



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...

SANTIAGO, CHILE

Spring Semester
 Enroll in EDU 310/311 or EDU 511/504 or EDU 600 along with INE 200 or INE 100 with field placements at Herman Buddis bilingual Academy, etc.

First three weeks of June - travel to Santiago, Chile
 Spanish intensive at Escuela Francisco Ferrer 8:00-5:00 Mon-Fri where participants will earn 3 credits in Spanish

Afternoon shadowing of Universidad Mayor teacher candidates or schools visits

Weekend excursions
 - Live with host families within 30 minutes of Escuela Francisco Ferrer, breakfast and dinner included
 - Eligibility - open to sophomore, junior, and seniors with a GPA of 2.5 or higher and graduate students with a GPA of 3.0 or higher. Prior knowledge of Spanish is not required.
 - Apply at <http://buffalostate.studiosabroad.com>
 - For questions, please contact Dr. diel Pardo at dielpardo@buffalostate.edu

LUSAKA, ZAMBIA

Spring Semester
 Undergraduate enroll in EDU 310/312 or EDU 312 along with INE 200 with field placement at School #67. Graduate students enroll in EDU 604/600 along with INE 600

Third week of May - travel to Lusaka, Zambia
 - Spend 2 weeks in at an International PDS in Lusaka as a teacher candidate, or researcher for graduate students

Each 6 to 9 credits as an undergraduate or up to 6 credits for graduate students

Weekend excursion: See the Victoria Falls, largest waterfall in the world

Live at the Commonwealth Youth Program Center for Africa, near the University of Zambia

Eligibility - open to sophomore, junior, and seniors with a GPA of 2.5 or higher and graduate students with a GPA of 3.0 or higher

Apply at <http://buffalostate.studiosabroad.com>
 For questions, please contact Dr. Shandome at shandome@buffalostate.edu

REASONS TO TRAVEL & STUDY ABROAD

- Build language skills
- Increase cultural knowledge and experience
- Develop understanding of education globally
- Provide further travel and study opportunities
- Strengthen resume



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

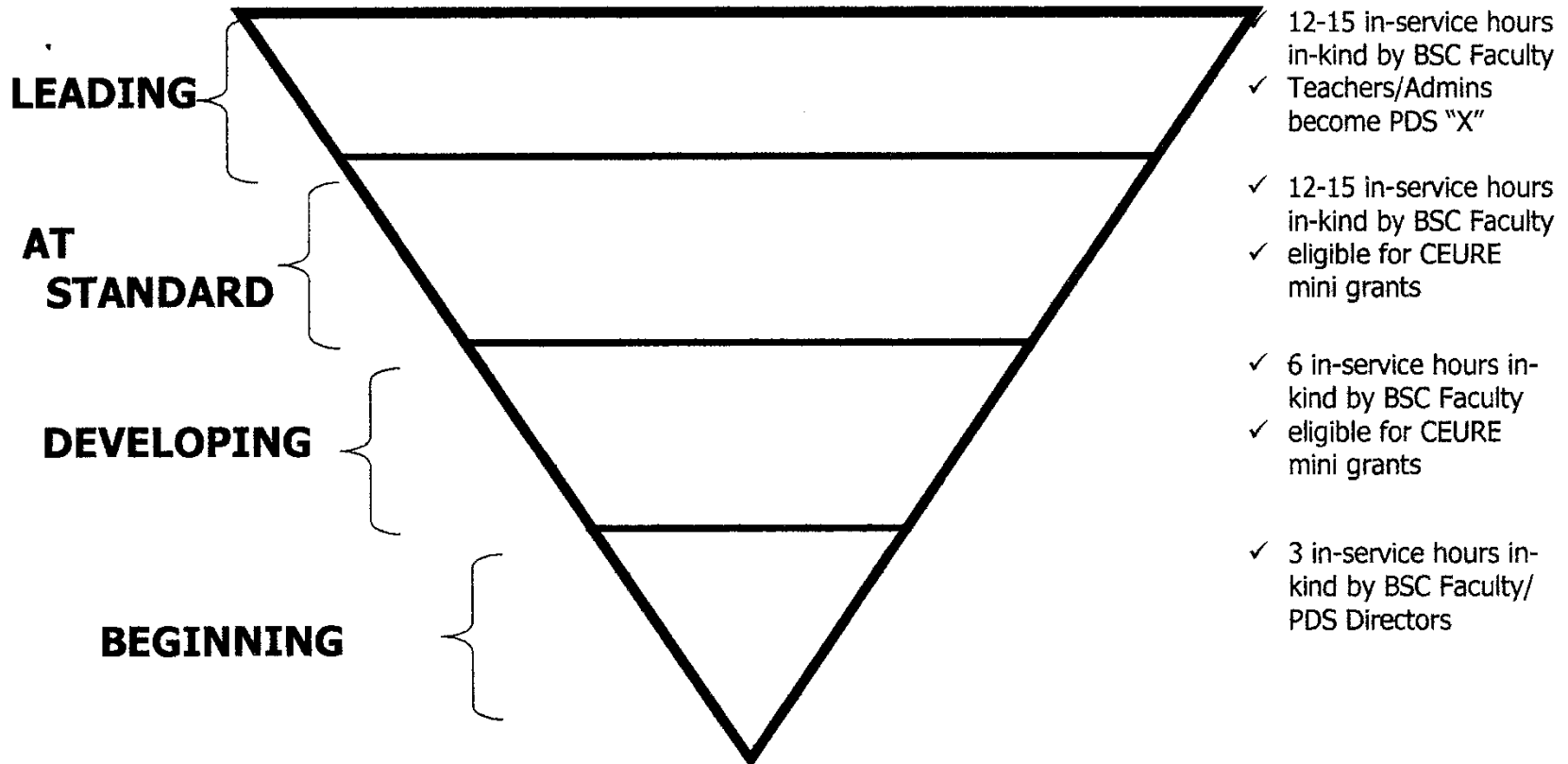
Based on three frameworks:

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



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**

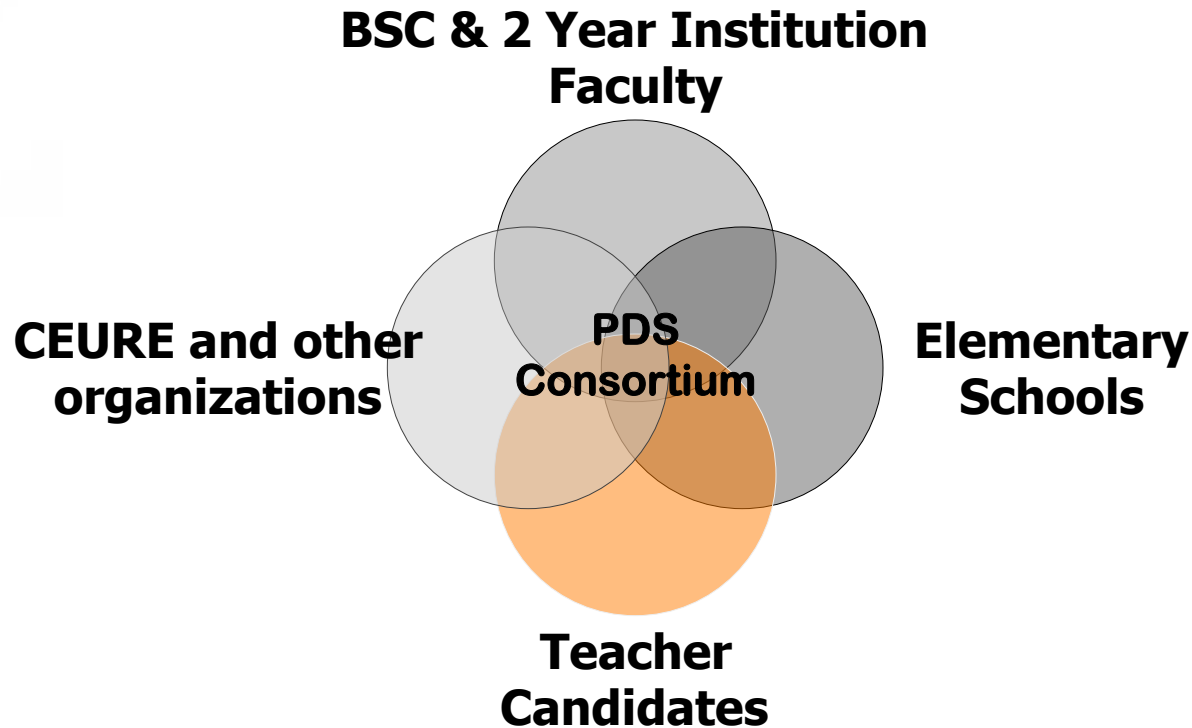
- 
- 6. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector**
 - 7. Specific sites are designated and funded to support embedded clinical preparation**
 - 8. Technology applications foster high-impact preparation**
 - 9. A powerful 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?





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 website



Paragraph 19 | styles

Buffalo State
State University of New York Department of Elementary Education & Reading

• **PDS-Beginning Stage Agreement**

Beginning Stage—Beliefs, verbal commitments, plans, organization and initial work are consistent with the nature of PDS partnerships. This means that even at the earliest stage of development PDS partners are committed to the key concepts of PDSs and their earliest work addresses how to take initial steps in that direction.

At the **Beginning Stage**, Professional Development School personnel demonstrate a willingness to work with the college instructor in preparing a cohort (16) of Junior Participants (JPs) by providing a minimum of 50 hours of school experiences related to the requirements for a 500 level field placement course. Although course related instruction may or may not be site-based, the college instructor does work individually with each cooperating teacher in the design, implementation, and supervision of each JP's school experiences during the placement time. In turn, the PDS will receive 9 in-service hours in-kind by BSC Faculty / PDS Directors.

One school representative should attend at least one meeting and/or provide input at meetings of the PDS Consortium. If the PDS is also part of the EER Department's Student Teaching Cohort Program, one school representative must attend all meetings.

The school will be paid \$250.00 per semester for each cohort of JPs; the sum to be paid to the school at three points during the semester and to be dispersed by the building principal according to agreements reached in conjunction with the liaison committee and the cooperating teachers at the PDS.

This agreement is subject to revision at the end of the semester.

Beginning Stage Agreement—Fall 2012

Sept. (\$250) → → → Oct. (\$250) → → → Nov. (\$250) →

(School Site), Professional Development School agrees to participate according to the Beginning Stage Agreement with Buffalo State College, Department of Elementary Education and Reading.

School Site Principal Signature _____ Date _____

Course Instructor Signature _____ Date _____

PDS Director Signature _____ Date _____

Department Chair Signature _____ Date _____

School of Education Dean's Signature _____ Date _____

BSC Comptroller's Office Signature _____ Date _____

Course _____ Principal _____

Total Financial Stipend: Three separate checks for \$250, \$250, \$250 for a total of \$750

Learning—Community—Accountability and Quality Assurance—Collaboration—Equity and Diversity—Structures, Resources and Roles

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

Buffalo State



Embracing the Challenge of Preparing Teacher Candidates for Teaching in Culturally Diverse Environments
 Fred Szalanski, EXE Department, Meryl Hewitt, Elementary Education Department
 PDS Student Representatives
 Mentor: Mrs. Leslie Day, Elementary Education and Reading

Strategies for Embracing the Challenge
 Professional Development Activities
 • Diversity
 • Cultural Learning
 • Action Research

The Challenge...Culture Shock
 Course work with field observations and experiences for urban environments
 EDU 201
 EDU 311
 EDU 312
 EDU 316
 EDU 317
 EDU 318
 Student Teaching

Meeting the Challenge!

Teacher Candidates' Impressions Following Their Urban Experiences

Community Partners and Services
 Learning Applications
 Multicultural Fairy
 Literacy Program
 Science with Parents
 Budget Project
 Field-Based Club

How can BSC bridge this gap?

- Intensive Field
- Early Practicum
- PDS Partnerships
- Cultural Learning
- Action Research
- PDS Examples

Challenging Before Our Experience

- Behavior Problems
- Violence
- Unstructured Classroom Management (e.g. yelling)
- Low Academic Level
- Youth Substance Abuse
- Poverty Issues

What do you see?

Stereotypes Our Personal Experience

About Urban Experience

Education After Our Experience

- Organization Is Optimum
- Encourages Growth
- Each Student Has The Potential To Learn
- Learning Is Not Limited Beliefs

Childhood Education
 Journey Through Early Childhood

Childhood Education
 Journal of the Association for Childhood Education International

Childhood Education
 Journal of the Association for Childhood Education International

NACDE PDS Partners

A Message From the President

Message from the President

Message from the President



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



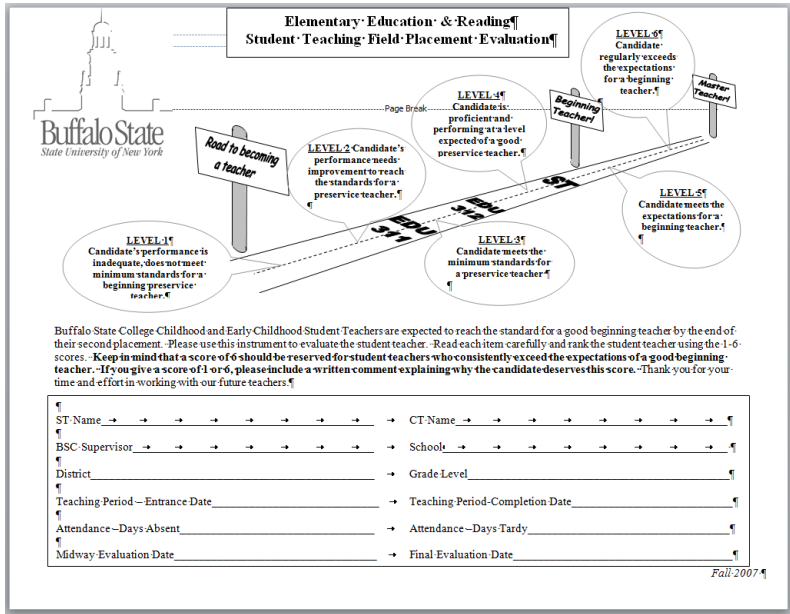
NAPDS 2011 Award for Exemplary PDS



The Golden Apple, 2008

Assessment

- Roadmaps
- Rubrics & Common Assignments
- Convener Groups
- TaskStream Data



Report: Custom Performance Report
 Report Generated by TaskStream
 Report Format: EER-EDU311-ObservedLessonPerf-F08-Sp09
 DRF Template(s): E: Ed Undergrad Fall 2008, E: Ed Undergrad Spring 2009
 Program(s): E: Ed Undergrad, Fall 2008, E: Ed Undergrad, Spring 2009
 # Authors: 1341 Authors matched search criteria
 Report Generated: Friday, August 21, 2009

EER-EDU311-ObservedLessonPerf-F08-Sp09

Rubric Criteria	Authors evaluated	Results for Group	Distribution of scores								
Followed Written Plans ACEI: 3.1, 3.3 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.763 (82.00%) Median=3.00 Std. Dev.=0.49	Score	N/A	1	2	3				
Use of Visual Aids ACEI: 3.1 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.813 (83.67%) Median=3.00 Std. Dev.=0.48	Count%	0	0%	1	0.96%	22	21.15%	81	77.88%
Clear Expectations ACEI: 1.2, 1.3, 1.4 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.683 (80.33%) Median=3.00 Std. Dev.=0.53	Score	N/A	1	2	3				
Management ACEI: 1.3, 1.5 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.543 (84.67%) Median=3.00 Std. Dev.=0.50	Count%	0	0%	1	0.96%	30	28.85%	73	70.19%
Rapport With Students ACEI: 3.5 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.873 (85.67%) Median=3.00 Std. Dev.=0.34	Score	N/A	1	2	3				
Candidate's Voice ACEI: 3.4, 3.5 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.893 (85.33%) Median=3.00 Std. Dev.=0.38	Count%	0	0%	1	0.96%	13	12.5%	80	85.54%
Candidate's Oral Language ACEI: 2.1, 3.5 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.843 (84.67%) Median=3.00 Std. Dev.=0.40	Score	N/A	1	2	3				
Audience Contact ACEI: 3.4, 3.5 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.883 (86.00%) Median=3.00 Std. Dev.=0.32	Count%	0	0%	1	0.96%	15	14.42%	88	84.62%
Candidate Self-Evaluation ACEI: 4, 5.1 (K, D, I, S) Folio Area: EDU 311: Observed Lesson Performance DRF Template: E: Ed Undergrad Fall 2008	104 of 1341 (7.79%)	Avg =2.733 (81.00%) Median=3.00 Std. Dev.=0.51	Score	N/A	1	2	3				
Average of 9 Criterion Averages					0	1	0.96%	25	24.04%	78	75%
AVERAGE for all criteria		2.773 (82.47%)									

TaskStream - Windows Internet Explorer
 https://n.taskstream.com/RubricView/RubricPrintViewWithSessionPrintFeedback.aspx/RubricID=ugp2pbfhff6baac3eg0f6d6d35c9hp90dfhd6rubricid

Note: You may wish to change your printer settings to "landscape" mode if you have a rubric with many levels. [Send to Printer Now](#)

EDU 311/511 Observed Lesson Performance (created Sept, 2008)

Levels	Unacceptable	Acceptable	Target	Score/Level
Followed Written Plans ACEI: 3.1 (K, D, I, S)	Plans not followed or not available.	Plans followed extensively using note cards or written plans.	Plans followed closely with skillful adjustments made as needed for class comprehension.	
Use of Visual Aids ACEI: 3.4 (K, D, I, S)	Visual aids were inappropriate or not used at all.	Visual aids were used at a limited capacity.	Visual aids effectively used to model concepts & interest students.	
Clear Expectations ACEI: 1, 3.1, 3.4 (K, D, I, S)	No observable expectations for student communication &/or behavior was provided.	Learning time is effected due to unclear expectations for communication & behavior set.	Maximizes learning time by setting & enforcing clear expectations for communication & behavior.	
Management ACEI: 1, 3.1, 3.4 (K, D, I, S)	No classroom management strategies observed.	Some classroom management strategies observed; recognizes need for additional strategies.	Applies principles of effective classroom management; Uses cooperating teacher's strategies & routines to promote cooperation & purposeful learning.	
Rapport With Students ACEI: 3.2 (K, D, I, S)	No observable rapport.	Some observable rapport. Uses knowledge of students to enhance learning.	Excellent rapport with students. Differentiates instruction to enhance students' learning experiences.	
Candidate's Voice ACEI: 3.4, 3.5 (K, D, I, S)	Inappropriate volume & pace; No tone variation.	Appropriate volume & pace; Some tone variation.	Appropriate volume & pace; appropriate tone variation.	
Candidate's Oral Language ACEI: 2.1, 3.5 (K, D, I, S)	Inappropriate grammar; Always used slang.	Some inappropriate grammar; Seldom used slang.	Appropriate grammar; Never used slang.	
Audience Contact ACEI: 3.4, 3.5 (K, D, I, S)	No eye contact; No room circulation.	Some eye contact; some room circulation.	Adequate eye contact; Adequate room circulation.	
Candidate Self-Evaluation ACEI: 4, 5.1 (K, S, D)	No suggestions for how the lesson might be improved another time.	Description of the lesson with specific suggestions of what may be tried at another time.	Thoughtful & accurate assessment of lesson's effectiveness & the extent to which it achieved its goals. Cited many specific examples from the lesson & weighted the relative strength of each. Offered specific alternative action plans with probable successes of different approaches.	



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