NYC **Transfer School**
Conference 2013

June 6, 2013

Practitioner-Led Workshops
(8:50 am – 10:00 am)

These workshops are led by *transfer school educators* for *transfer school educators. Rooted in Eskolta's commitment to listening to educators so that we can learn as a community, workshop leaders are teachers, counselors, principals, program directors, and others who have volunteered to share practices from their transfer schools.*

The Asynchronous Classroom for the Transfer School Student .... Room 317
Breaking Through the Brick Wall .... Room 311
Building an Advisory Curriculum that Measures Student Growth and Development..................................... Room 310
Collaborative Curriculum Design .... Room 331
Engaging Students through Extra-Curricular Activities... Room 349
Fresh Prep: It's Bigger than Hip Hop... Room 343
From Confusion to Cohesion: How We Aligned PD and Inquiry Cycles around the Common Core .... Room 207
How to Run a Successful Men's Group in Your School .... Room 234
Humanities: Blending ELA & US History .... Room 229
Increasing College Readiness Performance Through Peer-to-Peer Interventions .... Room 357
Leveraging Technology for Absent Students: Screen-casting Your Mini-lesson.. Room 209
Making Common Core Relatable to Teachers .... Room 303
A Model for Instructional Coaching - A Case Study of East Brooklyn Community High School .... Room 330
Models of Special Education in Inclusive Schools... Room 352
Overcoming the Anti-Math Mindset .... Room 351
Overcoming the Challenge of Reading .... Room 217
Re-imagining Schools with Youth through Video Production.. Room 335
Scaffolding Argumentative Writing to Align with the Common Core .... Room 359
The Special Challenge of Implementing the Common Core in Transfer Schools: What to Do? .... Room 203
Strategies Aligned with Common Core Instructional Shifts... Room 314
Team Building & Best Practices ....Room 225A
Teaching Students to Ask Their Own Questions: An Introduction to The Question Formulation Technique ..... Room 355
Transforming Texts to Improve Student Comprehension .... Room 307
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Universal Design for Learning: Increasing Access for Transfer High School Students....................................... Room 215
Using Blended Learning to Improve Teaching and Learning .... Room 309
Using Writing On Demand (WOD) to Promote Student Growth .... Room 315

The Asynchronous Classroom for the Transfer School Student
Kevin Ehly, Math Teacher; Melissa Oliver, English Teacher, Brooklyn Frontiers High School
Traditional classrooms in traditional schools did not work for our students; why would traditional classrooms in transfer schools be different? Learn how a Math and an English classroom were transformed by applying the techniques of self-paced education, flipped classrooms, and Universal Design for Learning. Come hear firsthand testimonials from students about their experiences in a self-paced classroom and receive valuable insight for implementing these strategies in your practice.
Room 317

Breaking Through the Brick Wall
Erika Bogdany, ISS Educator & Liaison/ ELA Team Leader, Brooklyn Bridge Academy
Isn't it time to break through the proverbial brick wall so many of our students face on a daily basis? Are you a risk-taking educator working with urban youth? Are you looking to implement non-traditional and groundbreaking strategies that get students engaged in their own learning and still support the Common Core Learning Standards? Can you fathom every student having a voice during a silent conversation? Are you ready to take post-its to a whole new level? Have you been wracking your brain to figure out ways to get the community involved in educating our youth? This workshop provides a plethora of ideas, strategies, techniques and insights that are instrumental to educators' and students' success.
Room 311

Building an Advisory Curriculum that Measures Student Growth and Development
Helen Colon, Lead Student Advisor; Leonexy Oyola, Student Advisor, Bronx Haven High School
Participants will be able to identify best practices in Advisory from the past year while looking to build a curriculum for the next year. Measures of student growth and social/emotional development will be used in creating new Advisory lessons. We will also look at how to use a grading policy that keeps Common Core practices in mind.
Room 310

Collaborative Curriculum Design
Ty Cesene, Principal; Sam Sherwood, Assistant Principal, Bronx Arena High School
Our workshop introduces participants to the collaborative curriculum design model at Bronx Arena High School. We will work with participants to introduce them to the model currently being used and help them figure out how they can incorporate collaborative curriculum design in their own schools and teams.
Room 331

Engaging Students through Extra-Curricular Activities
Karl Apelgren, Advocate Counselor, South Brooklyn Community High School
Engaging students using extra-curricular activities can help complement existing efforts to prepare our students for the world beyond high school. By attending this workshop, participants will learn how a successful youth-led extra-curricular group aspired to develop leadership, build responsibility and foster community at South Brooklyn Community High School. Participants will also have the opportunity to begin to create their own extra-curricular groups at their schools.
Room 349

Fresh Prep: It's Bigger than Hip Hop
Meri Yallowitz, Principal; Caroline Sherman, Social Studies Teacher, Metropolitan Diploma Plus High School, with Michael Wiggins, Urban Arts Partnership
In this session, teachers working to prepare young people for the Regents Exam in U.S. and Global History will discover ways to harness aspects of Hip Hop and youth culture to create more positive teacher student relationships, increase levels of student engagement, and improve academic outcomes for struggling students and "difficult" populations.
Room 343

From Confusion to Cohesion: How We Aligned Professional Development and Inquiry Cycles around the Common Core
Michael Wolach, ELA Teacher; Kristine Pandes, ELA Teacher; Sara Osipow, ELA Teacher; Christina Roberts, Science Teacher, Jill Chaifetz Transfer School
This presentation focuses on how teachers at Jill Chaifetz designed a professional development program around the Common Core Standards to blend different work streams such as the City-Wide Expectations, Common Core Lab and Inquiry Team. Through reflective video, a Prezi and live-action skits, participants will gain insight into our process in shifting toward the Common Core as a common thread in professional development. Facilitators will use their reflections about this process to engage participants in thinking about professional development at their schools.
Room 207

How to Run a Successful Men's Group in Your School
Lennox J. Jeffrey, Advocate Counselor, Brooklyn High School for Leadership and Community Services
From this workshop participants will gain the necessary tools to empower "at-risk" young men. Participants will walk away truly understanding how to effectively communicate with "at-risk" young men in a group setting leading to improved attendance, higher passing rates, and increased self-worth/ self-esteem.
Room 234

Humanities: Blending ELA & US History...
Nayiri Panossian, ELA Teacher; Paula Rosa-Gerstein, US History Teacher, Bronx Haven High School
In preparation for the Regents and college readiness, we have looked at ways to strategize writing and speaking argumentatively, using the CER (Claim, Evidence, Reasoning) method to further emphasize reasoning skills.
Room 229

Increasing College Readiness Performance Through Peer-to-Peer Interventions
Junior Manon, College Career Specialist; Ahmed Edwards, AP; Ashley Truesdale, Student Council President; Gabrielle Perkins, Youth Leader, Harlem Renaissance High School
Presenters will share with the audience how Harlem Renaissance High School integrated youth leadership in college-related activities to create a school-wide college-going culture and increase performance. In this workshop, participants will have the opportunity to learn from high school youth leaders about creative ways to get students excited about college and get them engaged in the application process. Ultimately, participants will use the workshop as a platform to think of ways to include student voice in their own practice.
Room 357

Leveraging Technology for Absent Students: Screen-casting Your Mini-lesson
K. Keener, ELA Teacher, Bronx Community High School
Have a mini-lesson you keep repeating due to erratic student attendance? Come to this hands-on workshop and learn how to use software to create virtual mini-lessons that students can access on computers at home or in your classroom.
Room 209

Making Common Core Relatable to Teachers
Elena Caba, ELA Teacher; Rosilis Pelletier, ESL Coordinator/Teacher; Tyona Washington, Principal, High School for Excellence and Innovation
This workshop is a short course on making the incorporation of Common Core Learning Standards (CCLS), Understanding by Design (UBD), and Universal Design for Learning (UDL) applicable to Unit Planning for all subject area teachers. At the end of the workshop, teachers will leave with greater ability to make learning accessible to all students by making the CCLS relatable to the pedagogy happening in the classroom.
Room 303

A Model for Instructional Coaching - A Case Study of East Brooklyn Community High School
Patrick McGillicuddy, Principal, East Brooklyn Community High School
Do you wish you had more staff that worked collaboratively to improve the instructional coaching in your school? Do you wish you had the time to dig deeper into instructional practice and a team of colleagues to help improve your own pedagogy and coaching skills? This workshop is geared for school administration, department heads, or lead teachers whose job responsibilities include improving instruction. Come join the Principal of East Brooklyn Community HS who will be discussing the steps the school took to successfully address these issues in his school.
Room 330

Models of Special Education in Inclusive Schools
Tessa Corcoran, S.Ed. Teacher, East Brooklyn Community High School
Special education reform has changed the ways in which special education teachers are working in schools. Many of us are now working in and around the general education classroom and adapting our practice to work with a wide range of students, not only those with IEPs. This workshop will offer participants a brief overview of the 3 main models of Special Education in inclusive schools and best practices for each model with a more in-depth focus on maximizing pull-out sessions. Participants will leave with a better understanding of the unique possibilities that each model of special education offers and how to maximize student learning within each model.
Room 352

Overcoming the Anti-Math Mindset
Amanda Grohmann, Algebra/Algebra II Teacher, Math Department Chair, Instructional Lead, Brownsville Academy High School
"I just don't like math." "Math makes no sense." "Who invented this stuff?" These are the comments that can be heard throughout a classroom at the beginning of the year. Especially for transfer school students, math can seem like a complete foreign language that is impossible to decipher. Teachers are left with the extremely difficult task of preparing students for Regents and beyond, while filling in those essential skills that they never understood in their earlier years of school. Through patience, strategic differentiation with technology, and using writing and discourse to promote understanding, transfer students can succeed in math. Join me for a workshop on these useful strategies and more that are easy to implement and are proven to succeed for our group of students.
Room 351

Overcoming the Challenge of Reading
Chris Lavas, Teacher, North Queens Community High School with Lew Gittelman, Co-Director, reDesign
How often have you assigned a reading and seen blank faces and disengaged readers? If we want students to make meaning from complicated texts, particularly nonfiction texts, they will need learning strategies to point the way forward. The purpose of this matrix is to make the teaching of these strategies easily accessible. In this matrix you will find practical activities for each strategy and skill described.
Room 217

Re-imagining Schools with Youth through Video Production
Brandyn Shields, Brooklyn Frontiers HS; Marissa Vega, Bronx Arena HS; Steven King, North Queens Community HS; with Kate Rubenstein, Director of Professional Development Programs, Educational Video Center
How do we provide youth with a framework and platform to analyze, critically engage and shape their own learning experiences? Transfer school students in New York City collaboratively produced a video that reflected on their schooling and highlighted practical solutions for educators, administrators and policymakers. By investigating their schools through digital storytelling, youth and their adult allies can shift the focus from what students learn to why and how they want to learn - in the words of one student, to infuse their education with "creativity, love and inspiration." The workshop will culminate with a dialogue about school reform facilitated by current transfer school students with time for educators to reflect on how they can bring this conversation into their classrooms.
Room 335

Scaffolding Argumentative Writing to Align with the Common Core
Brian Hillman, Global Studies Teacher; Stefanie Valsamopoulos, Science Teacher, High School for Excellence and Innovation
In this workshop, we examine the CCLS Argument Standard and use that to pull out the specific argument sub-skills necessary for student growth and achievement. Brian and Stefanie will share performance tasks and pedagogical strategies they developed for teaching the specific argumentative sub-skills, and then use them to guide practitioners to develop student-friendly rubrics of their own. Finally, the group will compare their individual rubric to the CCLS rubric and discuss strategies for tracking student progress on these skills.
Room 359

The Special Challenge of Implementing the Common Core in Transfer Schools: What to Do?
Anne Tomasiewicz, ELA Teacher, Harlem Renaissance HS, with Antonia Rudenstine, Co-Director, reDesign and Jessica Furer, Associate Director, Eskolta
We are all engaged in the work of aligning our academic programs around the Common Core Standards. It is challenging, unnerving work that takes a certain kind of bravery, and is definitely not for the faint of heart. Our students come to us with skills and knowledge gaps we strive to address, and the Common Core Standards dramatically raise the bar for all of us. In this workshop we explore a model for undertaking this work that simultaneously supports schools in aligning their instructional practices and their academic infrastructure.
Room 203

Strategies Aligned with Common Core Instructional Shifts
Michelle Venditti, Math Teacher, Metropolitan Diploma Plus High School; Sarah Johnson, English Teacher, Brooklyn High School for Leadership & Community Service
Participants will have an opportunity to discuss the successes and struggles that transfer school teachers are facing regarding the Common Core Standards. We will focus on the big ideas behind the instructional shifts and how these impact our teaching and student learning. Participants will reflect upon each of the key instructional shifts and their implications for classroom practice. We will share best practices and walk away with some concrete suggestions on how to incorporate the shifts into our daily lessons. This workshop is appropriate for all teachers! Both math and literacy standards will be discussed.
Room 314

Team Building & Best Practices
Cierra Robinson, Internship Developer; Antonia McNiel, Career Advisor; Taniesha Valentine, Career Advisor; Cindy Jean Pierre, Career Advisor; Leslie Ann Rosemin Carr, Program Director, Brooklyn Academy High School
Our workshop presentation will be structured to address best practices around team building, internships, work readiness skills, as well as academic and personal behaviors.
Room 225A

Teaching Students to Ask Their Own Questions: An Introduction to The Question Formulation Technique
Ariela Rothstein, History Teacher; Steve May, English Teacher, East Brooklyn Community High School
Workshop leaders will share the Right Question Institute's unique Question Formulation Technique for helping students learn how to formulate, prioritize and categorize their own questions. Participants will experience a model exercise, appropriate for all grade levels, subjects, and levels of academic readiness. Participants will work collaboratively to identify ways they can immediately begin introducing the skill to their students and within their school community.
Room 355

Transforming Texts to Improve Student Comprehension
David Donsky, ELA Teacher, Brooklyn Frontiers High School
This workshop is designed for all teachers (history, science, ELA, and others) who have ever struggled with getting students to read and comprehend texts of all sorts. We will look at how to modify texts to make them more engaging and accessible to students at all levels. We will also look at how to use questioning techniques to enable students to independently comprehend the material and demonstrate high-level thinking.
Room 307

UDL 101
Ari Raucher and the West Side Players, Teachers, Edward A. Reynolds West Side High School
Our Working Group has been focused on learning and implementing UDL protocols when lesson planning this year. Universal Design for Learning suggests that you consider how students understand, express, and are motivated by material, as you are planning your lesson, not afterwards. This way meeting the needs of all learners is tightly integrated into the curriculum from the beginning and is not just an afterthought. We hope to help teachers develop strategies for bringing these UDL principles and protocols into their curriculum mapping and lesson planning.
Room225B

Universal Design for Learning: Increasing Access for Transfer High School Students
Catherine Costa, Principal; Patricia Panetta, Lead English Teacher; Natalya Ratin, Lead Science Teacher, W.E.B. Du Bois High School
This workshop describes the process of creating online Common Core aligned units of instruction according to the principles of Universal Design for Learning in order to increase access to rigorous curriculum for transfer high school students. We hope participants leave with a foundational understanding of UDL; with practical strategies for developing rigorous, online, universally designed, CCLS-aligned units; and with a realization of how these practices align to the new Quality Review Rubric.
Room 215

Using Blended Learning to Improve Teaching and Learning
Alex Mednick, Teacher, Murray Hill Academy
In this workshop we explore the use of online and blended learning strategies to deliver instruction in both co-taught and traditional classroom settings for grade-level and transfer students both with and without IEPs.
Room 309

Using Writing On Demand (WOD) to Promote Student Growth
Meredith Towne, ELA Teacher; Corey Brown, SPED Teacher, Metropolitan Diploma Plus High School
In this hands-on workshop we explore Writing-On-Demand (WOD), an instructional writing method that supports the completion of a focused writing task in a prescribed amount of time. You will learn about, try out, and create your own WOD exercise to use with *your* students! Writing-On-Demand is a great way for teachers of any subject to structure useful scaffolds for students to build writing skills as well as confidence as writers. In addition to participation and creation, we will focus on assessment of two skills: making a claim and supporting a claim with evidence.
Room 315

Common Ground Conversations
(10:10am - 11:10am)

These conversations provide an opportunity for educators in the same role across multiple transfer schools to get together and share insights and ideas.

Principals .... Rooms 343 & 349
Assistant Principals .... Room 351
ELA, Focus on Basic Reading Skills .... Room 352
ELA, Focus on Introductory Classes .... Room 355
ELA, Focus on Regents Classes .... Room 357
ELA, Focus on Courses after Regents .... Room 359
Basic Math .... Room 209
Math, Focus on Algebra .... Room 215
Math, Focus on Courses after Algebra .... Room 217
Science, Focus on Living Environment .... Room 335
Science, Focus on Earth Science .... Room 331
Science, Focus on Non-Regents Science .... Room 317
US History .... Room 234
Global History, Focus on Introductory .... Auditorium (1st Floor)
Global History, Focus on Regents .... Auditorium (1st Floor)
Foreign Language .... Room 225A
Health & Physical Education .... Room 225B
Art & Music .... Room 229
Special Education .... Rooms 203 & 207
Technology .... Room 309

Program Directors .... Room 330
Assistant Program Directors .... Room 316
Advocate Counselors, Advisers and Coaches .... Rooms 303, 307, 311 & 315
College Prep .... Room 328
Guidance .... Rooms 310 & 314
Internship Coordinators .... Room 330

Transfer School Challenge Discussions
(Blue Ticket-Holders 11:20am - 12:05pm)
(Red Ticket-Holders 12:15pm-1:00pm)

These workshops are designed around a question that many people in transfer schools grapple with but no one has the one answer to. Participants are encouraged to join and take part in the discussion sharing insights and ideas with colleagues. Don't expect your workshop leader to have the answer; do expect them to engage everyone in the question.

How can we communicate 'voice' and 'choice' to students in order to transform their behavior?.................. Room 314

How can we communicate with our students more effectively?.. Room 315

How can we create meaningful curriculum for advisory or group? .... Room 357

How can we foster effective communication with students? .... Room 351

How can we use evidence to get the most out of attendance interventions?.................................... Room 352

How do we build relationships and classrooms that foster successful students? .... Room 317

How do we create a culture that supports preparing our students to be college and career ready? .... Room 310

How do we create courses that combine high-level skill-based learning with the Regents? .... Room 311

How do we design high-level courses that will promote the Common Core and College Readiness? .... Room 355

How do we improve communication with parents to improve academic performance? .... Room 343

How do we maximize trimesters? .... Room 303

How do we support/integrate student career exploration and planning throughout high school?.................. Room 349

How can we communicate 'voice' and 'choice' to students in order to transform their behavior?
Daniel Chu, Transfer School Fellow, Murray Hill Academy
Do your students not complete their homework? Do your students not take responsibility for their classwork? Do your students not behave in a mature and respectful manner? This workshop uses research-based findings on how to increase student voice by empowering them with options and choices. We will collectively discuss these findings and create practical solutions that you can take back to your school in order to harness the power of voice and choice in the classroom as a way to transform student behavior.
Room 314

How can we communicate with our students more effectively?
Vicky Jocelin, Transfer School Fellow, South Brooklyn Community High School
The key to success for our students lies in our ability to communicate expectations effectively. Jon Saphier, author of *The Skillful Teacher*, dedicated a chapter to discussing and developing the best means to communicate clear expectations. In this workshop, we look at both sides of the coin: ineffective practices that contribute to poor learning environments and 'best' practices that create an atmosphere in which high expectations are communicated clearly. Then we will discuss challenges and strategies for applying these ideas to our own practice.
Room 315

How can we create meaningful curriculum for advisory or group?
Jessica Furer, Associate Director, Eskolta School Research and Design, Inc.
Advisors and ACs struggle to create curriculum that is responsive to the social-emotional needs of students and current school issues, but at the same time builds life skills in a deliberate manner. This workshop will explore how advisors / ACs might approach building coherent, effective curriculum for advisory / group. Participants will explore the skills they think are most important to develop and the content they think is most critical to include in advisory / group.
Room 357

How can we foster effective communication with students?
Natalie Lozada, Transfer School Fellow, Bronx Haven High School
In this workshop we explore a variety of ways through which to efficiently communicate with students. This hands-on session allows participants the opportunity to role-play scenarios that will include using the proper word choice to speak to and about students, frame conversations deliberately to obtain positive outcomes from students, reflect on past communication strategies, and collaboratively create and share approaches that have worked well with students.
Room 351

How can we use evidence to get the most out of attendance interventions?
Aaron Boyle, Transfer School Consultant & Former Science Teacher, Bushwick Community HS
This session is designed to be a forum for educators to discuss ideas and build strategies around efforts to promote good attendance for transfer school students. Participants will review findings from research into transfer school attendance and share their own experiences with the goal of identifying practices that could potentially have an impact on students at their school.
Room 352

How do we build relationships and classrooms that foster successful students?
Mercedes Cepeda-Lorenzo, Assistant Director; Nicole DeFino, Assistant Principal, West Brooklyn Community High School
Educators will share and uncover strategies and concrete steps for building healthy relationships with students that foster successful outcomes. We will explore creating opportunities, finding flexibility, strength-based behaviors, clear communication, and having high expectations.
Room 317

How do we create a culture in our schools that supports preparing our students to be college and career ready?
Francesca DiBlasi, Transfer School Fellow, North Queens Community High School
Students' high school experiences often do not prepare them adequately for postsecondary education and the world of work. Our goal as transfer school staff is to create a personalized plan for each of our students to enable them to graduate and achieve future success. In this workshop, we discuss techniques for creating a college/career going culture in our schools by looking at principles that work and discussing how to apply them to our buildings.
Room 310

How do we create courses that combine high-level skill-based learning with the Regents?
Chaya Baras, Transfer School Fellow, West Brooklyn Community High School
When it comes to teaching Regents courses, the pressure to get through the material in order to prepare students for standardized tests runs the risk of curricula being designed to "teach to the test." However, the ultimate goal of all educators is to design courses where students are engaged in the material, asking meaningful questions and developing life-long skills. In this workshop, we explore ideas for creating engaging Regents courses that not only prepare students for the exams, but also focus on developing literacy and critical-thinking skills.
Room 311

How do we design high-level courses that will promote the Common Core and College Readiness?
Maria Akinyele, Instructional Coach, reDesign
We are all working on this issue...What are we learning? What are our questions and challenges? Are there best practices we can draw from that will help us design courses that scaffold learning for transfer school students while ALSO preparing them for college? These are some of the questions we will explore in this session.
Room 355

How do we improve communication with parents to improve academic performance?
Crystal Sanabria, Transfer School Fellow, West Brooklyn Community High School
Successful transfer schools work closely with parents on a daily basis. However, as any transfer school educator can attest, involving parents in the education process can be very challenging. In this workshop, we discuss the obstacles we face in attempts to increase parent interest. We will also explore what has worked and our best practices to get parents to "buy in," looking beyond just intake and open school.
Room 343

How do we maximize trimesters?
Jeremy Borenstein, Transfer School Fellow, Queens Academy High School
The trimester system presents a variety of opportunities: students can accumulate more credits quicker and schools can offer a wider, more differentiated variety of courses. However, as more schools are discovering, the trimester system also comes with serious challenges: teachers struggling to fit a 5-month curriculum into 12 weeks, counselors programming 3 times a year rather than 2, and winter courses becoming unglued after the January Regents. This workshop will provide a forum to discuss the challenges presented by trimesters and collectively brainstorm ways of turning these into opportunities.
Room 303

How do we support/integrate student career exploration and planning throughout high school?
Tom Pendleton, Sr. Director for Career and Work Readiness in the Office of Postsecondary Readiness
Transfer schools struggle to find enough hours in the day for students to complete all the required academic work and develop skills and knowledge they need to become college and career ready. While skill development is key to postsecondary success, students also need to have a personal vision and goals that they internalize. How can transfer schools utilize internships, job shadowing, mentoring, guest panels, career days, and community social-service experience to address career exploration and planning? How can we strengthen student understanding of the connections between reading, writing, listening, math, problem-solving, interpretation of data, and career interests and readiness? This session provides a forum for participants to share ideas, promising practices, and raise issues that present barriers to moving this work forward.
Room 349