On Saturday, September 16, I participated in the Bengals Dare to Care Day with approximately 15 EER teacher candidates. We painted flowerpots, weeded, beautified the playground, and cleaned windows at Discovery School #67 on Abbott Road. Dr. Conway-Turner worked beside all of us and kicked off the event with her inspirational words about the importance of college-community partnerships. Eight hundred students, faculty, staff, and faculty/staff children participated, working with our community partners at 35 locations throughout the City of Buffalo.

Several of my teacher candidates from SPF 202 (Child Development) participated. It was a fantastic opportunity for our freshman teacher candidates to tour and contribute to one of our PDS partner schools. There were other teacher candidates who were more advanced in their program, sharing advice with some of the freshmen. Elizabeth Meyerhoffer, a student teacher at School 67 showed us her former classroom. It was so interesting to see an old school with so much open space in the middle, covered with a tent-like structure and contemporary glass! The principal introduced himself and discussed some future potential collaborative projects we might do with his school. He, as well as some of the staff who focused on children's psychological and family needs, gave additional insights regarding their student population. They told us about our beautification projects for the next three hours and provided supplies.

Submitted by

Dr. Nanci Monaco
Buffalo State’s Professional Development School (PDS) Consortium, a partnership between the School of Education, Teacher Education Unit, Western New York P–12 schools, and several overseas sites, will receive the Exemplary PDS Achievement Award from the National Association for Professional Development Schools (NAPDS).

This is consortium’s third award from NAPDS. This year the PDS will be honored with its second Exemplary Achievement Award, having previously received the award in 2011. In 2013, the PDS received the Spirit of Partnership Award which recognized Buffalo State’s consistently high level of student participation at NAPDS’s annual conference.

In announcing the award, NAPDS noted that “the Buffalo State consortium was cited for its exceptional international outreach and long-standing relationships with Buffalo-area public schools. Consortium partners are deeply invested financially and programmatically in supporting the educational needs of the young people in area schools and the next generation of teachers learning their craft through Buffalo State’s programs. Study-abroad opportunities and teaching internships in nine countries on five continents have extended the global impact of Buffalo State’s program beyond its base in 31 Western New York school districts.”

NAPDS is the pre-eminent national organization supporting and advancing school-university collaboration and clinically rich practice as the norm for educator preparation. Its vision is to serve as an advocate for the educational community in promoting the continuous development of PreK–12-higher education-community relationships.

Katherine Conway-Turner, president of Buffalo State, said, “We are very proud of the outstanding work done by our faculty and students in collaboration with teachers and administrators throughout New York State as well as in other countries. International partnerships give future teachers a global understanding of education and, in many cases, first-hand experience of the challenges facing second-language learners.”

Buffalo State is one of four outstanding institutions to receive the Exemplary PDS Achievement award. The other three are Baylor University, Ohio University, and Penn State.

“This NAPDS award recognizes the astounding expansion of Buffalo State’s PDS model into partnerships with global school sites, a program we now call International PDS,” continued Paterson. She noted that, through PDS’s action-based research grants, Buffalo State faculty and students collaborate with teachers and school leaders to do research that addresses the unique challenges identified by the partner schools themselves. Such partnerships move beyond daily practice into change agency, advancing social justice, and supporting academic achievement for all children.

“This national recognition honors the many hours of exhaustive work by all of our PDS members,” said Paterson. "Coming on the heels of the publication of our first book, Doing PDS: Stories and Strategies from Successful Clinically Rich Practice, this award only affirms our fierce commitment to this outstanding model of teacher and leader education.”
New York State Master Teacher Program

The New York State Master Teacher Program is extending its reach to Elementary teachers! The Program has been open to Math, Science, and Technology teachers for 5 years and continues to provide teacher-driven professional development to these teachers. Dr. David Henry and Dr. David Wilson (co-directors of the program) have begun Math and Science Minicourses to elementary teachers across Western New York. These minicourses are 12 hours of professional development after school provided by experts in math and science education. The math courses focus on establishing a landscape for specific math areas and understanding how concepts build from kindergarten through Grade 12. The science courses introduce participants to the New York State Science Learning Standards and practices in specific content areas. These minicourses are free and teachers can find more information at msmt.buffalostate.edu.

In a recent development, teachers in grades K-6 are now eligible to apply to the master teacher program itself! Teachers need to be the teacher of record for math, science, or technology in one or more classrooms. The program offers a space for teachers to interact with other passionate teachers in the area. Teachers design their own professional development and come together to participate in cohort meetings, workshops, minicourses, and Professional Learning Teams. Master teachers receive $15,000 stipends annually over 4 years. You can find more information about the program and the application process at www.suny.edu/masterteacher.

Submitted by Dr. David Henry
Dare to care day was such an exciting day. I loved getting out in the community and serving for causes that truly mattered. I had the opportunity to serve at “The Restoration Center.” It was a rather new organization that seeks to provide a refuge for those who are struggling with substance abuse. They have many different programs that offer safe and fun activities and provide community for those going through this. To help serve this organization a group of students went around the community handing out pamphlets to different houses raising awareness about this epidemic. We were able to answer questions to those who were interested and even just engage with people in our community.

Doing this really helped me realize just what a difference I can make even in such a small way. I truly loved giving my time to help my community and get involved.

This experience also opened my eyes to the fact that I need to serve more in my community. I look forward to the next Dare to Care day!

Submitted by Liberty Darr
The Department of Elementary Education and Reading has been focusing on the theme of engagement this year. The engagement taskforce has many exciting events planned for faculty, teacher candidates, and our school and community partners.

A group of faculty members have read *The Highly Engaged Classroom* (Marzano & Pickering, 2011) and have been discussing the ideas of engagement and attention along with various strategies at each faculty meeting during the spring semester.

In addition, Gary McGuey from FranklinCovey will attend our March 9th faculty meeting to discuss the Leader in Me and student engagement. Thank you to Tom McCully for organizing Gary’s visit. Cyndi Burnett will drop by our April 13th faculty meeting to talk about creativity and student engagement.
To continue the Elementary Education and Reading Department’s exploration of student engagement, we have Marcia Tate coming to campus on March 6, 2018. She will do three events that day.

The morning event from 9:00-11:00 will be in Butler 210 for teacher candidates. The presentation is entitled *Worksheets Don’t Grow Dendrites 20 Instructional Strategies that Engage the Brain*.

Marcia Tate will speak to college faculty from 1:00-3:00 in Butler 210. This presentation is entitled "Sit & Get" Won’t Grow Dendrites: 20 Professional Learning Strategies that Engage the Adult Brain will include strategies we can use in our courses with college students.

From 4:30-6:30, Marcia Tate will repeat *Worksheets Don’t Grow Dendrites 20 Instructional Strategies that Engage the Brain* for the community in Campbell Student Union – Social Hall. The literacy specialist candidates will also be in the Social Hall from 4:00-4:30 with poster presentations on literacy strategies. PDS partners and teachers from all over Western New York are invited. They just need to RSVP by March 1, 2018 using the link below

[https://buffalostate.co1.qualtrics.com/jfe/form/SV_4ZdfbpfHtsqBMD7](https://buffalostate.co1.qualtrics.com/jfe/form/SV_4ZdfbpfHtsqBMD7). CTLE credit is available.

These events are sponsored by the SUNY Buffalo Grant Allocation Committee, School of Education, Woods Beals Endowment for Urban Education, Horace Mann Endowment for Exceptional Education, Professional Development Schools Consortium, Department of Elementary Education and Reading, the New York State Master Teacher Program, and the SUNY Buffalo State Literacy Center.

Submitted by Dr. Keli Garas-York
New EDU 416 PDS Partnership

To build awareness for the need of content area literacy, teacher candidates enrolled in EDU 416 Teaching Literacy in Middle and Secondary Schools course will participate in a new service-learning experience at Lafayette International Community High School and with middle schoolers at Herman Badillo Bilingual Academy.

Partnering with Lafayette Principal John Starkey and English as a New Language teacher and Buffalo State alumna) Elizabeth Kuttesch, the teacher candidates will be placed in classrooms that are co-taught by content area and ENL teachers.

Teacher candidates will also support the College and Career Ready activities at HBBA by helping to plan, implement, and assess the March 8th Middle School Career Fair co-sponsored with the Career and Technical Education program and the April 25th Eighth Grade Campus Visit.

These experiences will be supported by a PDS signed agreement with both schools to continue efforts to expand PDS partnerships across the SUNY Buffalo State Teacher Education Unit.

Submitted by Dr. Pixita del Prado Hill and Dr. Susan McMillen
We are proud to announce the publication of *Doing PDS: Stories and Strategies from Successful Clinically Rich Practices*, through Information Age Publishing, edited by Keli Garas-York, Pixita del Prado Hill, Leslie Day, Kim Truesdell and Susan Keller-Mathers. The book shares the skills, knowledge and examples of evidence-based practice that make up our award-winning PDS and offers ideas for how teacher education and professional development might be re-conceptualize and re-energized. Many department faculty members contributed chapters including Maria Ceprano, Christine Tredo, Sherri Weber, Laura Klenk, Jevon Hunter, Nancy Chicola, Hibajene Shandomo, Tom McCully and Dianne McCarthy as well as the editors. The photo below shows the book signing which took place on Tuesday February 13, 2018 in the Campbell Student Union’s Barnes and Noble bookstore.
Imagine what could change if you thought differently about education. What if the leadership potential of every student was developed with the same intensity as reading, writing, and math? The Leader in Me is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. The Leader in Me starts from a powerful premise, every child possesses unique strengths and has the ability to be a leader.

The Elementary Education and Reading Department in the School of Education with support from the Center for Excellence in Urban and Rural Education (CEURE) partners with Franklin Covey and is a licensed Leader in Me training provider. This partnership also includes Erie 1 BOCES which enables schools to take advantage of aid to fund the process. The College is able to bring this innovative school wide model to schools throughout Western New York. The service provides local support to enable schools to create a culture that taps each child’s full potential.

The College has been working with schools in the Cheektowaga-Sloan District and provides training at several levels including “Launching Leadership”, “Creating Culture”, “Aligning Academics”, and “Lighthouse Team” workshops. Two “Rethinking Leadership” workshops were held this past summer in partnership with the Western Region Teacher Centers. Approximately forty-five educators attended the workshops to learn more about The Leader in Me process.

This past July fourteen school administrators from five different districts participated in a two-day Educational Leadership workshop which provided important skills and tools needed to lead innovation in today’s schools using The Leader in Me process. Additional schools are reviewing the process, conducting book studies with their faculty, and visiting local Leader in Me schools to determine if they want to embark on this journey. Buffalo State will be there to support them.

The impact of The Leader in Me process is impressive and helps schools get remarkable results as they face the many challenges of today. Some of the outcomes are:

- Inspire student accountability towards academic goals
- Embrace the individual strengths and talents of each student
- See each student through the lens of a whole person paradigm
- Release the passion, purpose, and potential of teachers

Buffalo State’s long tradition of helping schools innovate and create a positive and dynamic learning experience for students now has one more way to assist schools on that journey, The Leader in Me.

Submitted by Dr. Thomas McCully
“Teaching Readers and Writers Around the Globe”—that’s the tagline of the new “Global Literacy Channel” on YouTube. Mrs. Patty George worked with students in the School of Education to launch this new global literacy initiative. The project was supported in part by the SUNY Buffalo State Institute for Community Health Promotion Collaborative Research Initiative (ICHP/CRI).

The goal of the Global Literacy Channel is to help teachers, teacher candidates, parents and caregivers support the young readers and writers in their lives through short video clips of easy-to-implement literacy strategies. “My passion is helping children become better readers and writers. I also want children to learn to love reading and writing because literacy will be such an important part of their lives”, says Patty George, the Director of the Global Literacy Channel and Co-director of Global Book Hour. George, a certified literacy specialist and lecturer in the Elementary Education and Reading Department, has worked extensively throughout her career to spread this message about the importance of literacy. She says the channel is in its beginning stages, and contains videos demonstrating strategies to help children with language acquisition and vocabulary development—both important building blocks for learning to read and write. The channel will expand to include additional video clips in other literacy areas such as phonemic awareness, phonics, comprehension, fluency and writing. “I am incredibly proud of our teacher candidates in the School of Education who were featured in the videos. These clips showcase what they learned in their literacy methods courses at Buffalo State, and demonstrate how committed they are to serving others with this knowledge. These videos will not only support families in our community who attend Global Book Hour each week, but anyone who visits the channel”.

George credits John Myers in RITE Creative Media Service for helping her bring her vision to life and Constance Duerr in ICHP/CRI for her guidance and support along the way. “I couldn’t do this important work without the wonderful people who helped make it happen. I am excited about the future of the channel, and I truly hope we can teach readers and writers around the globe through the Global Literacy Channel”.

To learn more about the Global Literacy Channel and the School of Education’s global literacy initiatives, visit http://globalliteracy.buffalostate.edu/.

Submitted by Patty George and Pixita del Prado Hill
A special thanks to those that have contributed to the EER Spring 2018 Newsletter:

Dr. Pixita del Prado Hill, Professor
Dr. Keli Garas-York, Associate Professor
Ms. Patricia George, Lecturer
Dr. David Henry, Associate Professor
Dr. Thomas McCully, Instructional Support Assistant
Dr. Susan McMillen, Professor
Dr. Nanci Monaco, Associate Professor
Liberty Darr, Teacher Candidate
Lauren Wolf, Office Assistant