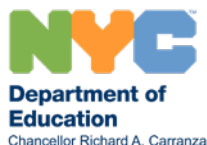




9th Annual NYC Transfer School Conference

Weaving a community of continuous learners



June 6, 2019

Chancellor's Conference Day
8:00 a.m.—3:15 p.m.

*“If you want to go fast,
go alone.
If you want to go far,
go together.”*

—African proverb

Welcome

BROOKLYN

Aspirations Diploma Plus High School
Brooklyn Academy High School
Brooklyn Democracy Academy
Brooklyn High School for Leadership and
Community Service
Brownsville Academy High School
Bushwick Community High School
East Brooklyn Community High School
Liberation Diploma Plus High School
Metropolitan Diploma Plus High School
Professional Pathways High School
Research and Service High School
South Brooklyn Community High School
Urban Dove Team Charter School
West Brooklyn Community High School

THE BRONX

Arturo A. Schomburg Satellite Academy Bronx
Bronx Arena High School
Bronx Community High School
Bronx Haven High School
Bronx Regional High School
English Language Learners and International
Support Preparatory Academy
Jill Chaifetz Transfer High School
New Directions Secondary School
New Visions AIM Charter High School I
Urban Dove Team Charter School II

QUEENS

North Queens Community High School
Queens Satellite High School for Opportunity
VOYAGES Preparatory High School
VOYAGES South Preparatory High School

MANHATTAN

Cascades High School
City-As-School
Edward A. Reynolds West Side High School
Harlem Renaissance High School
High School for Excellence and Innovation
Independence High School
Innovation Diploma Plus High School
John V. Lindsay Wildcat Academy Charter
School
Judith S. Kaye High School
Liberty High School Academy for Newcomers

STATEN ISLAND

New Ventures Charter School

CONFERENCE HOSTS



LYNETTE LAURETIG
Senior Director of Multiple
Pathways, Office of
Postsecondary Readiness



MICHAEL ROTHMAN
Executive Director
Eskolta School Research and
Design

1
Day

70+
Workshops,
panels & events

1,000
Educators

NYC DOE Office of Postsecondary Readiness, Multiple Pathways
Institute, in partnership with Eskolta School Research and Design

Program

8:00 AM Registration and breakfast

8:45 AM Workshops, featured events

10:30 AM **PLENARY SPEAKERS**

WELCOME: Lynette Lauretig and **Michael Rothman**, conference hosts

OPENING REMARKS: Timothy F. Lisante, PhD, Executive Superintendent, Access Schools: Alternative, Adult Education, and Transfer High Schools, New York City Department of Education

KEYNOTE: David E. Kirkland, PhD, Executive Director, The Metropolitan Center for Research on Equity and the Transformation of Schools, New York University

11:55 AM Networking lunch and discussion in affinity groups

12:55 PM Workshops, featured events

2:10 PM Workshops, featured events

SESSION LOCATIONS

Session locations can be found on the personalized schedule printed on the back of each attendee's name tag.

A map of the building appears on the back of this program.

Featured Events



Leveraging Youth Leadership to Improve College Access: A Panel and Screening of “Personal Statement”

Melody Benitez, Program Associate, College Access: Research & Action (CARA); **Christine Rodriguez**, and **Enoch Jemmot**, Youth Leaders

Join us for a screening of the documentary *Personal Statement*, which follows three New York City high school students as they navigate the college application process and support their peers to do the same. Following the screening, we will be joined by two of the young people featured in the film, Enoch Jemmot and Christine Rodriguez, along with current peer leaders and staff from College Access: Research & Action who trained the students to carry out the peer leadership work featured in this film.



The Mastery Collaborative Approach: Student-Centered, Culturally Responsive, and Competency-Based

Joy Nolan, Director, Mastery Collaborative, Division of Teaching and Learning, NYC DOE

This participatory session is for educators curious about how to create a truly student-centered learning environment. We will consider specific approaches in academics and school culture that can support students in getting traction and reaching independent mastery of learning goals. We will explore shifts in curriculum, grading, and learner roles in response to the question: How can students benefit from using both mastery-based and culturally responsive approaches? Some of the areas we will discuss: transparency, role shifts, and positive learning identities.

Plenary Speakers



KEYNOTE SPEAKER

DAVID E. KIRKLAND, PHD

NEW YORK UNIVERSITY METROPOLITAN CENTER FOR RESEARCH ON EQUITY AND THE TRANSFORMATION OF SCHOOLS

Dr. David Kirkland is the Executive Director of the NYU Metropolitan Center for Research on Equity and the Transformation of Schools and a leading national scholar and advocate for educational justice. His transdisciplinary scholarship explores a variety of equity-related topics. His publications, including *A Search Past Silence: The Literacy of Black Males*, address the cultures, languages, and texts of urban youth. He is co-editor of the critical sourcebook *Students' Right to Their Own Language*. Named by *Ebony Magazine* as one of the most brilliant scholars in the U.S., Dr. Kirkland has been a pivotal intellectual voice promoting educational justice in the U.S. and abroad.



OPENING REMARKS

TIMOTHY F. LISANTE, PHD

NEW YORK CITY DEPARTMENT OF EDUCATION

Dr. Timothy Lisante is the Executive Superintendent of Access Schools, which include District 79 Alternative Schools, Transfer High Schools, and Adult Education with oversight for 485 citywide sites. Since 1988, Dr. Lisante has been a leader in alternative education. He has worked within the NYC Public Schools system for the past 41 years, and has served as a teacher, assistant principal, and principal at the schools on Rikers Island. Dr. Lisante is also an adjunct assistant professor teaching graduate courses in special education at the City University of New York at Brooklyn College and Education Leadership courses at the Center for Integrated Teacher Education at the College of Saint Rose.

Alumni Panel

MODERATOR: Michael Rothman, Executive Director, Eskolta School Research and Design

Join us for a discussion with transfer school alumni about their lives since graduation. Panelists will offer their reflections on what aspects of their transfer school experience best prepared them for the world of college, career, and community beyond high school. Alumni will also address areas of challenge and how they have worked to overcome these obstacles.



KYANA DAVIS

JILL CHAIFETZ TRANSFER HIGH SCHOOL, 2018

Kyana is passionate about helping others, which is evidenced by her decision to work with the Neighborhood Association for Intercultural Affairs in their men’s shelter. As a residential aid, she helps provide safety, a shoulder to lean on, and meals to those at the shelter. Next year, she will be moving to Louisiana to join CityYear, a program that places volunteers in classrooms in high-need communities. Kyana wants to continue working with children after this year to support them through challenges and provide them with the stepping stones to success.



KEITH FORD

VOYAGES PREPARATORY HIGH SCHOOL, 2014

Keith graduated in 2014 with the goal to create homes for those in need. Having formerly been without housing, Keith wants to focus his efforts on ensuring that all people have access to affordable shelter. Keith has worked for Americorps in a program that helped the New York City Housing Authority to reduce their utility cost by 1.2 million dollars and is currently working with Franklin Energy on a ConEd neighborhood program providing lighting retrofitting. Keith is pursuing his associates degree in architectural technology and plans to earn his bachelor’s degree in the same area to jump-start his career as an architect.



BRIANNA ORTA

EDWARD A. REYNOLDS WEST SIDE HIGH SCHOOL, 2019

Since graduating in 2019, Brianna has been focused on continuing to be a great mom for her daughter while working as a call representative in a plastic surgery office. Brianna is passionate about continuing her education; within the next few years, she plans to graduate from college and secure work as an EMT or radiological technician. Brianna hopes that her efforts will make her daughter proud and encourage her to pursue college herself when she grows up.

Featured Events

Studying Resilience: Empower Your Students to Study Their Story

Mica Tuccillo, Manager of Special Operations; **Rotem Blat**, Project Associate; **Fuschia Ray**, Project Associate, Eskolta School Research and Design

Studying Resilience is a collection of activities for transfer school students to study how their stories relate to the societal issues facing transfer schools while developing skills of questioning, writing, debate, interviewing, and storytelling. Last year, Eskolta worked with three transfer schools—Voyages Preparatory, City-As-School, and J.V.L. Wildcat—to design these Common Core aligned activities. Now we are looking for more teachers to further develop the curriculum with their students in 2019–20. Come review the Studying Resilience curricular materials and explore how youth participatory action research can be at the heart of students telling their stories of resilience.



2:10 PM

Youth Perspectives - Expanding Options for High School Graduates

Michael Roberts, Executive Director; **Ashley Falzone**, Employment Coordinator, Comprehensive Development, Inc; and a panel of youth

There is a great deal of conversation across the city—and the country—about post-secondary readiness, including workforce development and the integration of college and career services for young adults. What has been missing in the conversations are the thoughts of the young people themselves who are in need of these services. In this event, young people will speak directly to educators about what they need to succeed in college and careers. Please join us for a thoughtful, stimulating conversation as our youth experts and experts in the field speak about gaps to be addressed, best practices, and examine ways all of us can be involved in helping this next generation succeed.



8:45 am Sessions

90 MIN

Adulting 101: How to Bring Practical Skills into the Classroom

Nicole Caldwell, History Teacher; **Joanne Condori**, Job and Internship Coordinator, South Brooklyn Community High School

Adulting 101 will present the perfect set of skills to create a foundation for postsecondary financial literacy success for high school students. This workshop will demonstrate how to apply skills using an interactive board game that addresses expectations such as budgeting, paying bills, and building organizational skills necessary to “adult.” This workshop will function as a simulated classroom, and we encourage participants to take notes, ask questions, and have your classroom in mind while playing the game with colleagues.

Breaking Walls Arts Education Program - Discovering Your Voice

Fran Tarr, Director/Founder; **Egypt Murppy-Smith**, Ambassador and Social Media Coordinator, Breaking Walls Arts Education Program

Are you searching for a way to build an empathetic classroom community while exploring issues of social unrest, intolerance, peer pressure and life in a “virtual world”? Do you wish to build literacy, critical thinking, and presentation skills? Breaking Walls Arts Education initiative is such an opportunity, focusing teen minds on identity, values, and empathy while guiding them to explore significant current issues in their lives. Fran Tarr and Breaking Walls Brooklyn artists will lead a hands-on workshop in which you will actively explore the creative and social aspects of a youth-empowerment documentary film and use those ideas to create an original theater-style presentation.

Classroom Integration of 21st-Century Skills

Xinyu Pan, Instructional Coach, Multiple Pathways Institute, NYC DOE

The world now demands our students to go beyond the academic and technical standards we teach. Yet, the skills our students need to thrive in this new world are notably absent from their learning experiences. NYC DOE’s Multiple Pathways Institute is working with educators and community partners to imagine and redesign what and how students are learning so they are better equipped to lead a fulfilling postsecondary life. This session will expose educators to research-based pedagogical practices for supporting students’ 21st-century skills development. Attendees will also have the opportunity to sign up for a two-day summer institute on 21st-century skills integration.

Creating a School-Wide Program that Supports Students Reading Below Grade Level

Cia Pinkerton, Director of Literacy, NYC DOE

Please join us for a discussion of ways in which administrators can support implementing school-wide reading-level assessments, planning for embedding supports in the ELA classroom, and determining specific “look-fors” when visiting classrooms. This session is designed for principals, APs, and lead teachers.

Cultural Competency: Working with Vulnerable, At-Risk Students Who Identify as LGBTQIAA+

William Cooper, Program Director, Concord High School/New York Center for Interpersonal Development

During this workshop, attendees will develop the skills needed to create spaces for at-risk students who identify as LGBTQIAA+, which include conversations of inclusion and safety. Many students in this demographic face higher rates of homelessness, substance abuse, trauma, and sexual exploitation. This workshop will address the unique needs of this population of transfer school students who may need additional advocacy while navigating the tricky path toward completing their education. This workshop will also include the perspectives of students who have engaged in this work. Attendees will leave with resources and strategies for increasing their own cultural competency.

Culturally Responsive Teaching and the Brain

Alex Moyer, Math and Special Education Teacher, Lower East Side Preparatory High School

What do we mean by Culturally Responsive Teaching? Why is it important? What does it look like in practice? Inspired by Zaretta Hammond’s book *Culturally Responsive Teaching and the Brain*, we will define CRT, explore the cutting-edge neuroscience research that underpins it, and survey some of the best practices for implementing CRT in the classroom. Attendees will have the opportunity to reflect on the research presented and think about how they can bring these practices into their classrooms.

Dominate Your Data! Use Spreadsheets, Formulas, and Other Tricks to Automate Administrative Tasks and Eliminate Confusion

Carl Oliver, Assistant Principal, City-As-School

STARS, ATS, Gradebooks, and many other sources of data are probably turning your life into a confusing mess. Learn how City-As-School increased efficiency by creating a system that coordinates information from multiple sources using free, available technology.

ENL Support Strategies

Teresa Day, ENL Teacher, High School for Excellence and Innovation

In this session, teachers will practice using a variety of systems and structures to support ENL students. We will discuss a blended approach to teaching technology and literacy to support ENL students facilitated by Google Classroom's functions that support differentiation. We will also dig into how to facilitate student-led literature circles through discussion protocol norming that supports language development. Additionally, we will share visual prompts, basic sentence types, and kernel expansion that build students' foundational writing skills and enhance student confidence and performance across content areas.

From Color Blindness to Critical Consciousness: Achieving Racial Equity through Action Research

Derrick Donald, Teacher, Professional Pathways High School

Many schools struggle with developing systematic approaches to closing racial opportunity gaps. In this workshop, we will discuss protocols that action research teams can follow to actively pursue universal student success. Educators will leave with the resources necessary to lead action research projects with the explicit intent of creating equitable racial opportunities.

"From Spark to Flame:" Igniting Action Research and Student Voice through Youth-Produced Media

Students and teachers from Innovation Diploma Plus High School and the High School for Excellence and Innovation; **Ambreen Qureshi**, Executive Director; **Emmanuel Garcia**, Senior Media Coach, Educational Video Center; **Rhys Daunic**, Founder, The Media Spot

"Know Your Rights: A blueprint for a youth participatory action research project" is an innovative digital teaching guide aimed at developing students' youth activism while deeply engaging them in the college and career skills of research, critical thinking, analysis, and presentation. Come hear students and teachers from two transfer schools who piloted the curriculum. Screen the student films, and hear about their process—from implementing the curriculum to editing the final films. Learn how you can design your own course using our interactive, user-friendly blueprint.

Google Tools for the Alternative Classroom

Anita Wahi, Math Teacher, Brooklyn Academy High School

Students at transfer schools face a variety of challenges in accessing their education, and teachers often stretch themselves to respond in different ways. This workshop will introduce Google tools that enable students with attendance issues to easily access and engage with their education while allowing teachers to maintain organized and efficient processes. The facilitator will share her experiences using

Google and offer suggestions for incorporating it into the classroom. Most importantly, teachers will get hands-on practice and tools for further development, so bring a lesson that you would like to digitize!

Growing and Supporting Students' Emotional Intelligence

Lateefah Alleyne, Program Manager; **Ivani Purvis**, Social Worker, CAMBA

Students' abilities to be aware of and express their emotions, manage relationships, and express empathy are central to their success in school. During this workshop, participants will engage in dialogue around the impact of school relationships on student success. Attendees will walk away from this session with a better understanding of underlying emotions and attachment styles of students, as well as the skills needed to build and improve relationships with students.

Health, Housing, Homework in That Order: Applying Maslow's Theory to Transfer Schools

Shenickey De Gannes, LMSW Counselor II, CAMBA YABC/Erasmus Hall; **Mary Delaney**, LMSW Counselor II, CAMBA/Professional Pathways High School; **Shannon Young**, LMSW Counselor II, CAMBA/Brooklyn Bridge Academy High School; **Jose Tabar**, LMSW Counselor II, CAMBA/Lower East Side Preparatory High School

Adolescence is the period when youth explore roles in the transition to adulthood. Many face challenges, and may have experienced traumatic life experiences that become barriers to graduating from high school. In this session, we will explore Maslow's Hierarchy of Needs through brainstorming and small-group activities, and apply the Hierarchy to the development and learning processes of students in transfer school settings.

Instructional Routines in a Blended Learning Classroom

Cesar Ebonia, Math Teacher; **Rachel Mushell**, Math Teacher, Voyages South Preparatory High School

Have you ever wondered how to put the "blend" in a Blended Learning classroom? In this workshop, we will explore some instructional routines designed to promote student engagement and interaction. The main goal is to balance the digital learning, which promotes self-learning but can be somewhat isolating, with activities and routines that encourage peer-to-peer communication. In this workshop, teachers will also collaborate with each other to discuss and develop activities and routines to use in their Blended Learning classroom.

Math Lab: Designing Deep, Engaging Problems for Accessibility and Inclusion

Abraham Cohen-Garcia, *Teacher, Bronx Arena High School*

Engaging with mathematics in a high school setting can be difficult, especially in a transfer school environment. This year, my class experimented with Math Lab, a deep-questions unit that approached the ideas of linear equations and physical mathematics through a problem-based, competency-oriented structure. In this workshop, participants will engage in hands-on mathematics and experiment with deep, complex problems designed to orient high school students in mathematics.

Routines for Mathematical Fluency and Reasoning

Rozalia Shteynberg, *Citywide Instructional Lead for High School Math, NYC DOE*

Students learn mathematics best when they have opportunities to “do math.” To become “math doers,” instead of mere “answer getters,” students must engage in a productive struggle with cognitively demanding mathematics problems, share thinking with their peers, and use their shared thinking to build and deepen their understanding. Participants will have the opportunity to deeply explore and understand several engaging and powerful routines designed to address mathematical fluency and reasoning.

Sharing the Most Effective Teacher Team Practices across Transfer Schools

Adrienne Andry, *Science Model Teacher*, **David Lloret**, *Math Model Teacher*, **Patrick McGillicuddy**, *Principal, East Brooklyn Community High School*; **Shellhaas Jean-Francois**, *Social Studies Teacher*, **Karen Esdelle**, *Assistant Principal*, **Michael Wolach**, *ELA Teacher, Jill Chaifetz Transfer High School*

One of the most challenging tasks for school leaders is to take actions that lead to consistent and meaningful improvements in the overall quality of teaching. Two transfer schools that have been collaborating in the Multiple Pathways Institute (East Brooklyn Community High School, Jill Chaifetz Transfer High School) will share learning and effective practices around using teacher teams as an effective way to improve instruction. They will share how their practices have changed over time and what aspects of the teams are most effective. Attendees will also work in small groups to think through ways to improve the effectiveness of their own teacher teams.

Speaking and Listening Activities to Deepen Student Engagement

Anthony Koulis, *Living Environment Peer Collaborative Teacher*, and **Wesly Pierre-Toussaint**, *Global History Peer Collaborative Teacher, Metropolitan Diploma Plus High School*

When struggling students engage in text-based discussions with their peers, their understanding of the content

deepens, which allows them to develop their thinking and prepare for argumentative writing. Students in all classes at Metropolitan Diploma Plus High School build higher-order Common Core Learning Standard speaking and writing skills through embedded discussion and metacognitive strategies. Facilitators will share resources and strategies that have resulted in increased student engagement in text-based discussions. This increased engagement has translated into stronger writing, communication, and collaboration skills that support postsecondary readiness.

Special Education Accommodations That Enable Student Success

Morgan Hildesley, *Literacy Coach, reDesign*

Strengthening the implementation of individualized accommodations can be a challenge. Students in transfer schools with and without IEPs often have gaps in learning that make mastery of essential academic skills difficult, but it can be overwhelming to scaffold instruction for so many students. This year, I created a tool with the special education team at Bushwick Community High School that has been a strong resource for their teachers to target individual student supports based on data and compliance requirements. In this session, attendees will have a chance to explore the tool.

Strengthening STEM Education in NYC Schools

Teneika Benn, *Senior Director IA of STEM, NYC DOE*; **Kyasha Ruffin**, *STEM Educator*; **Stephanie Francis**, *STEM Educator, Judith S. Kaye High School*

This session is designed for participants to gain a deeper understanding of the NYC STEM Framework and STEM Handbook. We will explore exemplars of early, emerging, integrated, and fully integrated STEM education. By highlighting the work of science educators at Judith S. Kaye High School, we will also demonstrate the importance of developing meaningful partnerships to support STEM education in NYC’s public schools. Participants will have time to explore resources, reflect on learning, and ask questions about STEM implementation in their schools.

Talking about Math: Speaking and Listening in an ICT Classroom

Esther Kosi Nyako, *Algebra Teacher*; **Yasmin Bailey Stewart**, *Special Education Teacher, Metropolitan Diploma Plus High School*

This workshop will focus on instructional techniques to engage high school math students in rigorous and conceptual mathematical conversations. Teachers will learn what opportunities they can provide to students as a way to apply math concepts in real-world situations. Teachers will leave the workshop with ideas for speaking and listening activities that can occur in the math classroom.

Transitioning to Mastery Teaching and Learning: Starting Your Journey

Nicholas Merchant-Bleiberg, Principal, Voyages Preparatory High School

At Voyages, our transition to mastery teaching and learning has transformed us as a community. However, the transition is challenging and requires strategic planning. During this session, attendees will explore ways of starting the conversation around grading norms at their own schools and will walk away with an understanding of how department-wide and school-wide policies can support a successful transition to mastery teaching and learning.

12:55 pm–3:15 pm Extended Sessions

140 MIN

Developing a Race Equity Lens

Natalia Ortiz, Training Director, Center for Racial Justice in Education

During this extended workshop, participants will explore the questions “What is race?” and “What is racism?” We will discuss the history of how race was constructed and talk about the ways it affects the education system and our children. Participants will develop their ability to recognize the many manifestations of racism: institutional, interpersonal, and internalized.

LGBTQ 101: Becoming an Active Ally for your LGBTQ Students

Christopher Griffin, Founder/Social Justice Educator, EduQueer Trainings

Interested in creating inclusive and safe spaces for LGBTQ individuals? This interactive training session provides a foundation of knowledge, awareness, and tools needed to be an effective ally for LGBTQ individuals and those questioning their gender identity and/or sexuality. Topics covered include unconscious bias, stereotyping, LGBTQ terminology, how to navigate anti-LGBTQ situations, and best practices to creating inclusive spaces in your school community.

Using Real-World Performance Tasks to Create Self-Directed Units

Tracy Bauer, Instructional Coach, reDesign

In this extended learning session, you will learn how to design and implement performance tasks as summative assessments that guide unit planning. Situating your performance task design in a real-world scenario, you will create student-facing materials that allow your students to self-direct their own learning throughout a unit. This session is intended for teachers who instruct non-Regents-based courses, but all are welcome to learn how to create engaging performance tasks that are rigorous and relevant to students’ lives!

12:55 pm Sessions

60 MIN

Authentic Assessments: Transforming the Learning Experience for Transfer Students

Dan Storchan, Principal, Innovation Diploma Plus High School

How do you take curriculum and make it authentic to accelerate critical thinking and student voice? Over the past three years the Innovation Diploma Plus teaching and learning community has been striving to better understand how to design, implement and evaluate authentic 21st-century learning experiences for our students. This workshop will focus on the journey our interdisciplinary Inquiry Teams have taken to close the student-engagement gap with an emphasis on empowering our students to own the learning. Bring a task you use in your classroom to practice the process of transforming assessments with us!

Building Connections For Student Success

Ali Holstein, Youth Program Consultant/Data Translator;
Domingo Rodriguez, Director, South Brooklyn Community High School

In 2017-18, South Brooklyn Community High School brought the entire staff together to intentionally focus on if and how staff were building connections with students. In this session, they will share more about the activities they went through and the strong correlations they found between student success and connections to staff. We will also work with our colleagues to reflect on our relationships with students and brainstorm ways to continue developing meaningful connections.

Building Literacy Skills in the Living Environment Classroom

Anna Poole, Citywide Instructional Specialist, STEM Department, NYC DOE

The Living Environment exam presents a challenge for students, in terms of both content knowledge and literacy skills. In this workshop, we will explore practical strategies that can help students build critical literacy skills (Advanced Literacies) while deepening their thinking around science content. Teachers will come away from the session prepared to apply strategies that help build student confidence and the ability to be successful, both in LE and in our knowledge-based society.

Classroom Interventions for Trauma-impacted Youth

Max Krauss, LMSW; **Jolyon Davis**, MSW, Wediko Children's Services/New Directions Secondary School

Trauma affects childhood development in ways that can impact health, social and emotional growth, and consequently,

performance in school. Research conducted by Wediko Children's Services at a school in the Bronx for over-age youth shows that nearly 3 in 5 students reported experiencing 3 or more Adverse Childhood Experiences (ACEs), traumatic events. The national average for ACE exposure is 1 in 5. This presentation will provide an introduction to trauma, its effects on the brain, and how this may present in classroom behavior. We will introduce Wediko's Hierarchy of Interventions, a framework for teachers and staff that provides a toolkit of responses to challenging behavior to employ before resorting to disciplinary action, and engage in an activity and discussion of real-world application of these techniques.

Close Reading and Discussion Strategies for ENL and Struggling Readers

Sara Jackson, Model Teacher/ Programmer, High School for Excellence and Innovation

Comprehension through annotation and discussion is a step toward becoming an independent reader and thinker. This workshop will introduce close reading and discussion strategies for not only ENL and struggling readers, but students at all levels. Used as part of the Gradual Release of Responsibility, this workshop will provide tools to support students as they move from depending on the teacher to depending on each other and themselves, shifting the teacher/student work ration to 10/90.

Data-Driven Career Guidance

Juliette Adams, VP of Strategy; **Leah Potter**, President, Hats & Ladders

Hats & Ladders is a free, easy-to-use, game-based app that students can use to discover their interests, strengths, values, and challenges. Through that data, the app connects them to careers (hats) and experiences (ladders) that help them reach higher. In this session, participants will learn how to use Hats & Ladders reports to guide students in meaningful discussions around careers and help them develop career self-efficacy. It promises to be fun and interactive. Make sure you bring your phone so you can try it out!

Educational Video Center and Youth Participatory Action at HSEI: A Student-Led Know Your Rights Training

Mary Grueser, Director of Professional Development Programs, Educational Video Center

Educational Video Center has worked with students and teachers in NYC transfer schools for more than 35 years. Students from the High School for Excellence and Innovation are using their film, Sanctuary Now, as an educational tool to hold Know Your Rights workshops for parents and Inwood community members to educate them about their rights and empower them with the agency to resist systemic oppression peacefully. Teachers will leave this workshop with innovative ideas on how to connect student-centered classroom projects with social-justice-oriented community change.

Effective Co-Teaching

Erica Fabiano, Special Education Teacher; **Charlie McNulty**, Special Education Teacher, New Dawn Charter High School

Co-teaching requires a balance in the classroom, and can be challenging for both the general education teacher and the special education teacher. In this session, we will review strategies to help with planning and executing a thorough co-teaching plan. We will also discuss differentiated instruction that can be incorporated with planning academics as well as planning for behaviors. Attendees will develop different strategies to maximize work time together.

Executing the Perfect Postsecondary Plan

Kevin Daniels, Learning to Work Program Manager, Mission Society of New York/Harlem Renaissance High School

Planning for options after graduation should start on the first day of school. Often, we face barriers that distract us from holding these particular discussions. During the workshop, we will share local postsecondary resources and discuss key questions of practice, such as “How are we building a curriculum for individual students?” and “What techniques are we using to make students and their parent/guardians aware of postsecondary options?” We will also discuss ways to have difficult conversations with our students about postsecondary planning.

How to Use Manipulatives in the Math Classroom

Ebony Howard, Math Teacher, South Brooklyn Community High School

Some students struggle immensely with algebraic concepts and formulas, often not understanding where they come from or how they are derived. This leads to them not remembering what they have learned and lacking conceptual understanding. However, with the use of manipulatives and visuals, students can construct their own knowledge and retain what they learn. In this workshop, teachers will learn about the various manipulatives they can use in their classroom to help students learn.

Implementing Music Therapy in Advisory

Amauris Lopez, Student Advisor, Bronx Regional High School/East Side House

Students at Bronx Regional have been re-engaging through music in a variety of ways (e.g., rapping, singing, recording/producing, and even composing). Amauris Lopez has developed a recording studio out of an old storage closet where students have taken the liberty of creating their own musical masterpieces as a therapeutic form of expression. This expansion has increased attendance and academics across the board and continues to grow in a positive way. If you enjoy creating music and are looking for a way to add some flare to your advisory group, join this session to learn how you can implement these techniques in your own space.

Let’s Talk About the F Word: Giving Feedback from School-Wide Rubrics

Jennifer Byalick, Instructional Coach; **Anthony Jenkins**, MSW, College All Stars Senior Program Associate; **Monica Monfre**, English Teacher/Department Head; **Abena Phillip**, Math Teacher/Department Head; **Vincent Saladino**, Social Studies Teacher/Department Head; **Ravon Smith**, Science Teacher/Department Head, Urban Dove Team Charter School

Have you ever been challenged by not only effectively grading student work but also explaining students’ grades to them? In this workshop, participants will explore Urban Dove’s school-wide competency rubrics and how they are used for giving feedback. Participants will walk away with a full set of rubrics that can be applied to every subject and include both standards-aligned academic and social-emotional skills, in addition to tools for giving feedback.

Passport to Social Studies: 9–10 Curriculum

Joe Schmidt, Senior Instructional Specialist, OCIPL, Social Studies, NYC DOE

This presentation will share the development and design of the social studies curriculum units in grades nine and ten. Participants will explore activities and lesson plans, and consider ways that content and disciplinary practices support engaging and comprehensive social studies teaching and learning. The units are supported by Text Sets with rich and diverse primary and secondary resources that include selected text sources, artifacts, art, and maps. Using Grade 9, Unit 3 and Grade 10, Unit 4 as examples, participants will learn how to integrate the resources within the scope of the program.

Podemos! The Power of Latinx Studies in a Culturally Responsive Classroom

Dylan Turmeque, Teacher, South Brooklyn Community High School

The NYC student population is changing, and, in particular, we are seeing an increasing number of Latinx students. However, our curricula are not reflecting our students’ interests, cultures, and history. For the last two years, we have incorporated the teaching of Latinx History and Latinx Literature into our school. The classes have allowed our Latinx students to see themselves in their own culture and to take intellectual risks. We will share our resources and engage attendees in conversations about incorporating similar practices in their schools.

Sharing Our Journey of Fusing Postsecondary Planning with Academic Engagement

Stephanie Holmes, Assistant Principal; **Jamillah Burns**, School Counselor; **Sharnell Mitchell**, After-Care Specialist, Research and Service High School; **Sequoia Worrell**, College and Career Access Counselor, Good Shepherd Services

For the last few years, Research and Service High School has worked to develop postsecondary student portfolios to engage scholars in all aspects of “leveling up” academic skills while simultaneously working on their own postsecondary paths. This workshop will include an overview of the portfolio and a breakdown of the roles that staff play during students’ postsecondary journey. Attendees will engage in a conversation about academic skills and supports that prepare students for postsecondary transitions into college and careers.

Teaching the Young Adult Novel, *The Hate U Give*: Making Space for Personal Connections through Weekly Workshops

Nancy Lewandowski, ELA/ENL Teacher, Voyages Preparatory Academy; **Tunisia Morrison**, Dream Director, Future Project

The Hate U Give is a high-interest young adult novel that offers numerous opportunities for students to make personal connections and find their own voice, in parallel to how the protagonist, Starr, finds hers. This session explores how a teacher and a Dream Director from the Future Project collaborated to create a rich literary experience for students using weekly workshops that included the creation of identity boards and the generation of personal, empowering acronyms.

The Science of Possibility

Gemar Mills, Chief Education Officer, **Syreeta Gates**, Chief Dream Director, **Tunisia Morrison**, Dream Director, *The Future Project*

“Possibility thinking” is the combination of inspiration, self-reflection, growth, and direct action, which cultivates deep self-directed learning, self-realization, and the power, passion, and purpose to do new, dynamic things in the world and with others. Join the Future Project to hear about their work with bringing this practice to transfer schools and how it transforms students’ lives by deepening their engagement with the world and enabling them to explore and realize possibilities beyond their own expectations. Attendees of this session will learn about the Science of Possibility and experience how it works to shift mindsets from fixed to growth.

Trauma-Informed Schools

Candace Matthews, 9x9 Program Director, Citywide Transfer High Schools—Office of the Superintendent Paul Rotondo, NYC DOE

By the age of six, many of our students have already experienced trauma. Trauma-sensitive schools acknowledge the prevalence of traumatic occurrences in students’ lives and create a flexible framework that provides universal supports, is sensitive to the unique needs of students, and is mindful of avoiding re-traumatization. This session will give attendees the opportunity to think about ways to create schools and classrooms that build resiliency and buffer students from additional trauma.

Using Theater Exercises to Unlock Bigger Conversations

Daniel Carlton, Teaching Artist, Hook Arts Media

When students step out of their comfort zones and lower their guards, amazing things can happen. By introducing theater games and role-plays in the classroom, Red Hook Media Arts teaching artists help students and teachers open up to new discussions about conflict resolution, decision making, effective communication skills, emotional triggers, and examining bias. Attendees will have the chance to practice these games and think about ways to incorporate similar strategies in their classrooms.

What’s Next? College-Based Supports

CARA, **CUNY ASAP**, **INCLUDEnyc**, **Goddard Riverside Options Center**

The postsecondary landscape can be confusing and complicated to navigate. Take a step toward demystifying this process by connecting with some of the many organizations that work with our students to help them succeed in college. During this session, you will have the chance to talk to representatives from organizations that address the following: school-based postsecondary preparation, college access and retention, college-based supports, and support for students with disabilities.

2:10 pm Sessions

60 MIN

A Reading and Writing Survival Guide for Making Student Thinking Visible

Rachel Corsini, ELA Teacher; **Corey Brown**, Special Education Teacher; **Chris Losurdo**, Principal, Voyages South Preparatory High School

The Voyages South Survival Guide is a selection of tasks and activities that are scaffolded with the express goal of adding literacy across all content areas. In this workshop, we will demonstrate our process for creating tangible activities and strategies that improve student reading and writing. Attendees will have the chance to engage with the activities and take away ideas for applying these tools in their own classrooms.

Best Practices for Re-engaging Transfer School Students

Emily Kleinman, Director of Knowledge Development, Eskolta School Research and Design

The Eskolta Learning Center is a complete set of online materials from our nine years of work with transfer schools to re-engage students through student-centered feedback, assessment practices, attendance development, learning mindsets, and strength-based culture. Each topic, available for free online, includes a series of PD guides with facilitator instructions, sample materials, associated research, and activities to teach key concepts to your staff using Eskolta's inquiry-driven empowerment approach. In this workshop, we will interact with the materials to identify exactly what you need to push the learning of your staff and students.

Beyond Layered Curriculum: Democratic Classrooms

Tamara Parks, Science Teacher/Peer Collaborative Teacher; **Sarah Gil**, Social Studies Teacher/Department Facilitator, City-As School

Layered curriculum is a way of organizing curriculum so that students have structured choice in accessing, applying, and thinking deeply about content. The method allows teachers to confer and coach diverse learners, meeting them where they are and allowing them to advance at varying paces. Author Alfie Kohn writes, "What limits on students' right to choose are necessary, and what restrictions compromise the idea too deeply?" We will examine the benefits and limitations of this method, and explore how giving opportunities for democratic decision making in curriculum can take layered curriculum to the next level by instilling a sense of agency in students, as well as better preparing students as our future leaders in a democratic society.

Changing the Credential Conversation: Public Perception and Personal Pathways

LaKisha N. Williams, Assistant Director of Advocacy & Community Engagement; **Judith Lorimer**, Director, Goddard Riverside Options Center; **Lan To**, Columbia Business School Executive Education Program

Is a college degree necessary for success? Why is the public conversation and school accountability so focused on "the college path"? Join members of #DegreesNYC to dive deep into the question and explore ways of changing the conversation. #DegreesNYC is a collective-impact initiative that galvanizes stakeholders from throughout NYC with the goal of equity in postsecondary education and career pathways. We recognize that the work is not just about leveling the playing field but also about broadening the conversation to embody a multiple-pathways approach to success.

Civics for All: A New DOE Initiative

Jenna Ryall, Senior Instructional Specialist, Social Studies Department Implementation Lead, OCIPL, Social Studies/Civics for All, NYC DOE

Civics for All is a new K–12 initiative dedicated to providing civics-related resources, programming, and professional learning to all of our schools. This session will introduce the component parts of the Civics for All initiative, including a preview of the K–12 civics curriculum aligned to the Passport to Social Studies. Participants will learn about the civic education and professional learning opportunities available to schools in the 2019–20 school year, beginning with a Civics for All Ambassador Institute taking place this summer.

Co-planning Supported by Google Docs

Tanell Pendleton, Model and Special Education Teacher, Bronx Haven High School; **Nicole Rivera**, ELA Teacher, Bronx Haven High School

Integrated co-teaching requires frequent and consistent planning, and for both teachers to always remain on the same page. This workshop will show participants how to memorialize their curricula, unit plans, and lessons. Participants will learn how to communicate and co-plan for an integrated co-taught classroom using Google Drive, Google Shared Calendars, and Google Docs. Facilitators will share resources and best practices. Participants will have an opportunity to practice all of the shared techniques and strategies.

Cogenerative Dialogues: A Tool for Change in the Classroom

Vielca Anglin, Science Teacher, City-As-School

In this session, we will explore how to effectively integrate cogenerative (cogens) dialogues into your science classroom to empower, encourage, and support students to make

meaning in the science classroom. This process can help students develop the personal agency necessary to master challenging content. Inspired and modeled after one of the Cs presented in Christopher Emdin's *For White Folks Who Teach in the Hood. . . and the Rest of Y'all Too*, this session will explore the progression of this work in one science classroom and strategize for trying it in your own!

Developing and Managing Relationships with Internship Partners

Melissa Birnbaum, Internship Department Chair, City-As-School

Managing an internship program requires ongoing relationship building between your school, the adults and agencies who host your students, and the students themselves. During this workshop, I will share how City-As-School strives to maintain solid connections with the adults who mentor our students to ensure that students are replaced in a supportive learning environment. A facilitated best practices discussion will enable participants to share resources.

Engaging ENL and Multilingual Learners in Core Content

Gilberto Garcia, Director, Office of Postsecondary Readiness, NYC DOE

The workshop, primarily intended for content area teachers, will illustrate practices that allow English Language Learners/Multilingual Learners (ELL/MLLs) to bridge the achievement gap. As the number of ELL/MLLs joining the mainstream setting increase, all teachers need to be prepared for meeting ELL/MLLs content and language needs. We will review how to introduce ELL/MLLs to self-assessment functions as an inventory of their assets and areas of development to help evaluate the strength of their college and career readiness foundation.

Eskolta Fellows: Being a Transformative Leader

Michael Rothman, Executive Director, Eskolta School Research and Design; **Kerridene Small**, Social Studies Teacher, Urban Dove Team Charter School II; **Shellhaas Jean-Francois**, Social Studies Teacher, Jill Chaifetz Transfer High School; **Erica Fabiano**, Special Education Teacher, New Dawn Charter High School; **Jennifer Byalick**, Instructional Coach, Urban Dove Team Charter School

Eskolta Fellowship is a one-year course for teachers, school leaders, and district staff from across New York City. In this panel discussion, three 2017–18 Fellows will discuss activities such as exemplar reviews, 4-3-2-1 protocol, PDSA cycles, and other methods they have used for planning and leading school change. Fellows will discuss the activities they have found most useful to help their colleagues design and implement sustainable changes across the school and how the fellowship impacted their ability to lead adult learning in their schools.

Guided Lesson Study: A Collaborative Approach to Improving Student Achievement

Laurynn Grimston, History Teacher; **Raven Fenner**, ELA Teacher; **Tina Rufo**, ELA Teacher; **Shaun Smath**, History Teacher; **Jacci Kueffner**, Science Teacher, Voyages South Preparatory High School

In an effort to improve student achievement, our school has facilitated a lesson-study approach where content teams test and revisit instructional activities and established weekly routines that permit teachers to cyclically plan, inter-visit, and reflect on how our instructional techniques improve student outcomes. During this session you will have the chance to engage with parts of this process, so please bring student work samples that focus on skills instruction.

Specially Designed Instruction for Students with Disabilities

Abby Lovett-Uddin, Senior Advisor - Leadership and Professional Learning, Division of Specialized Instruction and Student Support, NYC DOE

This professional learning opportunity is designed for educators interested in learning about the unique set of supports provided to an individual student based on his or her learning needs in order to remove barriers that result from the student's disability. Participants will engage in IEP activities, lesson plan analyses, and case studies on how to effectively plan and implement Specially Designed Instruction in the classroom.

Strategies for Attendance Improvement

Patrick McGillicuddy, Principal, East Brooklyn Community High School

East Brooklyn Community High School will share how they use the partnership model to meet the social-emotional needs of students while also increasing attendance. Some resources they will share includes examples of how they refined practices like attendance incentives, home visits, and outreach calls to be more effective, resources developed through the Community School AIDP Grants, and their approach to developing a DOE/CBO partnership that can lead to a more collaborative approach to supporting students' social-emotional and academic needs. Schools will have time to work in small groups on a specific challenge related to their partnerships or approaches to increasing attendance.

Supporting Immigrant Students: Resources and Strategies for Educators

Edith Sangueza, Equal Justice Works Fellow/Staff Attorney, The Door Legal Services Center

As the federal government escalates its enforcement against immigrant communities, educators are an important source of front-line information and support for students and families.

At the same time, there have been recent developments at the state level to support immigrant students' college access (N.Y. Dream Act). This workshop will give educators a basic understanding of the immigration system, the types of benefits available to young people, and college access for immigrant students.

Supporting Students to Understand the Shifts in Mathematics: Coherence Across the Grades

Jian Liu (transfer school graduate), Assessment Manager, Office of Assessment, NYC DOE

Join this workshop to explore mathematics problems using the open array (area) model for the product of multi-digit integers and polynomials to connect the learning across grades. We will discuss ways to help students build new understandings that are required in the NY State Mathematics Learning Standards, even if the students have experienced interruptions to their mathematics education.

The Stressor Index: A Method for Quantifying the Environmental Challenges Students Face

Paul Joseph, ELA Teacher, Brooklyn High School for Leadership and Community Service

The Stressor Index is a simple tool designed to foster a more balanced narrative concerning the challenges facing our students. This workshop should be thought of as a discussion with the broader transfer school community toward refining the idea of the Stressor Index, which was designed over several years.

Thematic Teaching to Improve Student Confidence

Natasha Finch, Teacher, Arturo A. Schomburg Satellite Academy

At Satellite Bronx we started thematic teaching this year, collaborating across content teams to focus our school's academic learning on the idea of change. In this session, I will share some school data about our progress in thematic teaching and students' responses to the interdisciplinary approach to learning they have experienced in the school year. Attendees will have the chance to discuss opportunities for thematic teaching in their own contexts.

What can CUNY ASAP do for you? The City University of New York, Accelerated Studies in Associates Program

Francesca C. Plowright, Central Ambassador, CUNY ASAP

CUNY's Accelerated Study in Associate Programs (ASAP) assists students in earning an associate degree within three years by providing a range of financial, academic, and personal supports, including comprehensive and personalized advisement, career counseling, tutoring, waivers for tuition and mandatory fees, MetroCards, and additional financial assistance to defray the cost of textbooks. ASAP also offers

special class scheduling options to ensure that students get the classes they need, alongside other ASAP students, and in blocks of time that accommodate their work schedules. As students approach graduation, they receive special supports to help them transfer to four-year colleges or transition into the workforce, depending on their goals.

What's Next? Career Pathways and Vocational Training

ACCES-VR, INCLUDEnyc, Hats & Ladders, Per Scholas

The postsecondary landscape can be confusing and complicated to navigate. Take a step toward demystifying this process by connecting with some of the many organizations that work with our students to help them succeed as they pursue careers or vocational-training options. During this session, you will have the chance to talk to representatives from organizations that address the following: school-based postsecondary preparation, support for students with disabilities, and pathways for career training.

You First!

Nneka Lewis, Program Manager, CAMBA

Come relax, refocus, regenerate, and start your self-care journey to be the best you can be in your roles. When we take care of ourselves first, we can then bring our best selves to our roles as teachers and advocates for our students. Regularly practicing self-care benefits our students and our teams, which in turn leads to greater-functioning schools and organizations. **This workshop will entail scents from a diffuser; suitable for most noses.*



Participating Organizations

We thank the following organizations for participating in this year's event.

ACCES-VR
acces.nysed.gov/vr

Breaking Walls
breakingwallsprogram.org

Center for Racial Justice in Education
centerracialjustice.org

College Access: Research & Action (CARA)
caranyc.org

Comprehensive Development, Inc. (CDI)
cdi-ny.org

CUNY ASAP
www1.cuny.edu/sites/asap

The Door
door.org

EduQueer Trainings
eduqueer.com/about

Eskolta School Research and Design
eskolta.org

EVC – Educational Video Center
evc.org

The Future Project
thefutureproject.org

Goddard Riverside Community Center | Options Center
goddard.org/grcc/programs/ChildrenYouth/options

Hats & Ladders
hatsandladders.com

Hook Media Arts
hookarts.org

INCLUDEnyc
includenyc.org

Mastery Collaborative
masterycollaborative.org

The Media Spot
themediaspot.org

New York City Department of Education
schools.nyc.gov/home

Outward Bound
nycoutwardbound.org

Per Scholas
perscholas.org

reDesign
redesignu.org

Conference Advisors

The Transfer School Conference was originally conceived during the 2010–11 school year by a group of five NYC DOE transfer school educators working with leadership at Eskolta who wanted to create space for their colleagues across the city to learn from each other.

Each year since then, a team of transfer school educators has supported the planning process. Advisors review workshop applications, give feedback to presenters as they develop their sessions, help recruit alumni and facilitators, and provide valuable input and suggestions on different aspects of the conference.

We would like to acknowledge this year’s advisors for their thoughtful contributions to making the 2019 Transfer School Conference a success!

David Belmar, *College Coordinator, Jill Chaifetz Transfer High School*

Brandon Camacho, *Special Education Teacher, Edward A. Reynolds West Side High School*

Christopher Cheney, *ELA teacher / model teacher, Brooklyn Bridge Academy*

Nicholas Mangino, *Social Studies Teacher, Cascades High School*

Raven Maysonet, *Student Advisor, Arturo A. Schomburg Satellite Academy Bronx*

Leonxy Oyola, *Assistant Director/LTW Coordinator, Arturo A. Schomburg Satellite Academy Bronx*

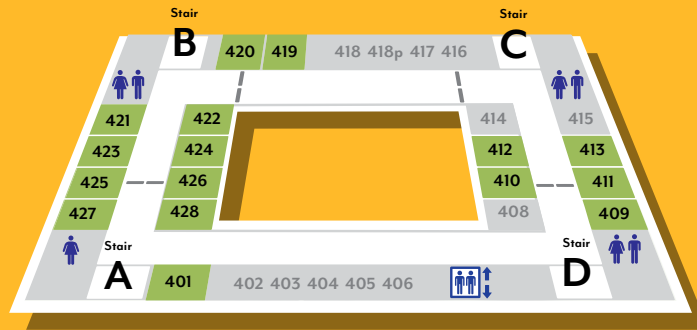
Tamarah President, *Technology Instructor, Mott Haven Community High School*

Thank you!

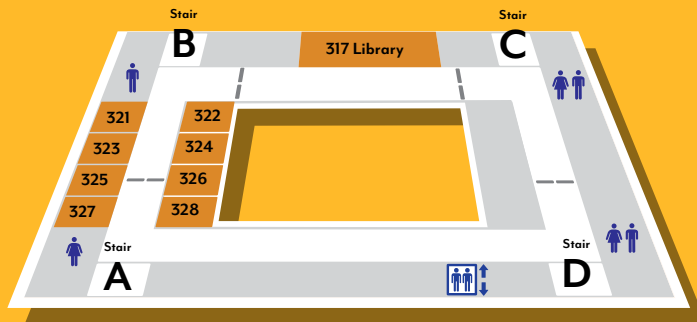
Our deepest gratitude to Dan Storchan and the staff of Innovation Diploma Plus High School, as well as the whole Brandeis High School Campus community for graciously opening their facilities to the Transfer School Conference! Your behind-the-scenes support is a crucial factor making the conference come to life, and we thank you for this generous service to the transfer school community.

Brandeis High School Campus

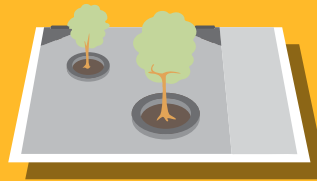
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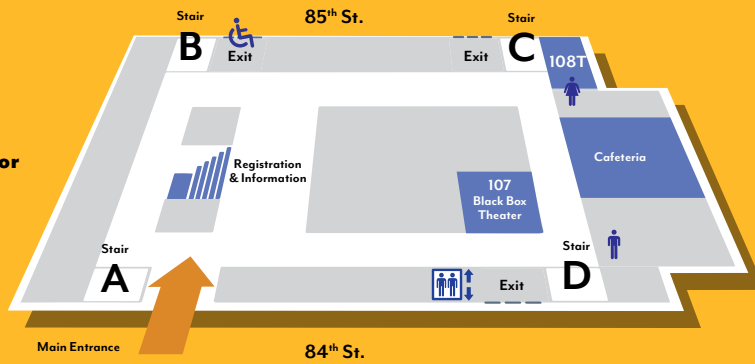


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