment to innovative and reflective practice by all participants;
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings; and
9. Dedicated and shared resources and formal rewards and recognition structures.
10 Design Principles for Clinically Based Preparation

1. Student learning is the focus

2. Clinical preparation is integrated throughout every facet of teacher education in a dynamic way

3. A candidate’s progress and the elements of a preparation program are continuously judged on the basis of data

4. Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers

5. Candidates learn in an interactive professional community
6. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector

7. Specific sites are designated and funded to support embedded clinical preparation

8. Technology applications foster high-impact preparation

9. A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation

10. Strategic partnerships are imperative for powerful clinical preparation
Governance/Agreements

• PDS Consortium

• PDS Advisory Council

• Liaison Committees

• Agreements
What is our Professional Development School Consortium?

BSC & 2 Year Institution Faculty

CEURE and other organizations

PDS Consortium

Elementary Schools

Teacher Candidates
Shared Decision Making
Organizational Structure

Advisory Council
Shared Decision Making
Collaboration

Liaison Committees

Principal, Mentoring Teacher, and BSC Faculty
Shared Decision Making

Formal Arrangements

PDS By-Laws

See the [www.buffalostate.edu/pds](http://www.buffalostate.edu/pds) website

Signed Agreements
Types of PDS Commitments

- 200 level EDU courses
- Methods Courses
  - Junior Participants
  - MIITC Teacher Candidates
- Student Teaching Cohorts
- Literacy Specialist Program Methods and Clinic
200 level PDS

SPF 203: School and Society
15 – 30 hours of service and/or observations with children

EDU 201: Introduction to Education
10 – 15 hours of observations of a variety of classrooms
Shadowing a master urban educator

EDU 211: Introduction to Literacy
10 – 15 hours of observing literacy lessons
Tutoring
Service Learning

EDU 220: Programs for Infants and Toddlers
50 hours in early childhood classrooms
Methods Courses
EDU 311W, EDU 312, and EDU 329
EDU 511, EDU 682

• 16 Teacher Candidates on site
• Minimum of 8 cooperating teachers needed
• Two 4 hour days
• Instructional site at building is requested
• Attendance at PDS Consortium meetings and retreat is required
• Schools are eligible to receive action research mini grants; application process
• Compensation is based on stage
• Formation of liaison committee
Student Teaching Cohorts

- 6-8 Student Teachers on site for 8 weeks
- 6-8 Cooperating Teachers needed
  - Model Lessons
  - Brown bag lunches
- Cooperating Teacher stipend provided (State)
- BSC Instructor on site two full days a week
- Attendance at PDS meetings and the retreat is encouraged
- Seminar site is requested
Communication and Relationships
Please check out our website and Facebook pages ...

http://www.buffalostate.edu/pds

http://www.facebook.com/buffalostatepds
A Partnership for Professional Development:
Regularly Scheduled Meetings

4 Annual Meetings
at host schools

Annual Kickoff Retreat
Professional Development: Assessment and Action Research

Projects, surveys, self-evaluations, mini-grants, sharing best practices
Student and Faculty Research

Embracing the Challenge of Preparing Teacher Candidates for Teaching in Culturally Diverse Environments

Challenging Stereotypes About Urban Education

Before Our Experience

After Our Experience

Childhood Education

PBS Partners
NCATE Accreditation

• Since 1954 Buffalo State College has received NCATE accreditation

• The Professional Development School Consortium was specifically highlighted in our last NCATE review as exemplary

• Our PDS regularly meets or exceeds the NCATE Standards for Professional Development Schools

• Our PDS strives to meet the NAPDS Nine Essentials
Awards

2003 NYS Distinguished Teacher Education Program

2005 ATE Distinguished Teacher Education Program Finalist

NAPDS 2011 Award for Exemplary PDS

The Golden Apple, 2008
Assessment

- Roadmaps
- Rubrics & Common Assignments
- Convener Groups
- TaskStream Data
Where We’re Going

- **Locally**
  - Strengthen power of school-based liaison groups
  - Extend and refine measurement of impact on student learning as well as growth for teacher candidates

- **Globally**
  - Service in international community
  - Lusaka, Zambia (Libala Basic School)
  - Santiago, Chile (Escuela 25)
  - New Partnerships
    - Italy
    - China