

7<sup>th</sup> Annual NYC

# Transfer School CONFERENCE

INSPIRATION, COLLABORATION, AND PROFESSIONAL LEARNING  
for the Transfer School Community

*Teachers • Counselors • Principals & Leaders •  
Partner Organizations*

June 8, 2017  
8:00 a.m.–3:15 p.m.

Louis D. Brandeis High School Campus  
145 W. 84th St., New York, NY

**NYC**  
Department of  
Education

**eskolta**  
We help schools learn.

*An initiative of the NYCDOE Office of Postsecondary Readiness in partnership with Eskolta School Research and Design*

# A Network of Learners:

## THE BRONX

Arturo A. Schomburg Satellite Academy Bronx  
Bronx Arena High School  
Bronx Haven High School  
Bronx Regional High School  
Crotona Academy High School  
Jill Chaifetz Transfer School  
New Directions Secondary School

## MANHATTAN

Cascades High School  
City-As-School  
E. A. R. 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 Charter School  
Murray Hill Academy

## QUEENS

North Queens Community High School  
Queens Academy High School  
VOYAGES Preparatory High School  
VOYAGES Preparatory High School South Queens

## BROOKLYN

Bedford Stuyvesant Preparatory High School  
Brooklyn Academy High School  
Brooklyn Bridge Academy  
Brooklyn Frontiers High School  
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

## STATEN ISLAND

Concord High School



1,000  
educators

36  
schools

73  
workshops  
panels  
and events

*“I wonder how many  
students’ lives might  
be saved if we educators  
disclosed what we know  
to each other.”*

—ROLAND BARTH,  
FOUNDER, THE PRINCIPALS’ CENTER  
HARVARD GRADUATE SCHOOL OF EDUCATION

#### CONFERENCE HOSTS



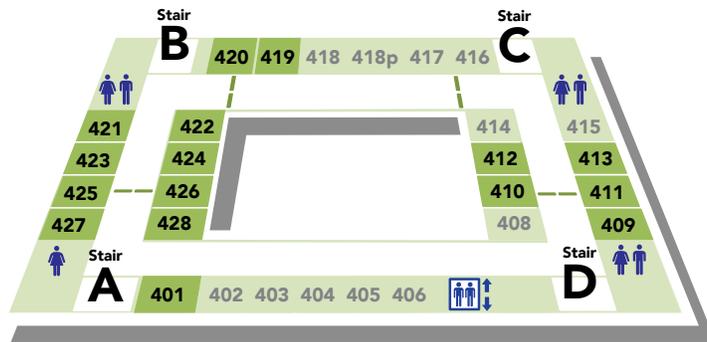
**Lynette Lauretig**  
Senior Director of Multiple Pathways  
Office of Postsecondary Readiness  
NYC Department of Education



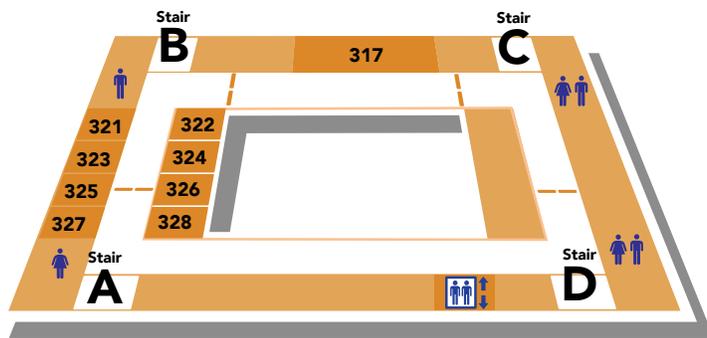
**Michael Rothman**  
Executive Director  
Eskolta School Research and Design

# Brandeis High School Campus

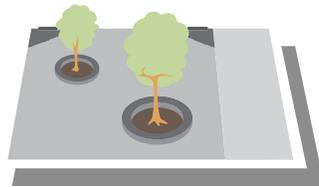
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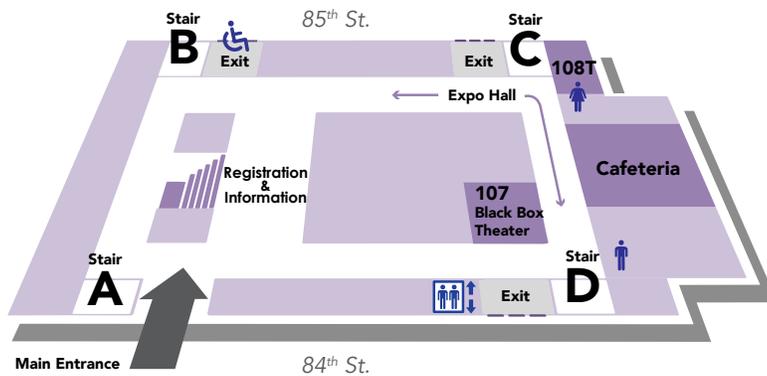
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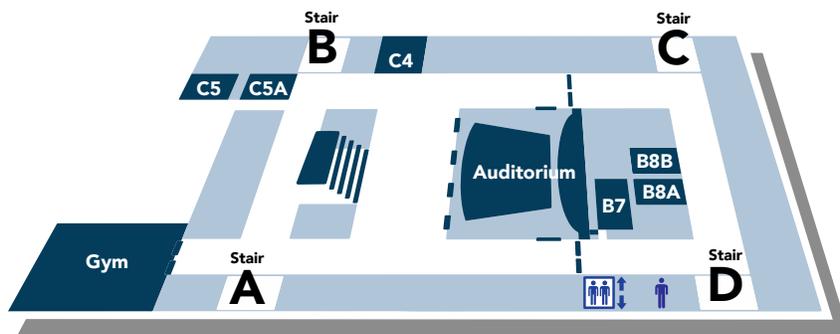
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# Schedule

- 8:00–8:45** Registration and breakfast
- 8:45–10:15** Workshops, featured events
- 10:30–11:40** **PLENARY SESSION**  
**Welcome:** Lynette Lauretig and Michael Rothman, Conference Hosts  
**Opening Remarks:** Paul Rotondo, Superintendent, Citywide Transfer Schools / District 12 High Schools, NYC Department of Education  
**Keynote:** Christopher Emdin, Associate Professor, Department of Mathematics, Science, and Technology at Teachers College, Columbia University
- 11:55–12:55** Workshops, featured events, exhibitor’s hall open Lunch A
- 1:05–2:05** Workshops, featured events, exhibitors’ hall open Lunch B
- 2:15–3:15** Workshops, featured events, school team time

## EVENT LOCATIONS

**EXHIBITORS HALL** Ground-floor hallways at the west end of the building during lunches

**SESSION LOCATIONS** The locations of sessions can be found on the personalized schedule printed on the back of each attendee’s name tag. See a map of the building opposite.

# Conference Advisors

The Transfer School Conference was originally conceived during the 2010–11 school year by a group of five transfer school educators working with leadership at Eskolta with the purpose of creating a space for their colleagues across the city to learn from each other. Each year since then, Eskolta has brought together a team of transfer school educators to support the planning process during the six to eight months prior to the

conference. 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 all of their thoughtful contributions to making the 2017 Transfer School Conference a success!



## 2017 CONFERENCE ADVISORS

Above, from left to right:

- › **Abe Cohen**, *Generalist Teacher*, Bronx Arena High School
- › **Johanna Rice**, *Special Education Teacher/Coordinator*, South Brooklyn Community High School
- › **Wesly Pierre-Toussaint**, *Social Studies Teacher*, Metropolitan Diploma Plus High School
- › **Jennifer Byalick**, *Social Studies Teacher and Department Leader*, Urban Dove Charter School
- › **Sam Morris**, *Teacher, Dean, Advisory Coach*, Edward A. Reynolds West Side High School
- › **Kevin Daniels**, *LTW Program Manager*, Harlem Renaissance High School
- › **Lorraine Mignotte**, *Internship Coordinator/Sr. Advocate Counselor*, Harlem Renaissance High School
- › **Matthew Roberts**, *Social Studies Teacher*, Brooklyn Frontiers High School
- › **Wendy Nicholas**, *Program Manager*, Metropolitan Diploma Plus High School
- › **Tandra Birkett**, *Model Teacher*, Providing Urban Learners Success In Education High School (not pictured)

## Plenary Session - 10:30 a.m.



Paul Rotondo is the superintendent of Citywide Transfer and District 12 High Schools for the New York City Department of Education. Mr. Rotondo supervises and supports 43 high schools located throughout the five boroughs of New York City. He is recognized as a dedicated educator with a long history of focusing on supporting students who have struggled within traditional learning models. Mr. Rotondo was appointed superintendent following an eleven-year tenure as principal of Cascades High School, a transfer school located on the Lower East Side of Manhattan. Prior to this, Mr. Rotondo spent more than 13 years as a teacher and administrator in New York City's Alternative Schools and Programs. Mr. Rotondo has also taught in both the NYC Assistant Principal's Institute and the NYC Teacher Leadership Program. In 2014, Mr. Rotondo joined the faculty of Stony Brook University's School of Graduate Studies, where he currently instructs aspiring school leaders.

### OPENING REMARKS

#### **PAUL ROTONDO**

New York City Department of Education



Christopher Emdin is an associate professor in the Department of Mathematics, Science, and Technology at Teachers College, Columbia University, where he also serves as associate director of the Institute for Urban and Minority Education. He is the creator of the #HipHopEd social media movement and Science Genius B.A.T.T.L.E.S., author of the award-winning book *Urban Science Education for the Hip-Hop Generation* and the New York Times Best Seller *For White Folks Who Teach in the Hood... and the Rest of Y'all Too*. Dr. Emdin was named the 2015 Multicultural Educator of the Year by the National Association of Multicultural Educators and was honored as a STEM Access Champion of Change by the White House under President Obama. In addition to teaching, he served as a Minorities in Energy Ambassador for the US Department of Energy.

### KEYNOTE SPEAKER

#### **CHRISTOPHER EMDIN, PHD**

Teachers College, Columbia University

## IN THE AUDITORIUM

# Alumni Panel - 8:45 a.m.

### Panel: A Conversation with Transfer School Alumni.

Hear from transfer school alumni about their lives since graduation. Panelists will offer their reflections on which aspects of their transfer school experiences best prepared them for the world of college, career, and community beyond high school.



#### **CRISTAL CRUZ**

*Brooklyn Frontiers High School, 2015*

Cristal Cruz is an *America Needs You* Fellow and Ambassador, as well as a CUNY ASAP student, earning her associate degree in Criminal Justice at Bronx Community College. She works as a group leader in an after-school program with Good Shepherd Services, where she helps children with social-emotional learning and academics. Given her interest in criminal justice, she plans to attend law school.



#### **LESTER MAYERS**

*Edward A. Reynolds West Side High School, 2014*

Lester Mayers is a graduate of Finger Lakes Community College with a concentration in theater. He is an LGBTQ and human rights activist/poet/actor and choreographer. He is a two-time Dean's List honoree and has been featured in the *Huffington Post*. Lester was recently accepted to the University at Buffalo and SUNY New Paltz, where, upon choosing schools, he will continue his studies in acting and creative writing, with a minor in black studies.



#### **PATRICIA LUCAS**

*ROADS Charter High School II, 2016*

Patricia Lucas is currently working a full-time job while researching college programs. She plans to return to the school this fall to pursue a major in crime scene investigation, which combines her interests in criminal investigation and supporting families of victims by helping them obtain some form of closure during extremely difficult times. She hopes to attend LaGuardia Community College or John Jay College of Criminal Justice.



#### **ORLANDO RAMOS**

*Innovation Diploma Plus High School, 2016*

Since graduation, Orlando has been hired as a freelance contractor at Bloomberg News working on the television set for Charlie Rose. During his time there he fills many professional roles while actively learning about the television production industry. He is also planning a photo assignment in the Philippines this summer. Orlando is passionate about videography, photography, and media, and he looks forward to returning to school in the fall to continue his studies in these fields.

## Featured Speaker - 1:05 p.m.



**DAVID YEAGER, PHD**  
*The University of Texas at Austin*

### Enacting Positive Mindsets: Harnessing the Research to Build Student Motivation

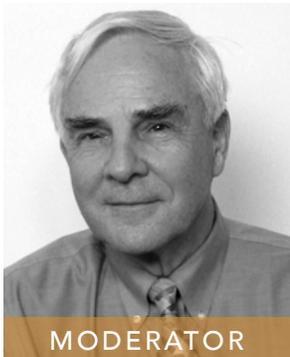
Learn about research and school-based experiences implementing practices to promote positive student mindsets from Dr. Yeager and educators at E.A.R. West Side High School and BronxWorks at Jill Chaifetz Transfer School.

David Yeager is an assistant professor of Developmental Psychology at the University of Texas at Austin. He is a former middle school teacher. His research focuses on adolescent development and behavior change, including topics such as motivation, aggression, coping, mental and physical health, trust, inequality, and healthy eating. He completed his PhD and MA at Stanford University, and his BA and MEd at the University of Notre Dame. His research has received several awards.

## Panel Presentation - 2:15 p.m.

### Education Policy and Student Civic Engagement: A Panel Discussion

Join us for a conversation about the current education policy landscape and what educators can do to support students' civic engagement.



**MODERATOR**

**JOHN MERROW**  
*PBS NewsHour*

John Merrow covered public education for 41 years, starting with the weekly National Public Radio series *Options in Education*, for which he received the George Polk Award in 1982, and later as Education Correspondent for *PBS NewsHour*. He has won two George Foster Peabody Awards, broadcasting's highest honor, as well as the McGraw Prize in Education.



**PANELIST**

**CATHERINE BROWN**  
*Center for American Progress*

Catherine is the Vice President of Education Policy at Center for American Progress. She has worked on a range of policy issues for national organizations and authored multiple education articles and policy papers. She has also served as senior education policy advisor for the House Committee on Education and Labor, where she advised Chairman George Miller (D-CA).



**PANELIST**

**DAVID BLOOMFIELD**  
*Brooklyn College*

David is Professor of Education Leadership, Law & Policy. The author of *American Public Education Law*, he worked previously as a teacher, associate at Hogan Lovells, General Counsel to the NYC Board of Education, Senior Education Adviser to the Manhattan Borough President, and executive director of public education programs at the Partnership for New York City.



**PANELIST**

**KATE TERENCE**  
*Center for Popular Democracy*

Kate is a J.D. and a current Equal Justice Works Fellow. She focuses on work to disrupt the school-to-prison pipeline, particularly for students of color and those with mental health needs. She partners with youth directed community organizations to reform harsh policing and discipline policies and represents students in long-term suspension hearings.

# Workshops

## 8:45 a.m. sessions

(90 minutes)

### FEATURED SESSIONS

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#### A Panel Discussion with Transfer School Alumni

**CRISTAL CRUZ**, BROOKLYN FRONTIERS HIGH SCHOOL, 2015; **LESTER MAYERS**, EDWARD A. REYNOLDS WESTSIDE HIGH SCHOOL, 2014; **PATRICIA LUCAS**, ROADS CHARTER HIGH SCHOOL II, 2016; **ORLANDO RAMOS**, INNOVATION DIPLOMA PLUS HIGH SCHOOL, 2016

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.

**Of special interest to:** *All school leaders, All youth development staff, All instructional staff*

#### Know Your Rights: Students and Police Community Action Project

**STEVE GOODMAN**, EXECUTIVE DIRECTOR, EVC; **LYDIA HOWRILKA** AND **SARA RODRIQUEZ**, TEACHERS, HIGH SCHOOL FOR EXCELLENCE AND INNOVATION; **CARLA CHERRY** AND **ROBIN BACIGALUPO**, TEACHERS, INNOVATION DIPLOMA PLUS HIGH SCHOOL; AND PARTICIPATING STUDENTS

Teachers and students will screen their documentaries exploring problems in police and transfer school student relations, with a focus on how students can take action and make their voices heard on this critical issue. A partnership between the Educational Video Center and the Office of Postsecondary Readiness, a panel of transfer school teachers and students will also present their project-based curriculum and video clips of the student-centered inquiry process in action. Previously offered in 2016. Features student participation.

**Of special interest to:** *All school leaders, All youth development staff*

#### Building a Culturally Responsive Classroom and School Environment for Black and Latino Young Men: What We Know Works

**PAUL FORBES**, DIRECTOR, EXPANDED SUCCESS INITIATIVE (ESI), OFFICE OF POSTSECONDARY READINESS, NYCDOE

The Expanded Success Initiative (ESI) is focused on eliminating achievement and opportunity gaps for black and Latino young men in NYC public schools and increasing the number of males of color who graduate college- and career-ready. Through hands-on activities, demonstrations, and group discussion, participants will learn about proven strategies honed over three years of implementation that create a culturally responsive school environment. Concrete takeaways will aid in the creation of curriculum and instruction.

**Of special interest to:** *All school leaders, All youth development staff, All instructional staff*

### Scholar Squads: Building School Community with Interactive Competition

**PAUL JOSEPH**, ELA TEACHER, AND STUDENT PRESENTERS, BROOKLYN HIGH SCHOOL FOR LEADERSHIP AND COMMUNITY SERVICE

Scholar Squads is a playful competition between teams of students, faculty, and staff that encourages positivity and hard work throughout our school community. Its architecture is loosely inspired by the model used in fantasy sports leagues, minus the elements that are unbecoming a school community—namely betting. Students and staff will share the design of the program and the positive impact it has had on their school experience. All participants will receive a guidebook they can use as a resource for setting up similar programs back at their own schools. Previously offered in 2016. Features student participation.

**Of special interest to:** *All school leaders, All youth development staff, Counselors/Advisors/ACs*

### Layered Curriculum

**TAMARA PARKS** AND **SARAH GIL**, TEACHERS, CITY-AS-SCHOOL

Layered curriculum is a way of organizing curriculum so students have structured choice to access, apply, and think 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. Workshop participants will experience a layered curriculum and build their own. After learning about the theoretical background and interacting with examples, participants choose assignment options for their own courses. Finally, participants select from scaffolded options to begin to design a comprehensive curriculum or discuss the finer points of layered curriculum such as classroom management and assessment. Previously offered in 2016.

**Of special interest to:** *All school leaders, All youth development staff*

### Making the PSA: Engaging Students through Digital Filmmaking

**JONATHAN MAYER**, LEAD MEDIA TEACHING ARTIST, DANCE THEATRE ETCETERA

In this workshop participants will conceive, shoot, and edit their own original public service announcement. Using this hands-on approach to explore a student-centered filmmaking process, we'll cover everything from tricks to help work with imperfect school technology to brainstorming activities and games that have proven effective in helping students identify issues of true personal interest and real academic depth. Features student participation.

**Of special interest to:** *Program Directors, Assistant Program Directors, Social Studies teachers, All*

*instructional staff*

### Crisis Prevention, Intervention, and De-escalation

**JANELLE STANLEY**, ALTERNATIVES TO SUSPENSION COORDINATOR, HARLEM RENAISSANCE HIGH SCHOOL

All NYC schools are required to develop Crisis Intervention Plans. Transfer school students often present with greater behavioral and life challenges than traditional high school students. How can CIPs be tailored for the diverse and high-needs population in transfer schools? What strategies work in real situations? This presentation presents tips and best practices for preventing crises and intervening and de-escalating when prevention is not enough. It will also look at crisis intervention plans and give resources to help in plan construction. Previously offered in 2016.

**Of special interest to:** *All school leaders, All youth development staff*

### “Opening” Mathematics to Improve Access, Motivation, and Understanding

**NICOLA VITALE** AND **ROSE SHTEYNBERG**, CITYWIDE INSTRUCTIONAL LEADS, HIGH SCHOOL MATHEMATICS, OFFICE OF CURRICULUM, INSTRUCTION, AND PROFESSIONAL LEARNING, NYCDOE

Students often come to high school with significant and varied gaps in mathematical understanding and a history experiencing failure in mathematics. These gaps and the mindsets that students develop are significant barriers to learning. In this workshop, we will examine the use of “open” math tasks and related Instructional Strategies to promote access, engagement, and mathematical learning in a varied community of learners. Participants will engage in an open math task, analyze the experience with colleagues to understand how to support their students, and leave with additional strategies and resources to use in their classrooms. Previously offered in 2016.

**Of special interest to:** *Principals, Assistant Principals, Math teachers*

### Demystifying Danielson’s 3D—Using Assessment in Instruction

**DEBORAH GILLICK**, PEER VALIDATOR, OFFICE OF TEACHER EFFECTIVENESS

Participation in this workshop will lead to a better understanding of what assessment is and how to implement it in all parts of a lesson. Professional readings, tools, and resources will be discussed and utilized to provide an interactive experience for teachers and administrators alike. Facilitated by a peer validator from the Office of Teacher Effectiveness and former transfer high school English teacher, this workshop will result in a better understanding of Danielson, give further insight into how to adjust and enhance one’s

instructional practices, and develop one's observational skills regarding this often overlooked and misunderstood component. Previously offered in 2016.

**Of special interest to:** *All school leaders, All instructional staff*

### **Unleash Your Students' Superpower: Key Strategies to Infuse Growth Mindset into the Classroom**

**LISA CURETON** AND **KAHRIQ THOMPSON**, PROGRAM SPECIALIST AND YOUTH CO-FACILITATOR, POWERTOOLS

Research shows that small changes in the way students think about learning have a big impact on their academic success and engagement. This hands-on workshop is co-facilitated by youth and examines key strategies to foster students' growth mindset: "Big Up the Brain," "Make Meaning from Mistakes," and "Point out the Process." Our educator and youth facilitator will share their experiences and offer ready-to-use strategies that can be implemented in your classroom right away. This is the perfect opportunity to share best practices and learn new ones. Previously offered in 2016.

**Of special interest to:** *Principals, Program Directors, All instructional staff*

### **Yes We Can: Growth Mindset in the Advisory Setting**

**REBECCA ANTISTA**, LEAD CONSULTANT, POWERTOOLS FOR PROGRESS

Advisory is rife with opportunities to embed the language and strategies of growth mindset, an attitude toward learning proven to increase student success and engagement. During this hands-on workshop, participants will examine the elements of growth mindset, hear from youth about advisory-learned strategies they use to enhance their Growth Mindset, and experience a "gamified" growth mindset challenge. Participants will walk away with a ready-to-use growth mindset session plan, as well as new strategies designed to support transfer school students to access their resilience and foster their growth mindset. Previously offered in 2016. Features student participation.

**Of special interest to:** *All school leaders, All youth development staff*

### **Using Google and MS Word Technology to Improve Student Writing**

**DAVID BENZ**, SCIENCE TEACHER, AND **TOM GATTRINGER**, ESL TEACHER, QUEENS ACADEMY HIGH SCHOOL

Writing is often a source of great frustration for many of our students. This workshop will demonstrate technological techniques that will allow educators to measure improvements in student writing quantitatively using Word's analyzer and explore strategies that provide concrete ways to get students to the next level no matter their starting point. Participants will discover

how to employ user-created shortcuts to provide frequent feedback on student papers and have students turn in their work as soon as they begin by using the Google Docs "share" feature. The technique supports student writing and allows for progress in real time. Previously offered in 2016.

**Of special interest to:** *All instructional staff*

### **Negotiating the Court System and Working with Court-Involved Students**

**NANCY GINSBURG**, DIRECTOR OF THE ADOLESCENT INTERVENTION AND DIVERSION PROJECT, THE LEGAL AID SOCIETY

This workshop will provide a description of the criminal court system and present an overview of the related components, from arrest to sentencing. Attendees will learn about how to help students negotiate the system and how to support students through the often opaque and complicated process. Previously offered in 2016.

**Of special interest to:** *All school leaders, All youth development staff*

### **Taking Ownership: Asynchronous Blended Learning in an Online Environment**

**GUINEVERE SHAW**, ELA TEACHER, VOYAGES SOUTH HIGH SCHOOL; **SEAN TURNER**, ART TEACHER, INNOVATION DIPLOMA PLUS HIGH SCHOOL

Can you develop a system to meet the needs of diverse transfer school students? This presentation will cover how to set up asynchronous blended learning in your classroom while using teacher-written curriculum supported by a learning management system. Learn how students are given a robust, diverse, and differentiated curriculum in various subject areas to work on at their own pace, supported in real time through individual conferences, pair and group work, and live mini-lessons. Participants will walk through our model, which has now been implemented at two transfer schools, and explore data we have collected on increased student and teacher efficacy. Previously offered in 2016.

**Of special interest to:** *Principals, Assistant Principals, All instructional staff*

### **Breaking Walls: Discovering Student Voice through Literacy and the Arts**

**FRAN TARR**, DIRECTOR/FOUNDER, BREAKING WALLS

Breaking Walls Arts Education Initiative creates an empathetic classroom community through literacy, critical thinking, and presentation skills. Transfer school students focus on identity, values and empathy, while facilitators guide them to explore significant, current issues in their lives. Renowned Arts educator Fran Tarr and her Breaking Walls students will lead a hands-on workshop where 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—just as your students will. Features student participation.

**Of special interest to:** *All school leaders, ELA teachers, ESL teachers*

### **Supporting Struggling Readers with Fluency: 5 Strategies That Can Transform Students' Reading**

**CIA PINKERTON**, DIRECTOR OF LITERACY, DEPARTMENT OF LITERACY AND AIS, NYCDOE

What might look like a struggle with comprehension can actually be a fluency issue. Join this session to learn how to tell the difference and practice with five highly effective fluency strategies, each of which can be quickly and easily incorporated into any ELA curriculum.

**Of special interest to:** *Principals, Assistant Principals, ELA teachers, ESL teachers, SPED teachers*

### **Exploring Strategies for Building Reading Comprehension**

**LARRY FOGARTY**, SENIOR INSTRUCTION SPECIALIST, DEPARTMENT OF LITERACY AND AIS, NYCDOE

Join this session to explore specific strategies to build reading comprehension. We will examine the skills required for reading comprehension and examine which strategies best support students to become more successful readers.

**Of special interest to:** *Principals, Assistant Principals, ELA teachers, SPED teachers*

### **Infusing 21st Century Skills Across the Curriculum**

**NICOLE CALDWELL**, SOCIAL STUDIES TEACHER/COLLEGE & CAREER ACCESS TEAM, SOUTH BROOKLYN COMMUNITY HIGH SCHOOL

Have you ever struggled to answer the age-old question “When will I ever use xyz?” MHA Labs has identified six building blocks for integrating 21st-century skills, behaviors, and attitudes across the curriculum. In this workshop, a teacher and students from South Brooklyn Community High School will demonstrate how educators can integrate the six building blocks in every lesson. Participants will be given actionable steps, a 21st-century-skills-based lesson plan demo, and real-time feedback on the introduction, application, and impact of using 21st-century skills. Features student participation.

**Of special interest to:** *Principals, Assistant Principals, All instructional staff*

### **Blended Learning in Math and Science**

**CESAR EBONIA**, MATH TEACHER, VOYAGES PREPARATORY HIGH SCHOOL SOUTH QUEENS

Are you a math and science teacher looking for ways to support struggling and long-term absent students? Blended learning can help you reach these students by combining classroom learning with online learning where students can control the time, pace, and place of their lesson! In this workshop, you will take the first step to building customized lessons using resources like EDpuzzle.com and Schoology.com. Many talented teachers both new and experienced are finding themselves increasingly empowered by—and excited to use—technology. Let’s get empowered!

**Of special interest to:** *Math teachers, Science teachers, SPED teachers*

### **Providing Legal Support for Justice-System-Involved Young Adults**

**ANNE OREDEKO**, STAFF ATTORNEY, YOUTH REPRESENT

During these political times, it is vital for communities working with especially vulnerable populations (i.e., youth of color, undocumented families, and LGBTQ youth) to understand their rights and where to access support. In this session, attendees will gain knowledge of how to protect themselves and their legal rights when they are stopped by the police and how to assist their students. We will discuss how to refer students to Youth Represent’s services, which provide holistic representation to young people who have justice-system involvement. They provide representation in summons court and in some misdemeanor cases, as well as in family court, criminal records corrections, education law, housing law, and employment law.

**Of special interest to:** *All school leaders, All youth development staff*

### **Building Anti-Racist Classrooms and Schools: Strategies to Talk about Race and Racism**

**NATALIA ORTIZ**, PROGRAM MANAGER; **LAURA SHMISHKISS**, CO-EXECUTIVE DIRECTOR, BORDER CROSSERS

How do we ensure that our schools are advancing racial equity versus perpetuating racism? What does an antiracist classroom or school look like? How do we talk to our students about race and racism? During this interactive workshop, we will explore how systemic racism manifests in our schools, how to identify and interrupt it, and how to engage in meaningful conversations with our students about race. Educators will leave with strategies to address race and racism and promote racial equity in educational spaces.

**Of special interest to:** *All school leaders, All youth development staff, All instructional staff*

### **Fresh Prep: Preparing for the Regents Exams Using Culturally Responsive Pedagogy**

**JAMEL MIMS**, DIRECTOR, URBAN ARTS PARTNERSHIP, FRESH PREP

Fresh Prep is an arts test prep program that uses original hip-hop music and culture to help students who have failed the Regents exam beat the test. Our MCs partner with teachers to engage students in standards-aligned curricula that position youth culture at the center of the classroom. In this workshop, school leaders and educators will leave with specific skills and strategies for engaging students in Regents prep using culturally responsive pedagogy.

**Of special interest to:** *Principals, Assistant Principals, All instructional staff, Social Studies teachers*

### **Inquiring Minds Want to Know: Guiding Students Toward Experiential Inquiry**

**MELISSA BIRNBAUM**, INTERNSHIP DEPARTMENT COORDINATOR; **NAIMA FREITAS**, INTERNSHIP TEACHER; **LISSA PAULSON**, INTERNSHIP TEACHER; **SHERIEN SULTAN**, LIBRARY AND MEDIA SPECIALIST, CITY-AS-SCHOOL HIGH SCHOOL

At City-As-School High School students create academic knowledge through experiential learning at internships. During this workshop we'll share the tools we use to guide students to develop a research focus in the field. This interdisciplinary work can translate into any subject area. Come discuss and share ideas on inquiry.

**Of special interest to:** *Principals, Assistant Principals, Internship Coordinators, All instructional staff*

### **Confronting Self through Text: James Baldwin**

**VANESSA EMILE** AND **ZENA WOUADJOU**, SCHOOLWIDEREAD CREATORS/COORDINATORS, NYC TRANSFER SCHOOL TEACHERS (ELA)

School Wide Read (SWR) is a teacher-created, culturally responsive framework for BUILDING literacy, community, and scholarship. SWR seeks to increase student opportunities and motivation for out-of-class reading, SPARK cultural and self-awareness, ENCOURAGE intergenerational communication, and reinforce connections between literacy and students' college, career, and community service aspirations. This year's SWR workshop allows participants to examine the work of James Baldwin. Following SWR's model, participants will explore the value of literature as a means of "Confronting Self." Educators will walk away with Baldwin texts and ways of introducing challenging content and topics into a contemporary classroom. Previously offered in 2016. Features student participation.

**Of special interest to:** *Principals, Assistant Principals, ELA teachers, Social Studies teachers*

## 11:55 a.m. sessions

(60 minutes)

**Lunch A** - Served in the Cafeteria and Gym

### FEATURED SESSION

#### What's Next? Connecting Students to Postsecondary Pathways

AMERICA NEEDS YOU; ACCES-VR; BOTTOM LINE; CUNY ASAP; CUNY LINCT; CUNY START; INCLUDENYC; JOBS FOR THE FUTURE; OPPORTUNITIES FOR A BETTER TOMORROW; NPOWER; PER SCHOLAS

The postsecondary landscape can be a confusing and complicated one 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 and/or career.

During this session, you will have the chance to talk to representatives from who address the following: School-Based Postsecondary Prep, College Access and Retention, College-Based Supports, Support for Students with Disabilities, Career Training.

**Of special interest to:** *All school leaders, College/ Career Counselors, Internship Coordinators*

#### Peer Exchanges: Igniting Cross-Borough Collaboration

ELA TEACHERS, ART & MUSIC TEACHERS, COUNSELORS, ADVISORS & ACS, SCHOOL SUPPORT TEAM, INTERNSHIP COORDINATORS, SPECIAL EDUCATION TEACHERS, ESL & FOREIGN LANGUAGE TEACHERS, PROGRAM DIRECTORS & ASSISTANT PROGRAM DIRECTORS

Have you ever wondered how educators at other transfer schools are tackling common challenges within your field? Do you have a useful strategy or resource that people at other schools might be interested in hearing about? Here's your chance to connect and share ideas with other transfer school staff! In the past, conference participants have engaged in these open-ended sessions to discuss best practices, develop fresh ideas to implement in their own schools, and set up communication with colleagues beyond their own department. Come take advantage of this unique forum!

#### "99 Percent Chance It Will Be a Snow Day:" Using a Constructivist, Project-Based Model to Prepare for the Science Regents

**ABE COHEN**, GENERALIST TEACHER AND **NICHOLAS GERON**, SCIENCE TEACHER, BRONX ARENA HIGH SCHOOL

A 2015 survey of AP Environmental Science teachers showed a majority believed project-based learning would "have a positive effect on student learning" (Lucas Education Research). But can a project-based model work in classrooms that terminate with Regents? In our experience, students who complete project-based units pass the Earth Science Regents at a higher rate. In this workshop, attendees will examine project-based learning models, review their efficacy in regard to Regents, and brainstorm projects to develop during the school year. Teachers will come away with five Earth Science standards-aligned student-facing projects and an outline for creating and reflecting upon their own curricula. Previously offered in 2016.

**Of special interest to:** *All instructional staff, Science teachers*

#### Ensuring Enduring Essay Success

**MATT ROBERTS**, SOCIAL STUDIES TEACHER, BROOKLYN FRONTIERS HIGH SCHOOL

The format for the Global History and Geography Regents exam will change in June 2019, when students will be required to write an "Enduring Issues" essay. In this session we will delve deeply into this new essay format. Using a sample Enduring Issues essay, we will explore strategies for interpreting documents and structuring the essay. Teachers will leave this workshop informed, prepared, and enthused to guide students to success on this essential part of the exam. Previously offered in 2016.

**Of special interest to:** *Principals, Program Directors, Social Studies teachers*

#### How Can Principals Work with Other School Leaders to Improve Instruction?

**PATRICK MCGILLICUDDY**, PRINCIPAL, EAST BROOKLYN COMMUNITY 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. EBCHS will share how the principal, AP, and teacher leaders have worked together to improve instruction. Presenters will share practices related to hiring, managing teacher teams, conducting observations, and using outside instructional coaches and will demonstrate how those practices have become more effective over time. Participants will also work in small groups with school teams to brainstorm practices to more effectively improve instruction. Previously offered in 2016.

**Of special interest to:** *All school leaders*

### **What Are the Best Practices to Ensure Postsecondary Success with Our Students?**

**KALVIN WILSON**, STUDENT ADVISOR/COLLEGE CONNECTIONS ADVISOR, AND **NATALIE OAKLEY**, ADMISSIONS ADVISOR/ RECRUITER, SUNY BROOKLYN EDUCATIONAL OPPORTUNITY PROGRAM

Helping to prepare for life after high school can be very difficult for students and advisors. During this workshop we will examine which programs are available to help students with their postsecondary success; hear from youth facilitators about which programs are helping them while they are enrolled in college; discuss which strategies are currently being used and what can additionally be implemented to foster postsecondary success; consider the best practices for tracking students after graduation; and learn how the Brooklyn Educational Opportunity Center assists students after they graduate. Previously offered in 2016.

**Of special interest to:** *All school leaders, College/Career Counselors*

### **Strategies to Elevate Student Attendance**

**MIRIAM ALTMAN**, CO-FOUNDER AND CEO, KINVOLVED; **ALLISON FARRINGTON**, PRINCIPAL, RESEARCH AND SERVICE HIGH SCHOOL

In this workshop, participants will hear from Kinolved and school partners about best practices related to increasing attendance. The workshop will ground discussion in the research to frame effective approaches to the chronic absence issue facing transfer schools. Participants will learn about data-informed interventions that engage students and their families and technology tools that can help facilitate regular, two-way communication.

**Of special interest to:** *All school leaders, Parent Coordinators, Counselors/Advisors/ACs, Internship Coordinators, College/Career Counselors, School Support Team*

### **Creating Possibilities: Reengaging Justice-Involved Youth in Education**

**FELICIA MOSLEY**, SENIOR DIRECTOR, YOUTH REENTRY NETWORK; **JOHN GORDON**, EXECUTIVE DIRECTOR, FRIENDS OF ISLAND ACADEMY

This workshop is an interactive session for school leaders working to reengage, motivate, and support transfer school students who are involved in the justice system. The young people in attendance will share their strengths, challenges, and struggles in their educational journey. Resources and best practices will be shared to develop an inclusive school culture that benefits the whole school community. Features student participation.

**Of special interest to:** *All school leaders*

### **Project-Based Staff and Student Work**

**NICHOLAS MERCHANT-BLEIBERG**, PRINCIPAL, VOYAGES PREPARATORY HIGH SCHOOL

This year our school converted to a project-based model for our staff work, which includes our collaborative DOE/CBO work and some staff/student collaborative projects. This shift has promoted greater collaboration and ownership across our school community and allowed us to be more flexible and purposeful in our teaching, learning, and support. In this session, participants will assess their current professional work models and school-specific factors and needs and create a draft project list and matrix.

**Of special interest to:** *All school leaders, All youth development staff, All instructional staff*

### **How to Design Inquiry-Based Science Lessons to Launch Content**

**TRACY BAUER**, INSTRUCTIONAL COACH, REDESIGN; **ALEX RAVELO** AND **JORDAN PAYNE**, CHEMISTRY TEACHERS, E.A.R. WEST SIDE HIGH SCHOOL

This immersive workshop will engage science teachers in a real-life, inquiry-based science lesson to show how you can use inquiry to launch content and begin activating student's prior knowledge. Teachers will learn how to teach the high-leverage skills of observation and inference to get students thinking about the content right away, and engage students in a hands-on experience that will allow the content to "stick" more readily.

**Of special interest to:** *Science Teachers*

### **Building toward Mastery: Tools and Practices for Supporting Students in a Mastery-Based Learning Environment**

**MOLLY CAVANAUGH**, GENERALIST TEACHER, BRONX ARENA HIGH SCHOOL

It's one thing to communicate high expectations to students, but then schools must provide the clear pathways and useful supports that help students reach them. In this workshop, you will learn about one school's efforts to organize a set of rigorous learning expectations, consistently set up aligned curriculum and assessments, and plan responsive instruction aimed at helping each student advance in their steps toward mastery. Participants will walk through resources including a booklet and short video that document the school's practices and will have the opportunity to reflect on potential ways to build on these ideas in their own schools.

**Of special interest to:** *Principals, Assistant Principals, All instructional staff*

### Seamless School Partnerships

**LAINY COLLINS**, FORMER PROGRAM DIRECTOR AT NORTH QUEENS COMMUNITY HIGH SCHOOL; **WINSTON MCCARTHY**, PRINCIPAL, NORTH QUEENS COMMUNITY HIGH SCHOOL

This workshop will engage participants in a consideration of the essential elements and practices of a seamless partnership between DOE and CBO staff. We will trace several years of a schoolwide improvement effort grounded in the concept of seamless partnership. Participants will leave with a deeper understanding and a guide for how partnerships can be leveraged in a transfer school to address both academic and personal growth outcomes for students.

**Of special interest to:** *All school leaders, All youth development staff*

### Speaking and Listening (Year Five)

**ANTHONY KOULIS**, LIVING ENVIRONMENT TEACHER, AND **WESLY PIERRE-TOUSSAINT**, SOCIAL STUDIES 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. Previously offered in 2016.

**Of special interest to:** *Principals, Assistant Principals, All instructional staff*

### Fostering Higher-Order Thinking through Assessment Design

**EMILY KLEINMAN**, SENIOR SCHOOL DESIGN PARTNER, ESKOLTA SCHOOL RESEARCH AND DESIGN

This workshop aims to give participants an overview of research-based practices for crafting assessment questions that engage students in higher-order thinking. After exploring principles and practices around deepening thinking through assessment, participants will practice aligning assessment tasks to higher-order-thinking frameworks, refining existing assessments to engage students' thinking, and reflecting on ways students may inadvertently approach assessment tasks to circumvent higher-order thinking.

**Of special interest to:** *All instructional staff, Foreign language teachers, ELA teachers, ESL teachers*

### Collaborative Process for Rubric Design

**JASMINE HOSKINS**, INSTRUCTIONAL COACH; **KERRIDENE SMALL**, SOCIAL STUDIES TEACHER; **MELISSA MORALES**, ELA TEACHER; **ABENA PHILLIP**, MATH TEACHER; **PHIL MERCURIO** AND **MOHAMMED RAHMAN**, SCIENCE TEACHERS, URBAN DOVE TEAM CHARTER SCHOOL

During the 2016–17 school year, a heterogeneous team of teachers at Urban Dove Team Charter School worked with a consultant from Eskolta to create a rubric for a schoolwide competency and develop processes and protocols for replicating their collaboration in order to develop further rubrics. Using an iterative design model facilitated by Eskolta's services, the team developed, tested, and refined a rubric to structure the development of students' analytical skills. This session will define the schoolwide rubric design process, share many of the resources used, and give participants an opportunity to critically engage with the collaborative protocol.

**Of special interest to:** *All instructional staff*

### Living Science Projects: STEM Partnerships That Deepen Student Learning

**BRIAN COHEN**, EXECUTIVE DIRECTOR, BEAM CENTER AND STUDENTS FROM WEST BROOKLYN COMMUNITY HIGH SCHOOL

This workshop, co-facilitated by three West Brooklyn Community High School students, will describe the collaborative project design and implementation process. Beam Center partners with West Brooklyn to create hands-on projects in all subject areas, two of which have been with science teacher Chaya Baras and her students: the after-school construction of a hydroponic garden for the school and a curriculum-aligned in-class mini-garden project. Based on these examples, attendees will work in small groups to create a paper prototype for a project that connects in-class and out-of-class work. Features student participation.

**Of special interest to:** *Principals, Assistant Principals, Science teachers, Math teachers*

### Breaking the Ice: Engaging Activities for Counselors

**AMANDA SAINTVIL**, DIRECTOR, GOOD SHEPHERD SERVICES AT RESEARCH AND SERVICE HIGH SCHOOL

This workshop will explore how to use purposeful activities to help engage students in one-on-one and/or group counseling. Attendees will learn best practices related to breaking the ice while getting to know students, helping students reflect on a deeper level, and gaining insight as a counselor to provide effective services.

**Of special interest to:** *Counselors/Advisors/ACs, Guidance Counselors/Social Workers*

### **Art Analysis for Questioning and Discussion**

**ELIZA CONLY-DWYER**, ART TEACHER AND SPECIAL EDUCATOR, PROFESSIONAL PATHWAYS HIGH SCHOOL

Analyzing and interpreting artwork as a group activity gives students multiple opportunities to formulate questions and respond to one another. Using visual art in the classroom allows students who may not be strong readers or writers to fully contribute to the conversation. This workshop will provide a framework for looking at and discussing art in your classroom.

**Of special interest to:** *ELA teachers, ESL teachers, SPED teachers*

### **Connecting Youth to the City's IDNYC Card Program**

**JORGE MUNIZ**, DIGITAL COMMUNICATIONS AND NEIGHBORHOOD ORGANIZER, NYC MAYOR'S OFFICE OF IMMIGRANT AFFAIRS

In this workshop, you will learn how to help your students enroll for the city's free government-issued ID card program, IDNYC. The workshop will include an overview of IDNYC benefits (discounted movie tickets, free membership to 40 museums, zoos, and cultural sites, etc.). We will also cover how to use DOE's ATS to quickly and easily verify the identity and residency of DOE students for the program.

**Of special interest to:** *Principals, Assistant Principals, ELA teachers, Social Studies teachers*

## 1:05 p.m. sessions

(60 minutes)

**Lunch B** - Served in the Cafeteria and Gym

### FEATURED SESSIONS

#### Enacting Positive Mindsets: Harnessing the Research to Build Student Motivation

**DAVID YEAGER**, ASSISTANT PROFESSOR OF PSYCHOLOGY, UNIVERSITY OF TEXAS; **AMANDA PEREZ**, PROGRAM DIRECTOR, BRONXWORKS AT JILL CHAIFETZ TRANSFER SCHOOL; **MICHAEL WOLACH**, LEAD TEACHER, JILL CHAIFETZ TRANSFER SCHOOL; AND **JOANNA WNOROWSKI**, MATH TEACHER, E.A.R. WEST SIDE HIGH SCHOOL

How do we create a culture in our schools and classrooms that can consistently counteract years of disempowering messages many transfer school students have received in prior school experiences? A growing body of research points to distinct ways that interactions with adults in a school setting, from teacher language to course curriculum and school supports, have the power to promote or undermine positive mindsets that fuel student motivation. Come learn about key findings in the field and school-based experiences of applying the research to implement impactful practices.

**Of special interest to:** *All instructional staff, All youth development staff*

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**Of special interest to:** *All school leaders, College/ Career Counselors, Internship Coordinators*

#### Peer Exchanges: Igniting Cross-Borough Collaboration

SOCIAL STUDIES TEACHERS, MATH TEACHERS, SCIENCE TEACHERS, PRINCIPALS & ASSISTANT PRINCIPALS, COLLEGE/CAREER COUNSELORS, GUIDANCE COUNSELORS & SOCIAL WORKERS, HEALTH & PE TEACHERS

Have you ever wondered how educators at other transfer schools are tackling common challenges within your field? Do you have a useful strategy or resource that people at other schools might be interested in hearing about? Here's your chance to connect and share ideas with other transfer school staff! In the past, conference participants have engaged in these open-ended sessions to discuss best practices, develop fresh ideas to implement in their own schools, and set up communication with colleagues beyond their own department. Come take advantage of this unique forum!

#### Successful Partnership and Improving Attendance

**PATRICK MCGILLICUDDY**, PRINCIPAL, EAST BROOKLYN COMMUNITY HIGH SCHOOL

The partnership between DOE and CBO staff is a core component of many transfer school models. How can schools leverage that partnership to better serve students? EBCHS will share how we use the partnership model to meet the social-emotional needs of students while increasing attendance. Participants will explore examples of how EBCHS refined practices around attendance, as well as EBCHS's approach to developing a partnership that can lead to a more collaborative and balanced approach to supporting students. Participants will have the opportunity to work in small groups on a specific challenge related to their own partnerships. Previously offered in 2016.

**Of special interest to:** *All school leaders*

#### Back to Basics: Reconnecting with Our Personal Mission and Vision for Youth Development Work

**AMANDA SAINTVIL**, DIRECTOR, GOOD SHEPHERD SERVICES AT RESEARCH AND SERVICE HIGH SCHOOL

The workshop will ask participants to reconnect with the personal mission and values that brought them to this work, to examine its current application, and to envision ways it can be reenergized and enhanced as they continue to impact youth. Participants will walk away with a renewed sense of purpose for their work with our young people.

**Of special interest to:** *Counselors/Advisors/ACs, Guidance Counselors/Social Workers*

### **Developing Mentor Programs and Student Advising in Transfer Schools**

**LISA DIGAUDIO**, FOUNDRING PRINCIPAL; **DUMAR PADEN**, DIRECTOR OF SCHOOL PARTNERSHIPS AND COLLEGE READINESS, NEW DAWN CHARTER HIGH SCHOOL

Developing strong relationships with students is the key to helping them persevere with their school goals and potentially increase their academic performance as it relates to becoming college- and career-ready. Participants will hear from students and staff about how mentoring and advising encourages student engagement and how to implement these programs to suit any school model. The learning goal for all participants will be how to use mentoring and advising as a platform for developing positive school relationships.

**Of special interest to:** *All school leaders, All youth development staff*

### **Teaching and Learning through Collaboration: Japanese Lesson Study**

**SARA JACKSON**, MODEL ENGLISH TEACHER; **MELBA CAMPBELL**, MATH TEACHER, HIGH SCHOOL FOR EXCELLENCE AND INNOVATION

Japanese Lesson Study provides the opportunity for a team of teachers to create a single lesson around a skill students are struggling with. This vehicle creates a welcoming and safe environment in which teachers can take risks and try new ideas, as only the team members are involved in the observation. Through a continuous cycle of brainstorming, planning, presenting, debriefing, and reflection, the team can learn from each other and create a toolkit of strategies for each member to add to their repertoire. Participants will complete a lesson study protocol and depart able to guide implementation.

**Of special interest to:** *All instructional staff*

### **Utilizing Library Resources in the Classroom**

**NATALIE THOMAS**, LIBRARY MEDIA SPECIALIST, BROWNSVILLE ACADEMY HIGH SCHOOL

While many transfer schools do not have actual libraries, there are still efficient and engaging ways to employ library resources in the classroom. Participants will learn about several resources that can enhance lessons or even be used solely as a teaching tool. I will share resources, demonstrate how best to use them, and facilitate hands-on use by participants.

**Of special interest to:** *All instructional staff*

### **Mastery for Motivation**

**JOY NOLAN** AND **JEREMY KRAUSHAR**, CO-DIRECTORS, MASTERY COLLABORATIVE, OFFICE OF POSTSECONDARY READINESS, NYCDOE

This interactive PD will provide a thought-provoking introduction to mastery-based teaching and learning. We will view video clips and hold speed-round conversations to explore the power of using a mastery approach with students who have experienced academic struggle. We will also make the case that mastery is a more culturally responsive approach to working with young people. Student, educator, and parent voices will be represented—as well as participants' voices.

**Of special interest to:** *Principals, Assistant Principals, All instructional staff*

### **What's Your Story? Digital Storytelling**

**LAURA FRANCESCHI**, ENGLISH TEACHER, PROFESSIONAL PATHWAYS HIGH SCHOOL

Digital storytelling is an innovative way for students to use media (audio, video, music, graphics, etc.) to bring their stories to life in two- to three-minute digital stories. In this workshop, participants will explore real-life examples of student digital storytelling as a new forum to provide opportunities for students to share their stories. This workshop will include examples and models for participants to experiment with in their own classrooms using the free version of WeVideo. Previously offered in 2016.

**Of special interest to:** *Principals, Assistant Principals, All instructional staff, All youth development staff*

### **Beyond the Yellow Highlighter: Annotating with Intent**

**CHRISTOPHER CHENEY**, ELA TEACHER, BROOKLYN BRIDGE ACADEMY

Annotation is an often overlooked and undervalued reading skill. In this workshop, we will explore the potential for annotation to serve as a central and nuanced learning tool. We will first work to unpack our current annotation practices by annotating a mentor text. Next, we will introduce student- and teacher-facing annotation checklists. Participants will then review and revise their original annotations using the checklists as a guide. Lastly, participants will collaborate to share their findings and reflect on the implications for their teaching practices.

**Of special interest to:** *Principals, Assistant Principals, All instructional staff*

### Using Restorative Practices to Promote Positive Behavior

**STACEY DIPILLO**, DIRECTOR OF STUDENT SUPPORT SERVICES; **SARAH SWEET** AND **KELLY SCHAFFER**, SOCIAL WORKERS; **TEMPEST CASEY** AND **JAMES HAN**, DEANS; **LINDA ARMSTRONG**, PROGRAM ASSISTANT; **DANIEL MILLER**, COACH; AND **MELISSA MORALES**, TEACHER, URBAN DOVE TEAM CHARTER SCHOOL

Most students who attend transfer schools have not had their needs met by traditional forms of discipline. At Urban Dove, we are in our second year of implementing policies of Restorative Practices to promote positive behavior changes with our students and have reduced suspensions and expulsions and eliminated detentions. In this workshop, participants will learn approaches to addressing students' underlying issues through counseling, circles, mediation, and other conflict resolution means. Features student participation.

**Of special interest to:** *All school leaders, All youth development staff*

### Clone Yourself, Teachers! Creating Video Mini-Lessons

**LISA BARNSHAW**, GENERALIST TEACHER/ART TEACHER, BRONX ARENA HIGH SCHOOL

As transfer school teachers, we don't get to see our students as much as we'd like to. This workshop will focus on solutions to this reality by experimenting with creating or converting curriculum into a blended class by utilizing technology. This is a hands-on workshop in which participants will apply the material to their subject area. Sample planning materials, ways to track student progress, and organizational hacks will be provided. This workshop is especially useful for teachers who already use, or would like to incorporate, project-based learning in their classrooms. Participants should bring a smartphone.

**Of special interest to:** *Art teachers, All instructional staff*

### Utilizing Feedback to Foster Growth Mindsets

**TANELL PENDLETON**, SPECIAL EDUCATION TEACHER, BRONX HAVEN HIGH SCHOOL

It is important for students to have a growth academic mindset. Students should understand that academic success could be achieved through revisions and improvements. In this workshop the facilitator(s) will address both fixed and growth mindsets. We will discuss the importance of providing student feedback, along with how educators can use feedback to inform teaching practices. Participants will analyze our school's Feedback Protocol, learn strategies for utilizing feedback on an ongoing basis, and gain a variety of resources.

**Of special interest to:** *ELA Teachers, SPED Teachers*

### Exploring Early LGBTQ Bias and Terminology

**CHRISTOPHER GRIFFIN**, PROGRAM COORDINATOR - COLLEGE PREP, HETRICK-MARTIN INSTITUTE

Research shows that school is not always a safe place for LGBTQ students because of the anti-LGBTQ language and harassment these students experience. However, research also shows that LGBTQ students who have supportive and culturally competent educators feel safer at school, skip fewer classes, and earn higher grades than students without them. In this interactive workshop, participants will explore the earliest messages they received concerning the LGBTQ community and engage in self-work around how those messages show up in their actions, behaviors, and thoughts. We will also review and engage in authentic dialogue about the evolving and growing LGBTQ alphabet.

**Of special interest to:** *All youth development staff, All school leaders*

### Speaking and Listening Strategies in the Common Core Algebra I Classroom

**ESTHER NYAKO**, MATH TEACHER; **YASMIN BAILEY-STEWART**, SPECIAL EDUCATION TEACHER, METROPOLITAN DIPLOMA PLUS HIGH SCHOOL

Participants will engage in Speaking and Listening Activities aligned with Common Core Instructional Shifts for Algebra I. Participants will use the Metro Round Table protocols to analyze and solve word problems and will use discussion rings (math stems/questions) that can be used in their classrooms the next day. Presenters will share student work products with participants, highlighting improved performance of our students with disabilities. Presenters will share co-teaching strategies used in the integrated co-teaching classroom.

**Of special interest to:** *Math teachers, SPED teachers*

### Digitally Documenting 100% of Student Work

**JAKE JACOBS**, ART TEACHER/CHAPTER CHAIR, NEW DIRECTIONS SECONDARY SCHOOL

We all hear about the need for data, authentic student work, and the ability to review and measure progress. What would it look like if a teacher photographed each student's progress every period of every day? This action research project has done just that, starting in 2013, creating a large image archive capturing everything done in art class since the school opened. This workshop discusses the process, the many advantages and considerations for 100% digital documentation Previously offered in 2015.

**Of special interest to:** *All instructional staff, Internship Coordinators, Art teachers*

### **“Who Cares?” Helping Teenagers Find Purpose in Classroom Learning through a Focus on Civics and Community**

**AMANDA CROWELL**, PHD, PROFESSOR OF EDUCATIONAL FOUNDATIONS AT HUNTER COLLEGE CUNY, ESKOLTA ALUMNA

Students who have been off-track and disengaged may not see any purpose or value in their classroom learning, and yet research tells us teenagers naturally seek purpose in what they do. How can educators tap into this? What does cognitive psychology research tell us about teenagers’ perception of value? How can we help students connect learning to their own values, interests, and sense of purpose? Participants will walk away with a deeper understanding of the research and ideas of classroom approaches to engage youth with the civic purpose of their learning.

**Of special interest to:** *All instructional staff*

### **Healthy, Happy School Communities and Why It Matters**

**JEAN MCTAVISH**, PRINCIPAL; **NICOLE RILEY**, PE TEACHER; **INDRA ECHEVERRI**, PE TEACHER, E.A.R. WEST SIDE HIGH SCHOOL

West Side High School has undertaken a journey to become one of the healthiest schools in the country, a journey that has even impressed former First Lady Michelle Obama and many others. In this workshop, you will learn about the school’s efforts toward this goal and the unintended outcomes such as improved student self-esteem and school climate. In addition, presenters will connect you with free resources and funding ideas that can get your school on its way to meeting the health and wellness needs of your students and staff. Healthy people think better and work better together!

**Of special interest to:** *All school leaders, All youth development staff, Health/PE teachers*

## 2:15 p.m. sessions

(60 minutes)

### **School Team Time:**

Arturo A. Schomburg Satellite Academy Bronx, Bedford Stuyvesant Preparatory High School, Bronx Arena High School, Bronx Haven High School, Brooklyn Bridge Academy, Crotona Academy High School, East Brooklyn Community High School, High School For Excellence And Innovation, Metropolitan Diploma Plus High School, Murray Hill Academy, New Directions Secondary School, Professional Pathways High School, VOYAGES Preparatory High School, VOYAGES South Preparatory High School, West Brooklyn Community High School

### FEATURED SESSIONS

#### **Education Policy and Student Civic Engagement: A Panel Discussion**

**MODERATOR: JOHN MERROW** PBS NEWSHOUR  
**PANELISTS: CATHERINE BROWN**, CENTER FOR AMERICAN PROGRESS; **DAVID BLOOMFIELD**, BROOKLYN COLLEGE; AND **KATE TEREZI**, CENTER FOR POPULAR DEMOCRACY

Join moderator and career education journalist John Merrow as he leads a conversation about the current education policy landscape and what educators can do to support students' civic engagement. The panel will feature thought leaders and community organizers sharing their perspectives and responding to audience questions.

**Of special interest to:** *All school leaders, All youth development staff, All instructional staff*

#### **Consulting with Students as Experts: Collaborative Problem Solving TRANSFER SCHOOL STUDENTS**

The daily hustle and bustle of schools rarely leaves us the time to step back and reflect on our practice, not to mention the chance to engage in collaborative reflection with our students. Join us for the opportunity to learn from transfer school students as you collaboratively generate solutions to issues facing our schools, such as motivating regular student attendance, building positive relationships between new students and staff, and other student-driven ideas. Take advantage of this time to hear directly from the experts: our students!

#### **Options for Undocumented Students**

**EVE STOTLAND**, DIRECTOR, LEGAL SERVICES CENTER, THE DOOR

This workshop will provide an overview of undocumented students in NYC. The session will also provide a basic overview of immigration law and will focus on paths for lawful immigration status for undocumented youth, as well as discuss the rights of undocumented youth in NYC in matters such as health care, child welfare, and education. The workshop will end with a discussion of best practices for working with undocumented and immigrant students. Previously offered in 2016.

**Of special interest to:** *ESL teachers, Guidance Counselors/Social Workers, Counselors/Advisors/ACs*

#### **The Social Network: Integrating Career Exploration with Project-Based Learning**

**CLARE BERTRAND**, ASSOCIATE DIRECTOR, JOBS FOR THE FUTURE; **DAVID ARONS**, JOB AND INTERNSHIP COORDINATOR AT GOOD SHEPHERD SERVICES, SOUTH BROOKLYN COMMUNITY HIGH SCHOOL

In this workshop, we will share how South Brooklyn Community High School (SBCHS) has developed a yearlong career pathway exploration experience for students that utilizes key elements of personalization, community engagement, and technology. SBCHS staff, students, and partners will discuss with attendees how the school leveraged two seemingly disparate activities—a digital film production class and college/career exploration—to strengthen the students' connection to their community and their future. Features student participation.

**Of special interest to:** *Program Directors, Assistant Program Directors, Counselors/Advisors/ACs, College/Career Counselors*

#### **Exploring Effective Acts of LGBTQ Allyship within Your School Community**

**CHRISTOPHER GRIFFIN**, PROGRAM COORDINATOR - COLLEGE PREP, HETRICK-MARTIN INSTITUTE

Research shows that school is not always a safe place for LGBTQ students because of the anti-LGBTQ language and harassment these students experience. However, research also shows that LGBTQ students who have supportive and culturally competent educators feel safer at school, skip fewer classes, and earn higher grades than students without them. In this interactive workshop, participants will put their skills to the test as they review LGBTQ student case studies and develop effective allyship plans in response to these scenarios. Participants will be provided with best practices for engaging in effective and active allyship for their LGBTQ students.

**Of special interest to:** *All youth development staff, All school leaders*

### Challenge and Opportunity: The Strength-Based Educator

**TOM MCKENNA**, DIRECTOR OF SCHOOL QUALITY, NYCDOE, ESKOLTA ALUMNUS

Drawing upon research on students' sense of belongingness and experience of trauma, this workshop will explore how to discover and develop strength in students who may at first seem unreachable. Being an educator committed to serving youth who have been disconnected and disengaged means having a toolbox of approaches for building your capacity to empathize with students, listen to students, and push students constructively when at first you can't imagine how. Using proven approaches, this session will provide teachers and counselors with strategies they can use in the classroom, lunch room, hallways, and elsewhere to discover and demand strength in students.

**Of special interest to:** *All school leaders, All youth development staff, All instructional staff*

### Social Studies Educators as Agents of Social Justice

**TANDRA BIRKETT**, MENTOR TEACHER AND STAFF DEVELOPER, P.U.L.S.E. HIGH SCHOOL

Social Studies is the discipline charged with equipping students to be good citizens. A major component of citizenship is community engagement. In this workshop Social Studies educators will learn how to use the Informed Action Component of the C3 Framework to engage students in the pursuit of social justice within their communities. Previously offered in 2016.

**Of special interest to:** *Assistant Principals, Social Studies teachers*

### Inquiry-Based Algebra Instructional Design

**MADONNA AFRIYIE**, MATH INSTRUCTIONAL COACH, REDESIGN

This workshop will introduce you to ways to develop creative, well-scaffolded investigations that engage students in the deep thinking necessary to tackle challenging mathematical tasks. Inquiry-based approach to instructional design and delivery for algebra concepts is powerful. One of the foundational concepts of the workshop is the importance of embedding Mathematical Habits of Mind into the design of discovery-based learning activities, ensuring that students, particularly those who struggle with mathematics, have the opportunity to gain explicit instruction and practice in applying key math strategies for problem solving.

**Of special interest to:** *Internship Coordinators, Math Teachers*

### Get Up and Code—Intro to Physical Computing

**JOE MELENDEZ**, AND **JAMES POINDEXTER**, COMPUTER SCIENCE EDUCATION MANAGERS, CS4ALL, OFFICE OF POSTSECONDARY READINESS, NYCDOE

What do Dance, Dance Revolution, and playing piano with bananas have in common? They're both examples of what can be achieved through physical computing! In this workshop, participants will be introduced to physical computing through Makey-Makey and Scratch, tools that allow students to program and interact with their computers in a more creative and active way.

**Of special interest to:** *Internship Coordinators, All instructional staff*

### Making Misconception Meaningful in the Math Classroom

**ANITA WAHI** AND **NEVILA BEJKO**, TEACHERS; **CHARON HALL**, PRINCIPAL, BROOKLYN ACADEMY HIGH SCHOOL

An interactive conversation for math teachers: How do we use misconceptions to better our instruction? How do we use misconceptions to strengthen procedural and conceptual understanding? How do we as math instructors prevent common misconceptions that may emerge? In this workshop, math teachers will dialogue about how and why misconceptions emerge in the classroom, share practices for making the most of these mistakes, and leave with tools for dealing with such misconceptions in math.

**Of special interest to:** *Principals, Assistant Principals, Math teachers*

### Beyond the Page: Using Rubrics to Build Student Metacognition and Success

**JESSICA FURER**, ASSOCIATE DIRECTOR, ESKOLTA SCHOOL RESEARCH AND DESIGN

For decades, teachers have created rubrics to help them assess student work. But more often than not, students don't actually engage with these rubrics meaningfully—in fact, they barely look at them. This is a missed opportunity to improve student motivation and academic success. Research shows that when students self-assess against rubrics, their metacognition and performance improves. This session will explore how to integrate student self-assessment and other strategies for helping students engage with rubrics into classroom practice.

**Of special interest to:** *All instructional staff*

### **Postsecondary Student Assessment Tools**

**IVONNE TORRES**, DEPUTY DIRECTOR OF YOUNG ADULT AND POSTSECONDARY PROGRAMS; **MIGUEL RODRIGUEZ**, DIRECTOR OF COUNSELING; **AZZIE FORBES** AND **EMILY JIMENEZ**, PROGRAM DIRECTORS; **BRIA JACOBS**, YOUTH DEVELOPMENT SPECIALIST; **ANTHONY PHAN**, COUNSELING SPECIALIST, QUEENS COMMUNITY HOUSE AT VOYAGES PREPARATORY HIGH SCHOOL

At Queens Community House, we understand the struggles our students experience at school and work. Through a partnership with Eskolta, we have been piloting two tools to assess our students and give them feedback on their mindsets and behaviors. These tools have been implemented at our schools and have yielded promising results by encouraging our students to plan for the future, set reasonable goals, and follow through on their next steps. During this workshop, participants will gain greater understanding of the five key soft skills determined by the University of Chicago Consortium on School Research that help support postsecondary success.

**Of special interest to:** *Program Directors, Assistant Program Directors, College/Career Counselors, Internship Coordinators, Counselors/Advisors/ACs*

# Participating Organizations

The following partner organizations will be participating in this year's event.

## **ACCES-VR†**

[acces.nysed.gov/vr](http://acces.nysed.gov/vr)

## **America Needs You†**

[americaneedsyou.org](http://americaneedsyou.org)

## **Beam Center\*‡**

[beamcenter.org](http://beamcenter.org)

## **Border Crossers\***

[bordercrossers.org](http://bordercrossers.org)

## **Bottom Line†**

[bottomline.org](http://bottomline.org)

## **Breaking Walls\*‡**

[breakingwallsprogram.org](http://breakingwallsprogram.org)

## **CUNY ASAP†‡**

[www1.cuny.edu/sites/asap](http://www1.cuny.edu/sites/asap)

## **CUNY LINCT†**

[lincttosuccess.cuny.edu](http://lincttosuccess.cuny.edu)

## **CUNY Math Start‡**

<http://www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start/math-start/>

## **CUNY Start†‡**

[www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start](http://www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start)

## **Dance Theater Etcetera\*‡**

[dtetc.org](http://dtetc.org)

## **Eskolta School Research and Design\*‡**

[eskolta.org](http://eskolta.org)

## **EVC – Educational Video Center\*‡**

[evc.org](http://evc.org)

## **Expanded Success Initiative‡**

[schools.nyc.gov/Offices/ESI/default.htm](http://schools.nyc.gov/Offices/ESI/default.htm)

## **Friends of Island Academy\***

[friendsny.org](http://friendsny.org)

## **Hetrick-Martin Institute\*‡**

[hmi.org](http://hmi.org)

## **IDNYC‡**

[www1.nyc.gov/site/idnyc/index.page](http://www1.nyc.gov/site/idnyc/index.page)

\* Presenting a workshop

† Participating in *What's Next? Connecting Students to Postsecondary Pathways*

‡ Participating in Expo Hall during lunches

## **INCLUDEnyc†**

[includenyc.org](http://includenyc.org)

## **Jobs for the Future\*†**

[jff.org](http://jff.org)

## **Kiddom‡**

[kiddom.co](http://kiddom.co)

## **Kinvolved‡**

[kinvolved.com](http://kinvolved.com)

## **NPower†**

[npower.org](http://npower.org)

## **Opportunities for a Better Tomorrow†**

[obtjobs.org/home](http://obtjobs.org/home)

## **Options Institute**

[goddard.org/grcc/programs/ChildrenYouth/optionsinstitute](http://goddard.org/grcc/programs/ChildrenYouth/optionsinstitute)

## **Per Scholas†**

[perscholas.org](http://perscholas.org)

## **PowerTools\***

[powertoolsforprogress.com](http://powertoolsforprogress.com)

## **reDesign\*‡**

[redesignu.org](http://redesignu.org)

## **SUNY Brooklyn Educational Opportunity Center\*‡**

[sites.google.com/site/beocadmissions11201/home](http://sites.google.com/site/beocadmissions11201/home)

## **The Door\*‡**

[door.org](http://door.org)

## **The Legal Aid Society\***

[legal-aid.org/en/home.aspx](http://legal-aid.org/en/home.aspx)

## **Urban Arts Partnership\*‡**

[urbanarts.org](http://urbanarts.org)

## **Youth Represent\*‡**

[youthrepresent.org](http://youthrepresent.org)