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program supported by all stakeholders (NAPDS Essential 2). Partnerships can support the growth of diverse teachers, from the community, to advance equity, antiracism, and social justice within and among schools (NAPDS Essential 1). Extensive mentoring and support in a cohort is essential to develop and retain emerging teachers from diverse backgrounds.

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Moving to New Places and Spaces: PDS and Global Literacy Engagement

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Using PDS Structures and Relationships to Promote Family Literacy

Global Literacy Engagement, a collaboration between the School of Education at Buffalo State College and its school and community partners, has grown in new and exciting ways since its inception in 2010. With an overarching mission to promote literacy and global awareness, Global Literacy Engagement has served as a unique platform to bring together all PDS stakeholders: teacher candidates, faculty, children, families, teachers, and school and community partners. The goal of this article is to explain how Global Literacy Engagement has embraced a boundary-spanning role to include new Professional Development Schools (PDS) sites, locally and internationally, as well as in digital spaces, to meet changing needs. Specifically, in this article we describe the origins of the program, its development and expansion, and future plans that hold promise to move in new and important directions while building upon existing PDS structures and frameworks (National Association for Professional Development Schools, 2021).

Global Literacy Engagement is an umbrella term for several initiatives in Buffalo State's School of Education (<https://globalliteracy.buffalostate.edu/>). Since its inception 12 years ago, Global Literacy Engagement has been a unique university-school/community partnership project that has been supported, strengthened, and sustained by PDS through its network of partnerships and the purchase

of books required by the program. Its origins trace back to 2010 when two faculty members developed an idea for an interactive story hour for children and families who live in the neighborhoods surrounding the college. Titled, "Global Book Hour," this first project was established to promote family literacy in the local community and provide teacher candidates enrolled in an introduction to literacy course with a service-learning opportunity to interact with children and their families.

Reading Interactively

Reading to children is the core of the home literacy environment that supports the development of children's linguistic competencies and influences their future academic achievement (Niklas et al., 2016). The home literacy environment is where children first develop their "language and literacy skills that equip them to make sense of, describe, and participate in the world" (Niklas et al., 2016, p. 1). In effort to support the home literacy environment, educators should consider reaching beyond the traditional classroom to improve family literacy practices. Making high quality books accessible to families facilitates a healthy diet of diverse children's literature and exposure to the different opportunities that books provide (Luo et al., 2019).

Global Book Hour is organized with this research in mind. Sessions are facilitated on Saturday mornings at a local grocery store on the West Side of Buffalo. Upon entering, children are escorted to a rug and families sit on the perimeter of this gathering space. After learning new vocabulary from the book and exploring the geography and culture of the featured country, teacher candidates read the book aloud to small groups of children, discuss the text, and engage them in an extension activity related to the book. Families are provided with a literacy "tip of the week" to practice at home

along with a copy of the book to add to their family's home library. PDS funds support the purchase of the books that are distributed. Children from infancy through age 12 are welcome, and the sessions are differentiated to meet their varying needs and interests (Truesdell, 2017; Truesdell & del Prado Hill, 2015) (see Table 1).

New Directions

To respond to requests to grow the program, the creators of Global Book Hour expanded the program to a new site: a local laundromat. The importance of meeting families in spaces they commonly visit during the week was the driving force behind this new location. While a grocery store and laundromat represent nontraditional PDS partnerships, Global Book Hour was designed as a PDS for mutually beneficial partnership. Moreover, Global Book Hour recruited participating children from existing school-university partners in the area to provide an engaging literacy resource for collaborating schools and their families. As a long-standing organization since 1991 with a wide reach of over 100 school and community partners, the Buffalo State College PDS offered a framework and resources to support Global Book Hour (<https://pds.buffalostate.edu/>).

The Global Book Hour initiative grew in the first few years to serve over 35 families each week. Teacher candidates gained valuable opportunities to practice the literacy strategies they learned in their course, and families discovered the importance of reading aloud to children. One of the co-directors of the program noticed that families were looking for more resources to foster a literacy-rich home environment. This was the impetus for a new global literacy initiative: The Global Literacy Channel. Launched in 2018, this YouTube channel ([tinyurl.com/global-literacy](https://www.youtube.com/global-literacy)) contains short literacy-

Table 1: Global Book Hour Protocol

Introduce book to provide information about the setting and culture	Show the location of the story on a map and the children's location on the map or show an image (e.g., in a city) if a map is not appropriate for the book. Prepare the children for the cultural features that are introduced in the book.
Build and activate background knowledge about the content of the book	Ask a question that connects the story to the children's background knowledge.
Teach academic vocabulary	Select three important or challenging vocabulary words to help children understand the book. Provide a picture, definition, and sentence.
	Engage the children with each word by having them do something active (e.g., Point to the images that show someone who is feeling <i>ecstatic</i> .)
Engage in an interactive read aloud and ask deep-thinking questions	Read the book. At least three times throughout the reading, stop and ask a deep-thinking question that does not have a yes/no answer.
Facilitate an extension activity	Respond to the book through the visual and/or performing arts.
Ask a final deep-thinking question	Discuss concepts that relate the book to the children's lives or help the children to analyze the text more deeply. Consider the levels of Bloom's Taxonomy to design questions that differentiate for the varying needs and interests of the participating children.
Provide a tip of the week	Extend learning at home with easy-to-implement activities related to the book featured.

Table 2: Connecting the Standards to Global Literacy Engagement: Social Emotional

Standards benchmarks (New York State Education Department, 2018)	Global Literacy Engagement
Develop self-awareness and self-management skills essential to success in school and in life (p. 2).	Children identify emotions and behavior and recognize personal qualities through question prompts (e.g., text-to-self connections) and explore richly developed characters during a read aloud. Children persevere while engaging in literacy activities and answering comprehension questions anchored in high quality children's literature.
Use social awareness and interpersonal skills to establish and maintain positive relationships (p. 4).	Children are prompted to recognize the feelings and perspectives of others through exposure to various characters during a read aloud. Children are immersed in an environment that supports engagement in peer dialogue, which facilitates the development of respecting differences among a group. Children practice strategies for cooperatively working together while participating in literacy activities (e.g., comprehension questions, vocabulary games, and other literacy activities).
Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts (p. 6).	Children demonstrate knowledge of social norms in a multi-age social setting while navigating a variety of literacy activities during Global Book Hour. Children are provided choices for engagement through a variety of literacy activities, prompting children to implement respectful decision-making skills for themselves. Children apply decision making skills to make positive choices within Global Book Hour. These decisions contribute to the quality of the literacy hour (i.e., engagement in small group discussions and managing literacy activities).

tip videos featuring teacher candidates. Most of the activities and suggestions in the videos can be replicated at home with materials that are readily available. With the support of the campus technology staff, teacher candidates practiced their teaching skills while recording these short videos in the television studio on campus (George & Nati, 2020). PDS continued to support this new initiative within the Global Literacy Engagement project by securing funding to purchase the books featured in the videos.

The success of the Global Literacy Channel led to expansion in other digital spaces. In 2019, the Global Literacy Blog was created as another way to share literacy strategies with families. The blog entries, written by teacher candidates and graduate

students, work in concert with the Global Literacy channel to support the mission of Global Literacy Engagement at Buffalo State. In addition to the blog, an annotated bibliography was created listing all the books read at Global Book Hour sessions over the years. Maintained by PDS and shared across the Buffalo State PDS, this extensive list is organized by theme and contains a brief summary of each book, the country of origin, and a suggested age range.

Global Literacy Goes Global

As the Global Literacy Engagement project expanded to new places in person and online, the program also expanded internationally through the Buffalo State College International PDS (IPDS) (<https://pds.buffalostate.edu/international-pds>). IPDS offers education majors the opportunity for

short-term, faculty-led travel to work in partnering classrooms alongside teacher candidates in other countries as they explore language learning and global educational issues. The IPDS Chile program partners with Universidad Mayor and is a two-way exchange with a Universidad Mayor delegation traveling to Buffalo in February and a Buffalo State cohort traveling to Santiago in June. Through this exchange, Universidad Mayor faculty learned of the Global Book Hour and were interested to re-imagine the project to build stronger partnerships with their schools and to support English language learning. Learning about the ways Universidad Mayor has adapted the program has provided new insights to the Buffalo-based and online Global Literacy Engagement project (Araya, et al., 2020).

Table 3: Connecting the Standards to Global Literacy Engagement: Lifelong Practices of Readers and Writers from the New York State English Language Arts Standards

Standards (New York State Education Department, 2017, p. 8)	Global Literacy Engagement
<p>Readers:</p> <p>read often and widely from a range of global and diverse texts</p> <p>read for multiple purposes, including for learning and for pleasure</p> <p>enrich personal language, background knowledge, and vocabulary through reading and communicating with others</p> <p>monitor comprehension and apply reading strategies flexibly</p> <p>make connections (to self, other texts, ideas, cultures, eras, etc.)</p>	<p>A new book from a different area of the world is read each week offering diverse perspectives on a particular theme through a variety of genres such as nonfiction, poetry, historical fiction, fables, myths, etc.</p> <p>Children and families read for pleasure in small groups and are encouraged to continue reading at home</p> <p>Sophisticated vocabulary, geographic information, and comprehension strategies are presented and explored through games and activities</p> <p>The selected theme for the semester helps participants make connections to self, texts, and the world</p> <p>Videos on the Global Literacy Channel model comprehension strategies</p> <p>The Global Literacy Channel and Global Literacy Blog introduce children, families and teachers to global literature</p> <p>Global Literacy Channel and Global Literacy Blog describe ways to promote language acquisition</p>
<p>Writers:</p> <p>enrich personal language, background knowledge, and vocabulary through writing and communicating with others</p> <p>experiment and play with language</p>	<p>Face-to-face and online experiences provide opportunities to enrich language, background knowledge and vocabulary</p> <p>Games and interactive experiences provide families with engaging ways to build language skills</p> <p>Global Literacy Channel videos and Global Literacy Blog posts describe ways to help children organize their writing</p> <p>Global Literacy Channel videos provide tips for encouraging writing at home</p>

As the Global Book Hour evolved into the Global Literacy Engagement program, learning standards in New York State were changing to the Next Generation Learning Standards. To meet the new classroom needs of our PDS partners, the program was aligned to address the new guidelines to develop readers and writers while also supporting social and emotional learning (see Tables 2 and 3).

The Global Literacy Engagement program adapted again in March of 2020 when the COVID-19 pandemic necessitated a shift to remote learning. COVID-19 interrupted traditional instruction, prompting a robust emphasis on the role of digital platforms for children to access literacy resources. Although the current status of school instruction was uncertain, comfort was provided with the knowledge that engagement with digital literacy strategies improves children's literature skill development, while supporting the "use of social practices of creating and interpreting meaning through text" (Maureen et al., 2018, p. 374). Given the importance of reading aloud, providing models, and ensuring accessibility for school and life-long learning, the Global Literacy Engagement has evolved to meet new needs and both the Global Literacy Channel and Global Literacy Blog became increasingly vital resources for the families participating as well as all PDS local and international partners.

Families used tips on the channel and blog to create literacy-based learning activities to homeschool their children. Teacher candidates recorded videos to practice teaching in a socially distant setting. Children were engaged in learning and teacher candidates fine-tuned their pedagogy. As the pandemic continued into the fall of 2020 and spring of 2021, Global Literacy Engagement

at Buffalo State College was reimaged once again. The curbside pick-up of children's books was established to provide children and families with access to global children's literature. Teacher candidates created virtual Global Book Hour sessions via PowerPoint and Google Slides. These digital presentations led children through all the components of a Global Book Hour session in the comfort of their homes. At the click of a computer mouse, children learned new vocabulary, increased their knowledge of geography and culture, and improved their listening skills and comprehension by listening to a read aloud. They even had an opportunity to extend their learning through response activities and the arts. During this time, PDS maintained ongoing communication with all PDS partners and promoted the Global Literacy Engagement resources to support the needs of teachers, families, and children.

In addition to responding to the challenges raised by the pandemic, Global Literacy Engagement has served as a mechanism to address calls for greater social justice. During the spring of 2021, the Buffalo State PDS hosted educator and scholar Ghody Muhammad (2020) to present her framework for equity through culturally and historically responsive literacy teaching and learning. Muhammad derived inspiration from Black literary societies in the United States in the 19th century to create her model, which highlights four aspects of literacy: literacy as 1) identity meaning making, 2) skills, 3) intellect, and 4) criticality. To encourage teacher candidates to think more deeply about issues of power and equity while using children's literature in their teaching, one professor aligned the Global Book Hour protocol with Muhammad's framework (see Table 4).

This professor also adapted the assignment to ask candidates to seek out and share other texts related to the children's literature in alternative modes (e.g., music, image, video). Layers of short multimodal text, including primary sources (Muhammad, 2020), serve the dual function of increasing the teacher candidates' knowledge of the content of the focal children's book and providing resources for families to further explore content. In particular, candidates may need additional information on the topic of a book before they are able to engage children with issues of power and equity it may raise. This knowledge will help candidates to effectively ask questions and build children's background knowledge while reading. In the case of the text *Celia Cruz, Queen of Salsa*, it is beneficial for candidates to know that Cruz was denied entry back into Cuba, despite her request, and to become familiar with the plight of Cuban exiles in the United States.

The Global Literacy Engagement Program Continues to Change

Global Literacy Engagement will continue to move into new places and spaces in the years ahead. We are excited to welcome a new partner: The Community Music School in Buffalo. This new PDS site will allow us to explore the natural connection between music and literacy. Additionally, we are looking forward to partnering with our childcare center on campus to facilitate some Global Book Hour sessions for families at the end of the day when they pick up their children. We have also learned some important lessons from the pandemic: that some of the things we changed are worth keeping. Our teacher candidates benefited so much from creating digital Global Book Hour presentations that we plan to keep this as an assignment in the introduction to literacy course. It

Table 4: Muhammad's (2020) Equity Framework for Culturally and Historically Responsive Literacy Enacted in the Global Book Hour

Equity Framework Guiding Questions (Muhammad, 2020, p. 58)	Enacting the Equity Framework in the Global Book Hour with <i>Celia Cruz, Queen of Salsa</i> by Veronica Chambers
<p>Identity</p> <p>How will my instruction help students to learn something about themselves and/or about others?</p>	<p>Academic Vocabulary</p> <p>Word - Numerous</p> <p>Example sentence - There are numerous ways to say "Hello." Here are a few: "Hola," "Hi," "Hey," "Bonjour," "Ciao," "Howdy."</p>
<p>Skills</p> <p>How will my instruction build students' skills for the content area?</p>	<p>Engagement with the word - Can you say hello in <u>numerous</u> ways? Try it now!</p>
<p>Intellect</p> <p>How will my instruction build students' knowledge and mental powers?</p>	<p>Discussion During Reading</p> <p>Discuss what it means to be a Cuban exile and why Celia Cruz was not allowed to return to Cuba after she left.</p>
<p>Criticality</p> <p>How will my instruction engage students' thinking about power and equity and the disruption of oppression?</p>	<p>Questions After Reading</p> <p>What impact did her exile from Cuba have on Celia Cruz's life and work?</p> <p>How does it feel to be limited in where you are allowed to go? How could that experience impact your ability to achieve your goals?</p>
<p>Identity</p> <p>How will my instruction help students to learn something about themselves and/or about others?</p>	<p>Extension Activity</p> <p>Pick something that you love to do and teach or tell someone else about it. Create a visual or other display to represent the thing you love (a poster, a recording, a video, etc.) to help you share it.</p>

will be a valuable way to help them learn the Global Book Hour protocol and lay a foundation for effective literacy practices. We have also learned that the resources and programs we have created have been utilized by all PDS stakeholders. Not only do families use the Global Literacy Channel and the Global Literacy Blog, but so do teacher candidates, faculty members and P-12 teachers as well as our international partners. Guided by NAPDS Essential #8 ("A PDS creates space for, advocates for, and supports college/university and P-12 faculty to operate in well-defined, boundary-spanning roles that transcend institutional settings.") (National Association for Professional Development Schools, 2021), Global Literacy Engagement at Buffalo State has taken on a boundary-spanning role we never imagined possible.

This journey has helped us to recognize that the core values of developing family literacy through high quality global literature have not changed. Instead, who has access and when and how have shifted as well as the alignment to new standards and concepts. PDS has supported this development by providing a framework and set of principles while allowing for flexibility and creativity to meet changing stakeholders' needs through mutually beneficial partnership. Global Literacy Engagement is an example of the "third space" (NAPDS, 2021) that represents the partnership that exists at the synapse between school/community and the university. We are excited to see the new directions the Global Literacy Engagement project can take us to grow readers and writers around the world.

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