

Your School is Unique; Your Conference Should Be Too!
A Conference for Transfer School Educators
June 9, 2011

KEYNOTE ADDRESS

(open to all)

Serving the Hard-to-Serve: Creating Schools Where All Students Can Succeed

Pedro Noguera, Peter L. Agnew Professor of Education, New York University

WORKSHOP OFFERINGS

(each participant may attend up to 2 workshops)

School Community and Culture Focus

C-1: Dealing with Crises

Brooklyn Bridge Academy's Assistant Principal will engage participants in a discussion on how to deal with crises.

Kimberly Laboy, Assistant Principal, Brooklyn Bridge Academy

C-2: Fairness Committees: An Approach to Restorative Justice in a Transfer School

In this workshop, staff from the James Baldwin School will present how Fairness Committee is used at JBS to hold students accountable for core value violations in the school. Fairness Committees are a form of restorative justice where a committee of students and teachers is formed to decide if a norm was violated, and what consequences should follow. Consequences are not designed to be punitive, but to repair the damage that was done to the community or to the relationship between the individuals involved.

Seth Rader, Co-Director, James Baldwin High School

C-3: Learning-to-Work Internship

A transfer school internship coordinator will share best practices around building a Learning-to-Work internship program. Including how to maximize your use of the partnership, utilizing internship within the school building, and day to day management and supervision.

Natalie Lozada, Program Director, Bronx Haven High School

C-4: The Myth of Consequences: How Youth Development—Not Punitive Measures—Raises Attendance

Working with youth development principles that see the student from the inside out rather than the outside in have great potential for transforming student attendance patterns. Participants in this workshop will discuss strategies and scenarios for teachers and ACs around outreach, counseling, engaging parents, and more.

Brian Zimpler, MSW and Former Advocate Counselor, South Brooklyn Community High School

C-5: A Shift from Access to Readiness: Postsecondary Planning for Transfer Schools

This workshop is complementary to session L-1 Back on Track to College which is offered in the next session. You may attend either or both.

A presentation and discussion on understanding the movement towards college and career readiness and implications for our work in postsecondary planning. Information will focus on understanding the current data and perspectives that explain why the expectations for college and

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career outcomes have changed, and what the implementation challenges may be for Transfer Schools.

Lan To, Director of Postsecondary Initiatives, Good Shepherd Services

Lili Allen, Program Director, Jobs for the Future

C-6: Be Heard. Be Love. Be Change: Student Voice and Leadership

Participants will have an opportunity to discuss the importance of student voice and leadership in a school community and how that affects the school and classroom culture. Participants will also share and learn strategies that can be implemented in their school communities and classrooms. Here are some key points that we will highlight:

- The development of the Youth Leadership Board.
- Extending your participation in the school beyond your “title” as a teacher, counselor, etc.
- Creating a safe space both in your classroom and beyond.
- Modeling behavior that demonstrates leadership.

Natalia Ortiz, U.S. History, and Kayty Himmelstein, Math, P3, West Brooklyn Community High School

C-7: Using Data to Empower Students

John Foley-Murphy, Program Facilitator, South Brooklyn Community High School

C-8: Advocacy and Organizing by Students as Working People in Schools and Beyond

We will discuss issues many students face as hard-hit working people -- especially low-income students, students of color, immigrants and women -- and how students can engage in social change, from this standpoint. Examples of students engaging with outside-of school community and workplace organizing will be explored and we will brainstorm what we can do as teachers to advance the notion that the most important reason to know the world is to try to change it.

John Antush, Internship Coordinator, City-As School

Leadership and Administration Focus

L-1: Back on Track to College: Helping Over-Age, Under-Credited Youth Transition to Postsecondary Education and Career Credentials

This workshop is complementary to session C-5 A Shift from Access to Readiness which was offered in the previous session. You may attend either or both.

Multiple pathway schools and programs are being challenged to meet a higher standard: ensuring that more students graduate college-ready and successfully transition into and through postsecondary education and career credentials. In this session, participants will learn about a three-phase “Back on Track to College” design that Jobs for the Future is developing in partnership with NYC DOE and Good Shepherd Services. We will explore the key elements of the design, do a self-assessment of school practices, and talk through some emerging Back on Track to College efforts in New York City, Chicago, and other cities.

Lili Allen, Program Director, Jobs for the Future

Lan To, Director of Postsecondary Initiatives, Good Shepherd Services

L-2: Building Staff Capacity

In this workshop, Lili and Steve will share the development of West Brooklyn’s structures for staff leadership. Participants will learn to identify what to look out for, potential challenges, and how to

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identify leadership potential among their staff. School leaders will also have time to explore which area they'd like to develop teacher leadership in and develop an action plan to do so.

Lili Polo, Principal, and Steve Marcus, Program Director, West Brooklyn Community High School

L-3: Setting High Expectations

In this session the Principal and Program Director team will discuss the process of establishing and maintaining high expectations.

Max Jean-Paul, Principal, and Melanie Forstrom, Program Director, Brooklyn Bridge Academy

L-4: Student-Driven Schedules and Programming

For students who feel as if they were driven out of their old schools, creating their program can be a key place to help them feel they are back in the driver's seat. This workshop will offer tips for making course selection and programming flexible enough to meet each individual student's needs. Intended for the people who create the program and course options at your school, it includes ideas for incorporate student voice and choice into the process while still ensuring that students earn the credits they need and take the courses they need to graduate on time and ready for the future.

Jessica Furer, School Development Consultant, Eskolta

L-5: What Do They Want From Us?: Understanding what the Government is Holding Transfer Schools Accountable For

If you've been in transfer schools long enough, you know that no one out there seems to understand us. In this workshop, we'll review what data New York City and No Child Left Behind expect from transfer schools, which groups of students are most important to focus on for accountability purposes, and discuss what we as a group can be advocating for to change accountability so that it is more reflective of what goes into a good transfer school.

Michael Rothman, Director, Eskolta

Instruction: Focus on Literacy

I-1: An Inquiry Process to Improve Student Reading across the Curriculum

Reading for understanding across all subject areas.

Travis Frick, ELA Teacher, and Magdalena Guillen, Special Education Teacher, Brooklyn Democracy Academy

I-2: Literacy in the Math Classroom: Writing for Understanding

An interactive workshop on strategies for integrating writing into a math classroom.

Haviva Halpert, Math Teacher, Bushwick Community High School

Instruction: Focus on Rigor and Critical Thinking

I-3: Moving Beyond the Facts in Global

How can we work with learners in order to develop their automatic awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes. In this workshop, a transfer school Global teacher will share classroom practices and structures he uses, which foster the development of meta-cognitive skills among transfer school students.

Cisco Dilg, Social Studies Teacher, Bronx Haven High School

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I-4: Performance-Based Assessment in Math

Learn about how James Baldwin High School uses Compelling Topics, Essential Questions, Learning Targets, and Formative Assessment to engage students in producing in-depth projects and analytic papers in Mathematics.

John Schaefer, Math Teacher, James Baldwin High School

I-5: Rigor in Transfer Schools

This workshop will explore opportunities to infuse rigor into our lesson plans and classroom environment in order to create a student centered learning experience that supports the 2 C's of Rigor: Critical thinking and Challenge.

Cheryl Gill, Literacy Coach, Brooklyn Academy High School

I-6: Using Questioning to Promote Deeper Thinking

Shivika Rajkisore and Nancy Burgan, Science Teachers, Brooklyn Bridge Academy

Instruction: Focus on Engagement

I-7: Creating Student Behavior Change in the Classroom: Finding Your Leverage Point

Teachers will examine ineffective student behaviors that interrupt their learning. The presenters will present how through action research they've found their leverage point for turning these student behaviors around. Participants will brainstorm and collaborate in order to find their own leverage point for creating student behavioral change. The process of Action Research will also be highlighted for interested parties.

K.A. Keener, ELA Teacher, and Jen Russell, Art Teacher, Bronx Community High School

I-8: Culturally Responsive Teaching

Participants will discuss the importance of culturally responsive teaching in transfer schools and will have the opportunity to analyze examples from film and school-based experiences

Brian Favors and Nakeeba Wauchope, Bushwick Community High School

I-9: The Delicate Balance of Meeting Student Needs versus Meeting Student Wants

How does a new core content teacher walk the delicate balance of wanting to teach to thrill yet finding it necessary to drill? How do we get students to understand dense concepts? This workshop is designed to stimulate discussions and highlight practices that can be useful in finding the middle road.

Daisy Aaron, Social Studies Teacher, High School for Excellence and Innovation

I-10: How to Integrate the Arts for Learning and Community Engagement

This session focuses on the dynamics of incorporating creative arts therapy approaches into existing organization as consultants. The importance of intense partnerships with organizations that provide services for people with special needs and people in special situations allow for the values for the creative arts therapists to serve the who lesson and promote the belief in the potential healing powers of the creative process.

Donnielle Rome, VP/Co-Founder, Art Fusion Enrichment

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I-11: Working with ELL's in a Transfer School

Five key ideas for content area teachers to plan and deliver instruction that attends to the needs of current and former English-language learners. This approach incorporates the use of formative assessments and group work while acknowledging students' literacy background and preconceptions about school.

Mireia Rozas-Simon, Former Social Studies and ESL Teacher at Emma Lazarus High School

Instruction: Focus on Technology

I-13: Using Documentary Video as a Learning Tool for Developing Student Voice

Co-facilitated by experienced coaches from the Educational Video Center and transfer school educators who are currently using video with their students, this interactive workshop will provide participants with documentary production curriculum activities, resources, and assessment rubrics designed to develop their students' voice. Participants will view videos produced by transfer students about critical issues in their lives, and videos of teachers facilitating student learning and project production.

Steve Goodman, Director, Educational Video Center

I-14: Using Performance Activities in the Classroom

Designed to introduce high school teachers of all content areas about how to incorporate performance activities into classroom instruction. The workshop will explore how using improvisation, drama and theatre games can enliven student participation and help create classroom environments where students can take risks, have fun and support each other to learn

Vicky Wallace, ELL Teacher, City-As School

I-15: (Wi)iLearn: Blended Learning, Transfer Schools, and the Xbox Generation

New learning technologies are only as good as you make them. They are not, as some have asserted, a way to replace teachers or a panacea for poor teaching. This workshop is designed to introduce the concept of "blended learning," or the intentional use of online resources both inside and outside the classroom. Workshop participants will learn about design principles and effective practices and be encouraged to think about blended learning activities they can integrate into their own teaching.

Ty Cesene, Principal, Bronx Arena HS

Michael Preston, NYCDOE Office of Postsecondary Readiness