

PROFESSIONAL DEVELOPMENT SCHOOLS

PDS STAGES

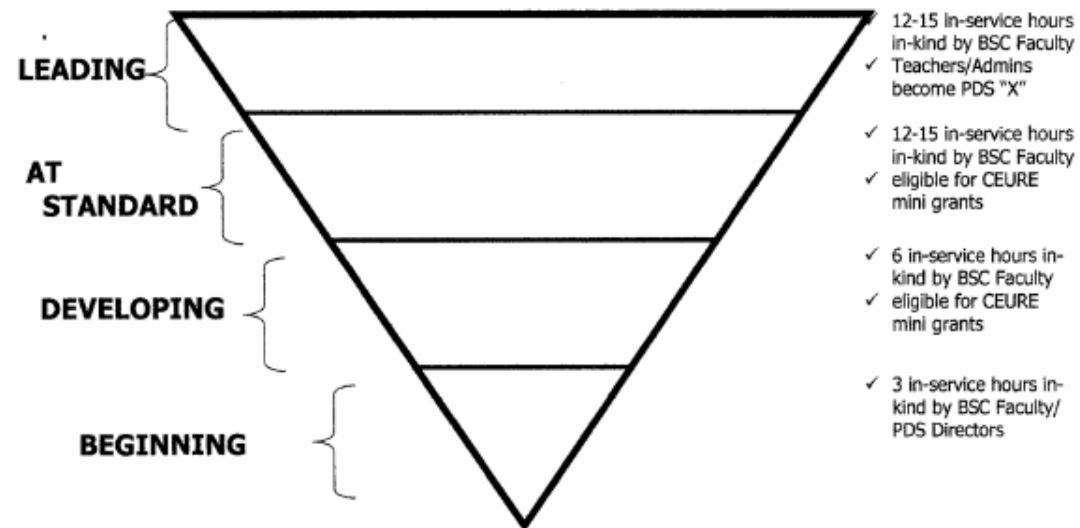


PDS Stages

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The PDS model at the college follows the standards established by the National Council for the Accreditation of Teacher Education (2001). With that, we have created four PDS levels: Beginning, Developing, At Standard, and Leading.

Buffalo State College Department of Elementary Education and Reading Professional Development School (PDS) Stages—Phase I



Beginning Stage-Beliefs, verbal commitments, plans, organization and initial work are consistent with the mission 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.

Developing Stage-Partners are pursuing the mission of PDS partnership and there is partial institutional support. At the developing stage, partners are engaged in PDS work in many ways. However, their supporting institutions have not yet made changes in their policies and practices that would provide evidence of institutionalization.

At Standard-The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and it reflects what is known about the best practices. At this stage, partners work together effectively resulting in positive outcomes for all learners. Partnering institutions have made changes in policies and practices that reflect what has been learned through PDS work, and that support PDS participants in meaningful ways.

Leading-Advanced PDS work is sustaining and generative, leading to systematic changes in policy and practice in partner institutions, as well as to impact on policy at the district, state, and national levels. At this stage of development, the PDS partnership has reached its potential for leveraging change outside its boundaries and its supporting institutions, and has an impact in the broader education community.

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