Frequent PDS School Student Teacher Committee Meetings were conducted by both student teaching university supervisors, the Pfeiffer-Burleigh principal and several teachers beginning in August of 2005 and continuing through the present. The PDS Grant Director provided a presentation concerning the Professional Development Schools collaboration to all faculty and staff at Pfeiffer-Burleigh and gathered data from participants concerning the redesign of clinical experiences. This data was used to direct the activities for the Fall 2005 and Spring 2006 semester.

The Student Teacher Committee planned and implemented an all day student teacher and teacher orientation day held at Pfeiffer-Burleigh on August 25, 2005 for the fall student teachers. This orientation was again conducted in January of 2006 for the spring student teachers. These orientations have provided the student teachers with much information about urban education as numerous faculty members have spoken about classroom management, student diversity, staff development, PSSA, and other issues of high concern to urban educators. Student teachers for both semesters have also had the opportunity to take a bus ride of the surrounding areas, supported by the Pfeiffer-Burleigh principal and the Dean of Education at Edinboro University.

The university supervisor also conducted a meeting with all of the fall student teachers from Pfeiffer-Burleigh in December of 2005 at the Porreco Center to gather reflective data concerning their PDS experiences.

Beginning in the Spring 2006 semester the university supervisors have scheduled the first Monday of each month for after school PDS committee meetings.

The Pfeiffer-Burleigh faculty and principal provided a “Goodbye Luncheon” for all of the student teachers in December and the university supervisors provided the faculty with a bagel breakfast. All participating cooperating teachers were given “gift” bags of Edinboro University materials by the PDS Grant.

University Student Teaching Supervisors had assignment for student teachers entirely at Pfeiffer-Burleigh during the Fall 2005 semester. This new arrangement allowed for more interactions with the cooperating teachers and staff, a more consistent supervisory schedule (supervisor spent Mondays and Wednesdays at Pfeiffer-Burleigh), an increased number of formal and informal visitations and observations, greater amount of time spent discussing strengths and weaknesses of lessons with teacher candidates resulting in better lesson implementation.

The university supervisors met on Wednesdays with the PDS teacher representative from Pfeiffer-Burleigh, the principal, and a student teaching supervisor from Special Education to bring issues forward and gather input from cooperating teachers. Frequent informal meetings were also held with the school principal.

Student teachers reported that the number of teacher candidates at the PDS site provided them opportunities to discuss issues and co-develop lessons and bulletin boards. Student teachers collaborated for improved instruction with cooperating teachers and the university supervisors.
Four Block Literacy Books were purchased from the grant during the Fall 2005 semester. The books were ordered and distributed to the student teachers and the cooperating teachers. Student teachers have reported that the books assisted them in becoming more familiar with the school’s literacy practices, provided information on appropriate terminology and provided ideas for student teacher generated activities appropriate to the literacy goals of Pfeiffer-Burleigh. The books were collected at the end of the Fall semester and have been distributed to the new group of student teachers placed at Pfeiffer-Burleigh for the Spring semester.

Math Learning Centers were created as part of ELED 350 Teaching of Mathematics in Elementary School by teacher candidates who worked in pairs to design, develop and implement a mathematics learning center for specified grade levels and classrooms at Pfeiffer-Burleigh. Fourteen teachers from Pfeiffer-Burleigh signed up for the learning centers and asked for specific concept development. Teacher Candidates had to design interactive hands-on, minds-on centers that provided activities for 3 levels of students, employing differentiated instruction learned in the campus course. Teacher candidates presented the centers to the students at PB, and teachers from PB critiqued the centers and submitted student work samples resulting from using the centers in their classrooms. Several of the teacher candidates were interviewed by WSEE Channel 35 “Caring for Kids” program which aired on local television. Teacher candidates reported this provided them with valuable, real experiences working in a diverse classroom and receiving feedback from professional teachers on student achievement and operations of the centers.

The course ELED 450 Professional Performance in the Elementary School is being provided during the Spring 2006 semester on site at Pfeiffer-Burleigh on Wednesdays for 15 teacher candidates from the School District of the City of Erie, including Pfeiffer-Burleigh. The on-site offering has allowed students to use multiple resources located on site and used by classroom teachers. Mrs. Amatangelo, Principal of Pfeiffer-Burleigh has presented information to about PSSA and AYP and is scheduled to present again. Mr. Valez has consented to speak to the class about classroom management, and the school nurse is scheduled to visit. Mr. Ryan Munson, a former student teacher at Pfeiffer-Burleigh who is now substitute teaching at several urban schools has also agreed to speak to the class.

The on-site offering has provided student teachers with the opportunity for professional discussing of common issues experienced in urban school settings. Many of the issues and activities in this course provide for addressing issues in an urban school. Students in this section of the course are required to read Ruby Payne’s “Framework for Understanding Poverty” which has been purchased by the PDS Grant and is being made available to other student teachers in the PDS as well as Pfeiffer-Burleigh school personnel.

Teacher Candidates in ELED 240 Teaching Children’s Literature will be providing a series of read-alouds to the students at Pfeiffer-Burleigh during the Spring 2006 semester.
Mrs. P. Heard of Title 1 Reading is scheduled to speak to the class on the Edinboro campus in April to discuss the new REACH program.