Buffalo State-JFKMS Partnership
Board of Education Presentation, October 22, 2013

Presentation Outline

1. Introductions/Overview
2. Professional Development Schools (PDS) Model
3. What is Happening Now?
   → Tutoring Program at JFKMS
   → Student Teaching Cohort
   → Seminar taught at JFKMS
4. Impact of Program
5. Next Steps

In attendance:
Dr. Wendy Paterson, Dean, Buffalo State College School of Education
Dr. Benjamin Christy, Dean, Buffalo State College School of Arts and Humanities
Dr. James Cercone, Professor, Buffalo State College
Mr. Dennis Wojtaszczyk, Professor, Buffalo State College
Ms. Kristen Pastore-Capuana, Adjunct Professor, Buffalo State College
Mrs. Sarah Bandemer, Teacher, JFKMS
Mr. Michael Lester, Teacher, JFKMS
Ms. Timea Kernacova, Student Teacher at JFKMS, Buffalo State College
Ms. Vanessa Ludwig, Student Teacher at JFKMS, Buffalo State College
Purpose/Mission of the Professional Development School Partnership

PDS Mission Statement:
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-12th 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 in-service teachers, college faculty and administrators
(3) improve young student learning
(4) research best practices for the education of all partners

What is the purpose of a PDS?
College faculty, school administrators, and practicing teachers deliberate on how to cooperatively supervise pre-service teachers and provide closer connections to classroom practice, promote professional development for in-service teachers, improve student learning, and research educational practice for school reform.

School/District Roles:
- Internship site
- Service learning site
- Field placement site
- Student teaching site
- Clinical "rounds" to see master teachers and best practices
- School improvement projects and action-based research

College/Consortium Roles:
- Curriculum review and input
- WNY Consortium of colleges and schools
- Co-teaching with expert faculty
- Teacher perks on campus
- Participation in SUNY Teacher Education Network (STEN)
- Special programs
- Advisory Council
9 Essential Components of a PDS

1. Comprehensive Mission
   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. Active Engagement in School Community
   A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community.

3. Reciprocal Development
   Ongoing and reciprocal professional development for all participants guided by need.

4. Reflective Practice
   A shared commitment to innovative and reflective practice by all participants.

5. Public Sharing
   Engagement in and public sharing of the results of deliberate investigations of practice by respective participants.

6. Formal Agreement
   An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved.

7. Shared Forum
   A structure that allows all participants a forum for ongoing governance, reflection, and collaboration.

8. Shared Faculty
   Work by college/university faculty and P–12 faculty in formal roles across institutional settings.

9. Resources and Recognition
   Dedicated and shared resources and formal rewards and recognition structures.