

# 2014 NYC Transfer School Conference

June 5, 2014  
8:30am-3:30pm

**eskolta**  
We help schools learn.

Eskolta School Research and Design, Inc.



Department of  
Education

NYCDOE Office of Postsecondary Readiness

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# Agenda

<p><b>8:00am</b></p>	<p><b>ARRIVAL AND BREAKFAST</b> <i>Cafeteria, 2<sup>nd</sup> floor</i> Connect with other transfer school educators while enjoying breakfast.</p>		
<p><b>8:45am – 9:10am</b></p>	<p><b>OPENING CONVOCATION</b> <i>Auditorium</i> <b>Evin Orfila</b>, <i>student, Liberation Diploma Plus High School</i> <b>Carmen Fariña</b>, <i>New York City Schools Chancellor</i></p>		
<p><b>9:30am – 10:50am</b></p>	<p><b>CHOICE WORKSHOPS</b> <i>2<sup>nd</sup> and 3<sup>rd</sup> floor rooms / Auditorium</i> (see p. 4 for options) Choose from nearly 30 workshops led by NYC transfer school educators and organizations working with schools. Workshops are limited to 25. Panel discussion is limited to 125. Please respect space limits to avoid overcrowding.</p>		
<p><b>11:00am – 12:20pm</b></p>	<p><b>CHOICE WORKSHOPS</b> <i>2<sup>nd</sup> and 3<sup>rd</sup> floor rooms / Auditorium</i> (see p. 11 for options) Choose from nearly 30 workshops led by NYC transfer school educators and organizations working with schools. Workshops are limited to 25. Panel discussion is limited to 125. Please respect space limits to avoid overcrowding.</p>		
<p><b>12:30pm – 1:05pm</b></p>	<p><b>LUNCH A – RED GROUP</b> <i>Cafeteria, 2<sup>nd</sup> floor</i> Attendees in the red group can come for lunch in the cafeteria and visit the exhibitors.</p>	<p><b>SCHOOL TEAM TIME – BLUE GROUP</b> <i>Assigned 3<sup>rd</sup> floor rooms</i> (See p. 19-20) Get together with others from your school to share and debrief ideas from the day.</p>	<p><b>EXHIBITOR SPACE</b> <i>3<sup>rd</sup> floor hallway</i> Visit the exhibitor space to follow up with</p>
<p><b>1:15pm – 1:50pm</b></p>	<p><b>LUNCH B – BLUE GROUP</b> <i>Cafeteria, 2<sup>nd</sup> floor</i> Attendees in the blue group can come for lunch in the cafeteria and visit the exhibitors.</p>	<p><b>SCHOOL TEAM TIME – RED GROUP</b> <i>Assigned 3<sup>rd</sup> floor rooms</i> (See p. 19-20) Get together with others from your school to share and debrief ideas from the day.</p>	<p>organizations that presented morning workshops.</p>
<p><b>2:00pm – 3:30pm</b></p>	<p><b>KEYNOTE</b> <i>Auditorium</i> <b>Jeff Duncan-Andrade, PhD</b>, <i>San Francisco State University</i></p>		
<p><b>3:30pm – 4:00pm</b></p>	<p><b>Q&amp;A SESSION</b> <i>Auditorium</i> Mr. Duncan-Andrade will be available for a brief question and answer session following his talk.</p>		

## **8:45am Convocation Address**

### **Auditorium**

#### **Evin Orfila, *Transfer School Student***

Evin Orfila is a student at Liberation Diploma Plus, a transfer school in Brooklyn. Evin attended various high schools prior to Liberation including FDR in New York and Edward White in Florida. Through his many transfers from high school to high school, he has come to learn that nothing comes without effort and character, and he strives to live this in how he carries out his life. Evin attends school full time, works full time, and anticipates graduating in the spring of 2015. While he hasn't decided what he will do after graduation, he hopes he can translate his experience into becoming a motivational speaker who can help others see that they can succeed.

#### **Carmen Fariña, *New York City Schools Chancellor***

Carmen Fariña is Chancellor of the New York City Department of Education, the largest and most diverse public school system in the nation. Over the past 40 years, Fariña has worked in virtually every capacity, from teacher to District Superintendent to Deputy Chancellor, and has distinguished herself as an innovative educator committed to improving the lives of students, teachers, and principals. Her people-oriented management style—which emphasizes communication and collaboration—has inspired educators throughout the five boroughs.

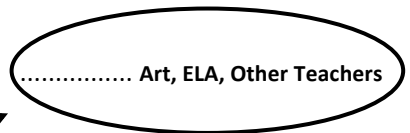
As Schools Chancellor, Fariña is committed to increasing professional development by encouraging teachers and principals to visit one another and share their successes, boosting social studies, science and arts instruction, and making the schools more welcoming to parents. She believes that school system change must happen “with” people, not “to” people, and that parents, teachers, and school leaders must all be part of the conversation if students are to succeed.

Fariña is a Brooklyn native. A daughter of Spanish immigrants, she was the first person in her family to graduate from college. She earned a bachelor's degree in education from Brooklyn College and three master's degrees: from New York University (education), Brooklyn College (bilingual education), and Pace University (administration and supervision). Fariña is co-author, with Laura Kotch, of “A School Leader's Guide to Excellence: Collaborating Our Way to Better Schools” (Heinemann, 2008).

## Workshops and Panel Discussions

*These workshops are led by transfer school educators and partner organization leaders. Rooted in Eskolta's commitment to listening to practitioners in the field so that we can learn as a community, workshop leaders have volunteered to share practices based on their experience and guide participants to confront real challenges facing transfer schools.*

- Ch** Workshops with the "CHALLENGE" marking confront a key question that many people in transfer schools grapple with but no one has the one answer to. Participants are encouraged to 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.
- SV** Workshops with the "STUDENT VOICE" marking feature discussion of student voice involving student volunteers.
- TS** Workshops with the black "TRANSFER SCHOOL" marking have one or more workshop leaders who are current New York City transfer school educators.
- TS** Workshops with the white "TRANSFER SCHOOL" marking have one or more workshop leaders who are former transfer school educators.



On the right-hand side of each workshop listing is an indication of which school staff this workshop is considered to be of particular interest to. Use this to help you decide what is appropriate for you.

*Workshops will be limited to **25 participants** on a first-come first-served basis.*

*Panel discussions will be limited to **125 participants** on a first-come first-served basis*

- TS** Led by NYC transfer school educator
- SV** Includes student or alumni voice
- TS** Led by a former transfer school educator
- Ch** Challenge workshop: participants bring their ideas

## 9:30am Workshops and Panel Discussion

Of Particular Interest to...

The Art of Choice <b>TS</b>	.....	Art, ELA, Other Teachers
Becoming a Teacher-Leader in a Transfer School: How Do I Get There? <b>TS</b> <b>Ch</b>	.....	Sch. Leaders, Youth Dev. Staff, Teachers
Changing the Conversation about Moving Students from Reluctant to Engaged <b>TS</b>	.....	Instr'l Leaders, Teachers
Combining Scaffolding and Rigor in the Text-Based Transfer School Classroom	.....	Instr'l Leaders, ELA, Other Teachers
Common Core and the Algebra Regents: Avoiding the Schizophrenic Classroom <b>TS</b> <b>Ch</b>	.....	Math
Designing Science Curriculum Aligned to Common Core Standards <b>TS</b>	.....	Math, Science
Developing an AP Program in a Transfer School <b>TS</b> <b>Ch</b>	.....	Instr'l Leaders, ELA
Documentaries Bring Curriculum to Life <b>SV</b>	.....	Youth Dev. Staff, Sch. Leaders, Teachers
Empowering Students and Building Literacy through a Reading and Writing Workshop <b>TS</b>	.....	ELA, ESL, S. Ed.
EVC's Assessment Strategies for Project-Based Learning at City-As-School <b>SV</b>	.....	Instr'l Leaders, Teachers
Getting Classroom Right: An Introduction to Guided Discipline	.....	Youth Dev. Staff, Sch. Leaders, Teachers
How Can We Improve the Global History Passing Rate? <b>TS</b> <b>Ch</b>	.....	History
How to Teach the Web: Web Literacy and Digital Skills	.....	Youth Dev. Staff, Tech., Teachers
Injecting Student Voice Into Day-to-Day Practice <b>TS</b> <b>SV</b>	.....	Youth Dev. Staff, Sch. Leaders
Inspiring Leadership: How Do You Do It? <b>TS</b> <b>Ch</b>	.....	Sch. Leaders
Leading Successful Educator Teams	.....	Instr'l Leaders, Teachers
Learning to Work in an Unjust Society <b>TS</b> <b>Ch</b>	.....	Youth Dev. Staff
Let's Play! How to Create a School Community through Theatrical Practices <b>TS</b>	.....	Youth Dev. Staff, Sch. Leaders, Teachers
Making Reading Nonfiction and Fictional Text Purposeful <b>TS</b>	.....	Sch. Leaders, ELA, Other Teachers
Overcoming Obstacles: Preparing Your Students for College & Careers	.....	Youth Dev. Staff, Sch. Leaders, Teachers
Real Stories, Real Teens: The Power of Narrative	.....	Youth Dev. Staff, ELA, Other Teachers
(Re)Engaging Marginalized Youth [Panel Discussion] <b>TS</b> <b>TS</b> <b>SV</b>	.....	All
Resilience: A Critical Component of Engaging Students and Reducing the Dropout Rate	.....	Youth Dev. Staff, Instr'l Leaders
Students' Stories Are Their Strengths	.....	Youth Dev. Staff, ELA, ESL
The Transfer to College and Life Readiness <b>TS</b> <b>Ch</b>	.....	Sch. Leaders, Youth Dev. Staff
Using Mastery-Based Grading to Transcend Credits <b>TS</b>	.....	Sch. Leaders, Teachers
Using Technology to Increase Student Ownership in Goal-setting <b>TS</b>	.....	Youth Dev. Staff, Tech, Teachers
Why Ask <i>Why?</i> : Literacy and Critical Thinking in the Science Classroom <b>TS</b>	.....	Sch. Leaders, Science, Other Teachers

**The Art of Choice** **TS**

*Ayana Wigfall, Art Educator, Crotona Academy HS*  
This workshop demonstrates the importance of giving learners choices in designing their own work processes and interpreting their own outcomes in project or product development. Choice-based learning can be beneficial to instructors and students of a range of subjects, and it can stimulate and motivate learners to take ownership of their learning and allow them to fully and freely express themselves. Participants will be able to connect lessons learned in this workshop to a wide range of content areas.

*Of particular interest to: Art/Music Teachers, ELA Teachers, All Instructional Staff*

**Room 349**

**Becoming a Teacher-Leader in a Transfer School: How do I get There?** **TS** **Ch**

*Robert Lubetsky, Assoc. Professor, City College of New York, CUNY; Hazel Carter, Program Chair, Department of Educational Leadership, CCNY, CUNY*

Are you interested in a leadership role in your school? What personality and temperament do you need to be successful? What do you need to know about teaching and learning to be successful in a new leadership role? What does it mean to play a leadership role? This workshop will help you identify your preferred leadership “style” and possible challenges and areas of growth. It will also explore what you might be asked, specifically, as a teacher-leader in your school.

*Of particular interest to: School Leaders, Youth Development Staff, All Instructional Staff*

**Room 311**

**Changing the Conversation About What It Takes to Move Students from Reluctant to Engaged** **TS**

*K. Keener, English Teacher; Kathy Vasquez, Science Teacher; Rachel Mann, History Teacher; Jennifer Russell, Art Teacher, Bronx Community HS*

Four teachers tell the story of how they added an additional component to the Danielson Framework and how it influenced their students and their practice. The additional component these teachers drafted emphasized teaching for social-emotional growth alongside the more traditional curriculum. By focusing on this new component, teachers changed the conversations they were having about their

classrooms and empowered students to engage in class in a way that more closely matches many of Danielson’s “highly effective” indicators. The workshop will share the draft of the new component and effective lessons with student exemplars.

*Of particular interest to: All Instructional Staff, Instructional Leaders*

**Room 207**

**Combining Scaffolding and Rigor in the Text-Based Transfer School Classroom**

*Antonia Rudenstine, Director, reDesign*

The Common Core Standards are challenging for all students, but for transfer school students they define a particularly steep climb to college and career readiness. This workshop will explore a new tool that provides ready-made, strategic scaffolds for teachers engaged in addressing students' skill and knowledge gaps while simultaneously increasing the rigor of the texts and tasks students engage with. The tool was piloted in a number of transfer schools this spring. The workshop will let participants hear about teachers' experiences and think through possible implementation strategies.

*Of particular interest to: ELA Teachers, All Instructional Staff, Instructional Leaders*

**Room 355**

**Common Core and the Algebra Regents: Avoiding the Schizophrenic Classroom** **TS** **Ch**

*Karen Esdelle, Math Teacher/Data Specialist, Jill Chaifetz Transfer School*

In this schizophrenic age in which math teachers are trying to simultaneously prepare students for the Algebra Regents and meet the demands of the Common Core, we can’t help but grapple with the question, “How do we prepare students for both sets of standards, especially when most students have major gaps in their mathematical abilities?” This challenge workshop will ask participants to share how they think outside of the box in planning units and lessons to meet these needs.

*Of particular interest to: Math Teachers*

**Room 217**

**TS** Led by NYC transfer school educator

**SV** Includes student or alumni voice

**TS** Led by a former transfer school educator

**Ch** Challenge workshop: participants bring their ideas

### Designing Science Curriculum Aligned to Common

#### Core Standards **TS**

*Nicholas Geron, Teacher, Bronx Arena HS*

Using *Astronomy* as an example unit and numeracy as a special focus, this workshop breaks specific Common Core Standards into objectives based on what a student would need to be able to do in order to demonstrate that standard. The workshop shows how to marry those objectives with content in order to create curriculum.

*Of particular interest to: Math Teachers, Science Teachers*

**Room 317**

### Developing an AP Program

#### in a Transfer School **TS** **Ch**

*Diana Ramsawak, AP English Teacher; Carol Ying, Assistant Principal, Brownsville Academy HS*

Transfer schools face many unique problems in trying to provide the best education that will meet the needs of their diverse scholars. These scholars often need additional support to reach academic success. But there is a group of scholars within transfer schools who need to be challenged and have successfully demonstrated that they are ready to move onto the next level of complexity in their education. These are scholars who belong in an Advance Placement program. Unfortunately, AP programs are not common in transfer schools. So, how does a transfer school successfully implement an AP program?

*Of particular interest to: Instructional Leaders, ELA Teachers*

**Room 209**

### Documentaries Bring Curriculum to Life: Resources &

#### Strategies for Using Films in Your Classroom **SV**

*Eliza Licht, Vice President, Community Engagement & Education; Aubrey Gallegos, Manager, Community Engagement & Education, POV*

Students are saturated with media images, many of them negative—so, where do they look for inspiration? Documentaries are a powerful way to show realistic stories of teens facing today's key issues. In this workshop, POV, PBS's award-winning series, presents two documentaries, *American Promise* and *Brooklyn Castle*, that follow students navigating the NYC education system. Explore how to use POV films and lesson plans to address race and identity, school

culture, and achievement in the classroom. There will also be a panel discussion, including special guests from *Brooklyn Castle*!

*Of particular interest to: Youth Development Staff, All Instructional Staff, School Leaders*

**Room 225B**

### Empowering Students and Building Literacy through

#### a Reading and Writing Workshop **TS**

*Erika Bogdany, ELA Department Chair & Special Education Liaison, Brooklyn Bridge Academy HS*

How often have you heard students ask, "Wait! Before I start, can you just tell me if I'm right?" If you are an ELA or English Language Learner (ELL) educator among transfer school students whose literacy skills are continually developing, you are probably no stranger to students feeling the need to gain your approval before they feel free to flourish in their writing. The Readers/Writers Workshop (derived from the work of Penny Kittle) provides students the confidence to enhance their ideas in a way that is safe, wildly entertaining, and sure to empower them to find their own, unique voices.

*Of particular interest to: ELA Teachers, ESL Teachers, S. Ed. Teachers*

**Room 307**

### EVC's Assessment Strategies for Project-Based

#### Learning at City-As-School **SV**

*Jennifer Proulx, Director, Professional Development Programs, Educational Video Center*

For 30 years the Educational Video Center has integrated various student self-assessment strategies into its documentary arts curriculum, believing that while the final video is important, what is equally if not more valuable is what students learn while creating their projects. EVC has found the portfolio assessment process to be the most effective way to assess students' growth and develop students' meta-cognitive habits of self-reflection. Workshop participants will review EVC's approach to assessment, discuss the connections with the Common Core Standards, and explore how this methodology increases student engagement and academic rigor.

*Of particular interest to: All Instructional Staff, Instructional Leaders*

**Room 328**



### Getting Classroom Right: An Introduction to Guided Discipline

*Denise Wolk, Senior Program Associate, Educators for Social Responsibility*

It can be challenging to manage a high-functioning learning environment, facilitate groups effectively, and support adolescents to become self-disciplined and responsible learners. This workshop, based on ESR's approach to classroom management and discipline, offers a set of proven effective practices and strategies that are informed by "effective teacher" research and are specifically designed to enable school leaders to support teachers.

*Of particular interest to: Youth Development Staff, All Instructional Staff, School Leaders*

**Room 203**

### How Can We Improve the Global History Passing Rate?

*Trevor Belmosa, History Teacher, HS for Excellence and Innovation*

The Global History Regents exam is notorious for its historically low passing rates. Across the city and especially in transfer schools, students are not graduating in a timely fashion because of their Global History results. This challenge workshop will engage participants in finding ways to prepare our young people for success on the exam. Participants will learn how Trevor Belmosa and the support organization FreshPrep.org have found exciting and innovative solutions to Regents Prep, and participants will also be asked to share their strategies in helping students pass the Global test.

*Of particular interest to: History Teachers*

**Room 330B**

### How to Teach the Web: Web Literacy and Digital Skills

*Leah Gilliam, Director; Julia Vallera, Programs Manager, Hive NYC Learning Network*

"Connected learning" research and design principles suggest that learning should be: interest-powered, production-oriented, equitable and participatory, openly networked, and relevant to learners. Hive Learning Networks put connected learning into action by offering an innovative city-wide model for youth development and engagement through web literacy

and 21st-century skills. This workshop will explore connected learning through program examples, hands-on activities, and collaborative and peer-supported lessons. Educators from Museum of the Moving Image will discuss their use of digital media, games, and design to engage youth.

*Of particular interest to: Youth Development Staff, All Instructional Staff, Technology Team*

**Room 330K**

### Injecting Student Voice into Day-to-Day Practice

*Junior Manon, College Career Specialist; Janate Bratton, Jenierre Byrd, Christopher Fernandez, Emmy Abreu & Cinthia Medrano, Student Leaders, Harlem Renaissance High School*

This workshop explores the practice of using students to lead programs in transfer schools. Participants will learn about successful youth-driven initiatives that have increased college readiness performance, created college-going culture, and promoted student leadership. Because students facilitate this workshop, participants leave with firsthand feedback and experience on developing and managing youth-led programs in their schools.

*Of particular interest to: Youth Development Staff, School Leaders*

**Room 351**


### Inspiring Leadership: How Do You Do It?


*Nadav Zeimer, Principal, Harlem Renaissance High School*


This is an opportunity for transfer school leaders to come together and discuss the ways we have struggled, and at times succeeded, in providing the inspiration to staff necessary to in turn inspire our students to learn. We all know that being a transfer school leader is not easy. Our students often arrive uninspired and uninterested with school. Our staff need to know how to inspire and re-engage students and, in turn, we must be able to inspire and engage our staff. How do you go about doing this? Share ideas and insights with other leaders of transfer schools.


*Of particular interest to: School Leaders*

**Room 330A**

 Led by NYC transfer school educator

 Includes student or alumni voice

 Led by a former transfer school educator

 Challenge workshop: participants bring their ideas

### Leading Successful Educator Teams

*Jessica Furer, Associate Director, Eskolta*

Eskolta School Research & Design works with schools and Department of Education offices across New York City. Through our design work, we engage small teams of 3-6 educators who move innovative new work forward at their schools. Through our research work, we have found again and again that teacher teams are a linchpin of successful change. In this workshop, Eskolta Associate Director Jessica Furer will share research and practices that effective leaders on staff at schools have used to build effective teams.

*Target Audience: Instructional Leaders, All Instructional Staff*

**Room 229**

### Learning to Work in an Unjust Society **TS** **SV** **Ch**

*Erin Santana, Internship Coordinator, The Child Center of NY; Saran Shields, Director, LTW Program; Jawara Johnson, Attendance Outreach Worker; Student Interns, Aspirations Diploma Plus HS*

Paid internships for high school students: transformative opportunity or another band-aid on a broken political economy? Simply offering a young person an internship, even with pay and support, does not erase the many obstacles that growing up in a racist and inequitable society continues to place in their way. In this session, Aspirations High School's Learning to Work program staff and participants will discuss strategies that have helped young people to find professional success, as well as the systemic issues that undermine such success yet remain untouched by our current efforts.

*Of particular interest to: Youth Development Staff*

**Room 352**

### Let's Play! How to Create a School Community

#### Through Theatrical Practices **TS**

*Natalia Ortiz, Adjunct Professor/PhD Candidate, CUNY Graduate Center, West Brooklyn Community HS*

Join other educators in exploring theater of the oppressed techniques that can be used to build community both in the classroom and with staff. Augusto Boal, a Brazilian dramatist, set out to share games, exercises, techniques, and drama forms, with poor communities all over the world in order to fight oppression. In this workshop you will learn drama

forms that can be implemented in staff meetings, classrooms, and community gatherings.

*Of particular interest to: Youth Development Staff, School Leaders, All Instructional Staff*

**Room 315**

### Making Reading Nonfiction and Fictional Text

#### Purposeful **TS**

*Rosilis Pelletier, English Teacher/Lead Teacher, HS for Excellence and Innovation*

This workshop will help teachers tackle the challenge of having students draw meaning from complex text(s) to document evidence so that the student's understanding of the text(s) is demonstrated appropriately.

With the implementation of text-based questioning and the RACE writing strategy, teachers will find that students will be motivated to read and talk about complex texts with purpose. Having students discuss texts and relate to texts in their writing gives them critical practice with essential lifelong and college readiness skills.

*Of particular interest to: ELA Teachers, All Instructional Staff, School Leaders*

**Room 357**

### Overcoming Obstacles: Preparing your Students for College & Careers

*Rossana Villaflor, NYC Program Director; Jason Urbanski, Director of Educator Support, Overcoming Obstacles Life Skills Program*

Discover how educators are using Overcoming Obstacles life skills instruction to boost student achievement and prepare young people for future careers. Participants will engage in hands-on activities, learn about implementing the program in their schools, and discover scholarship opportunities available for students. With the New York City Gifting Initiative, every participant can receive comprehensive curriculum materials, customized consultation, and ongoing support at no cost.

*Of particular interest to: Youth Development Staff, School Leaders, All Instructional Staff*

**Room 343**

**Real Stories, Real Teens: The Power of Narrative**

*Lissette Gomez, Vice President, Development Without Limits*

This workshop will explore strategies for engaging adolescents in reading by connecting them to true stories written by teens. These stories describe the challenges teens face in their day-to-day lives and how they eventually succeed due to perseverance and guidance. Participants will also discuss and practice strategies for facilitating meaningful discussions, hands-on activities, and reflection exercises that build social-emotional competencies in teens.

*Of particular interest to: ELA Teachers, Youth Development Staff, All Instructional Staff*

**Room 316**

**Resilience: A Critical Component of Engaging Students and Reducing the Dropout Rate**

*Bonnie Williams, Director of Educational Partnerships, ScholarCentric; Roseanne DeCesari, National Professional Development Specialist*

Researchers have identified critical, interrelated resiliency skills—including academic self-efficacy, connectedness, and intrinsic motivation—that are directly tied to student attendance, achievement, and graduation rates. Traditionally, schools have used academic data to identify students who are at risk. This information alone does not tell the whole story. This session examines validated resiliency assessment tools that yield comprehensive school and student data profiles on essential social-emotional skills. By

building resiliency skills, educators can address the underlying social-emotional causes of academic difficulties and meet students’ needs.

*Of particular interest to: Youth Development Staff, Instructional Leaders*

**Room 303**


**Students' Stories Are Their Strengths**

*Elaine Davenport, Associate Director; Melvin Reeves, Director, Education, StoryCorps*

Sharing stories among teachers, students, and families creates the types of human connections that play an important role in high school completion. StoryCorpsU is a year-long youth development program by the oral history project StoryCorps. At the heart of the program is the belief that all students have the strengths and capacities to help them succeed and create fulfilling lives. This program models a StoryCorpsU lesson that elicits students’ personal stories so teachers can help them draw connections between their unique strengths and experiences and the college application process.

*Of particular interest to: Youth Development Staff, ELA Teachers, ESL Teachers*

**Room 234**

**(Re)Engaging Marginalized Youth**   

Building school cultures that promote positive academic behaviors and mindsets.

**Panel Discussion in Auditorium. Space Limited to First 125 Participants.**

**Dr. Josh Aronson**, Associate Professor, New York University

**Dr. Michelle Fine**, Distinguished Professor, CUNY Graduate Center


**Eralza "Erica" Hernandez**, A.V.I.D. Senior, Edward A. Reynolds West Side HS


**Jean McTavish**, Principal, Edward A. Reynolds West Side H.S.


**Bob Rivera**, A.V.I.D. Senior, Edward A. Reynolds West Side HS


**Rev. Dr. Alfonso Wyatt**, Founder, Strategic Destiny: Designing Futures through Faith and Facts

There has been much attention recently given to non-cognitive behaviors and mindsets as key factors in the success of students. This panel discussion draws on perspectives from academic research and from within schools to explore ways that transfer schools can cultivate a sense of belonging and habits of meaningful learning with students who have traditionally been alienated from school.

 Led by NYC transfer school educator

 Includes student or alumni voice

 Led by a former transfer school educator

 Challenge workshop: participants bring their ideas

**The Transfer to College and Life Readiness** **TS** **Ch**

*Vince Brevetti, Senior Director of Programs, Institute for Student Achievement*

How can we take whole-school systems that have succeeded in small high schools and adapt them to meet the needs of transfer schools? The Institute for Student Achievement works with high schools across NYC and the country to implement school programs guided by a set of core principles. Former transfer school principal Vince Brevetti will help participants explore these principles, which have proven to support the achievement of traditionally underserved urban students. Guided by the consensus of participants, we will together process up to three principles with the purpose of understanding and advancing school improvement strategies.

*Of particular interest to: School Leaders, Youth Development Staff*

**Room 314**

**Using Mastery-Based Grading to Transcend Credits**

*Jesse Olsen, CEO, JumpRope; Tom Mullane, Teacher, James Baldwin School*

In this workshop, we will discuss how using a mastery-based (a.k.a. standards-based) grading system can help transfer schools with dynamic populations better respond to student needs by targeting specific skills instead of entire courses on the march towards graduation. Specifically, when student grades, passage, and ongoing classroom data are collected in terms of individual learning targets, teachers can design meaningful learning experiences and group students intelligently in order to maximize classroom time.

*Of particular interest to: School Leaders, All Instructional Staff*

**Room 331**

**Wait, What's My Goal Again?: Using Technology to Increase Student Ownership in Goal-setting** **TS**

*Abe Cohen, Generalist Teacher, Bronx Arena HS*

How can students keep track of their individual goals? How can I, as a teacher, help them meet and reflect on those goals? Teacher Abe Cohen has struggled with different ways to do this. He has tried having students write their goals on their desks, but students' written work was difficult to track and examine holistically. To solve his problem, he used Google Forms and Google

Scripts to help students take ownership of their goals and to help him facilitate their success. Learn how you can too!

*Of particular interest to: All Instructional Staff, Youth Development Staff, Technology Team*

**Room 310**

**Why Ask Why?: Literacy and Critical Thinking in the Science Classroom** **TS**

*Shivika Rajkisore, Nancy Burgan & Delene Cort, Science Department Members, Brooklyn Bridge Academy HS*

Teaching science is not only about the content. It has become a subject area that is deeply rooted in literacy strategies. As the focus on the Common Core grows, not only do science classrooms change but also the tests that assess them. This workshop will model various science literacy practices that have been tested over the past five years. Practices such as the implementation of explanations on multiple choice exams allow educators to assess their students and reflect on their own teaching practice--and increase their students' literacy and ability to take on critical thinking questions.

*Of particular interest to: Science Teachers, All Instructional Staff, School Leaders*

**Room 359**

# 11:00am Workshops and Panel Discussion

Of Particular Interest to...

Addressing Decoding Deficits in Adolescents <b>TS</b>	.....	ELA, S. Ed., ESL
The Advisory Clinic: Improving and Sustaining Effective Advisory Programs <b>Ch</b>	.....	Youth Dev. Staff, Sch. Leaders
The Algebra Project's Approach to Teaching and Learning Polynomials <b>TS</b>	.....	Math
Alternatives to Out-of-School Suspensions <b>TS</b>	.....	Youth Dev. Staff, Sch. Leaders
"Best Bet" Postsecondary Programs of Study <b>TS</b>	.....	Youth Dev. Staff, Youth Dev. Leaders
College Ready?: On-the-ground perspectives [Panel Discussion] <b>SV</b>	.....	All
Communicating with Students about Developmental Education and College Success Programs at CUNY <b>Ch</b>	.....	Youth Dev. Staff
Communication and Code Switching	.....	Youth Dev. Staff, Sch. Leaders, Teachers
Developing and Implementing CCLS and NYS Regents-Aligned Performance-Based Tasks <b>TS</b>	.....	Instr'l Leaders, Teachers
Developing Math Habits of Mind <b>TS</b>	.....	Instr'l Leaders, Math, S. Ed.
Engaging Students in Academic Conversations <b>TS SV</b>	.....	ELA, Soc.Stud., Science
Facing History and Ourselves: Promoting Civic Agency and Student Voice in Humanities Classrooms <b>TS</b>	.....	Soc. Stud., S. Ed., ELA
Global Traveler: Reframing the Global History and Geography Curriculum <b>TS</b>	.....	Soc. Stud.
How to Build a Tribe within Your Program	.....	Youth Dev. Staff
Integrating Graphic Novels into the Classroom <b>TS</b>	.....	ELA, Art, Other Teachers
Learning the Language of a Material before Using It to Speak: Authentic Formative Assessment in Art <b>TS</b>	.....	Art
Module-Based Learning Supported by a LMS in an English Classroom <b>TS</b>	.....	ELA, Soc. Stud.
Organizing Curriculum around Performance Tasks for Postsecondary Preparation	.....	Youth Dev. Staff, Sch. Leaders, Teachers
Overcoming Student Resistance to Engage <b>TS SV</b>	.....	Teachers
Poetry as Pedagogy <b>TS</b>	.....	Sch. Leaders, ELA, Art
Promoting Positive Mindsets and Productive Persistence in Students <b>TS</b>	.....	Youth Dev. Staff, Sch. Leaders, Teachers
Raising Youth Voices with Openly Networked Social Media <b>TS SV</b>	.....	Tech, Teachers
(Re)engaging After Absences: Designing Learning Opportunities in the Face of Erratic Attendance <b>Ch</b>	.....	Youth Dev. Staff, Teachers
Self-Directed Student Learning <b>TS</b>	.....	Tech., Science, Other Teachers
Sequencing English Courses to Meet the Needs of Transfer School Students <b>TS Ch</b>	.....	Youth Dev. Staff, Sch. Leaders, ELA
Teaching Self-Questioning Strategies to Boost Interactions with Text	.....	ELA, ESL, S. Ed.
Teaching Writing in the Science Classroom <b>TS</b>	.....	Instr'l Leaders, Science, S. Ed.
Transition Planning for the IEP Student <b>TS Ch</b>	.....	Youth Dev. Staff, S. Ed.
The Why and How of Standards-Based Grading <b>TS</b>	.....	Instr'l Leaders, Teachers

**TS** Led by NYC transfer school educator

**SV** Includes student or alumni voice

**TS** Led by a former transfer school educator

**Ch** Challenge workshop: participants bring their ideas

**Addressing Decoding Deficits in Adolescents** **TS**

*Maria Sandoval, Special Education Coordinator, Brooklyn Frontiers HS; Scott DeSimone, Chief Implementation Specialist, Really Great Reading*  
Linguistics is a course designed to address the decoding deficits of struggling adolescent readers. Using Really Great Reading's Phonics Blitz program as a guide, the course's skills are taught in a mature way, and academic language is emphasized. Students learn to read multisyllabic words early on, which motivates them to continue with the lessons. In addition to growing in phonemic and phonological awareness, students are taught to focus on accuracy instead of speed. This workshop will include an actual lesson from the course, a packet of materials from the course, and sample assessments and student work.

*Of particular interest to: ELA Teachers, S. Ed Teachers, ESL Teachers*

**Room 311**

**The Advisory Clinic: How Can We Improve and Sustain Effective Advisory Programs?** **Ch**

*Denise Wolk, Senior Program Associate, ESR*  
Advisory is a key structure for personalizing learning for every student, but many schools experience challenges that make advisory time seem like an unfulfilled promise. In this workshop, participants will share experiences of running advisories in their schools and work together to develop best practices. Participants will learn to: assess the phase and stage of their advisory program; identify and align goals; examine advisor roles, activities, and formats; and explore leadership elements of successful advisories so they leave with ideas to help them fine-tune and strengthen their advisory program.

*Of particular interest to: Youth Development Staff, School Leaders*

**Room 203**

**The Algebra Project's Approach to Teaching and Learning Polynomials** **TS**

*Kelly Gaddis, Math Consultant, Math Reimagined*  
*Georgieann Ramsudh, Division I Math Leader, Fannie Lou Hamer Freedom HS*

Algebra Project curriculum and pedagogy are grounded in the shared experience of physical events and observations. Students move from expressing and

modeling with intuitive language and representations, to more structured forms, to abstract and symbolic representations. Workshop participants will experience the Algebra Project's approach to teaching and learning. We will build and model polynomial arithmetic using algebraic circuits; see students' responses; and discuss the overall effects of the Algebra Project's emphasis on students reading, writing and conversing about mathematics throughout the curriculum.

*Of particular interest to: Math Teachers*

**Room 349**

**Alternatives to Out-of-School Suspensions** **TS**

*Janelle Stanley, Alternatives to Suspensions Coordinator, Harlem Renaissance HS*  
New federal guidelines and city-level discipline code changes challenge out-of-school suspensions as a disciplinary response. Little guidance has been given, however, on meaningful alternatives. How can schools ensure safe, effective learning environments if chronically disruptive students are increasingly staying in school? This presentation reviews what we know about suspensions, and describes one alternative program that achieved a 60% drop in suspensions and a decrease in disciplinary referrals. Program strengths/challenges will be examined. Questions, feedback, and a lively discussion are encouraged.

*Of particular interest to: Youth Development Staff, School Leaders*

**Room 331**

**"Best Bet" Postsecondary Programs of Study:**

**Connecting Graduates to Pathways that Pay Off** **TS**

*Lili Allen, Director, Back on Track Designs, Jobs for the Future; Ulises Guzman, Program Facilitator, North Queens Community HS*

Jobs for the Future has undertaken research into postsecondary programs of study in NYC that lead to high-demand occupations and is working with transfer schools on using this information to help students select and prepare for the right pathways. In this session, participants will explore these "best bet" pathways, learn about how NYC transfer schools are using this information, and discuss strategies for identifying the right pathways for students.

*Of particular interest to: Youth Development Staff,  
Youth Development Leaders*

**Room 234**

**Communicating with Students about Developmental  
Education and College Success Programs at CUNY** **Ch**

*Rachel Oppenheimer & Zenobia Johnson, CUNY Start,  
Central; Shaun Rasmussen, ASAP, Central; Kim Doldron  
& Laura Zan, CUNY Start, BMCC; Christopher  
Rodriguez, ASAP, Kingsborough CC; Candida  
Hernandez, CUNY Start, LaGuardia CC; Gregory Bryant  
ASAP, BMCC*

CUNY Start and ASAP are CUNY community and comprehensive college success programs that improve students' college transition, persistence, and degree completion. CUNY Start and ASAP staff and students will discuss the challenge and experience of speaking to students about remediation and community college, and in guiding them in college pathways that will lead to optimal success. This workshop will engage participants in discussion of these impactful opportunities for students, student best-fit, and navigation of the enrollment processes.

*Of particular interest to: Youth Development Staff*

**Room 357**

**Communication and Code Switching**

*Kenard Bunkley, Teaching Artist, Hip Hop 4 Life*

Code switching is the practice of moving back and forth between two languages or between two dialects

or registers (codes) of the same language. Hip Hop 4 Life will present a workshop that addresses code switching and provides instruction on how to present to high school students the topic of code switching and the importance of switching from informal to formal language and behavior.

*Of particular interest to: Youth Development Staff,  
School Leaders, All Instructional Staff*

**Room 314**

**Developing and Implementing CCLS and NYS Regents-  
Aligned Performance-Based Tasks** **TS**

*Stefanie Valsamopoulos & Brian Hillman, Teachers, HS  
for Excellence and Innovation*

This will be a comprehensive overview of the processes of creating and incorporating CCLS-aligned performance-based tasks and lessons into the classroom. Teachers will be given guidance in generating scaffolds for making a claim, a counterclaim, citing evidence and drawing conclusions that will lead up to the completion of a performance-based task. One key point will be how HSEI has used both their knowledge of CCLS and the MOSL baseline test rubric to create a new rubric that encompasses the CCLS argument standard and the expectation for citing evidence, making a claim and counterclaim, and drawing conclusions.

*Of particular interest to: All Instructional Staff,  
Instructional Leaders*

**Room 328**

**College Ready?** **SV**

On-the-ground perspectives from transfer school graduates and college professionals  
**Panel Discussion in Auditorium. Space Limited to First 125 Participants.**

**Dr. Nicola Blake**, Assistant Professor, Guttman Community College

**Arienna Daniels**, Graduate of Brooklyn Academy HS

**Miguel Fores**, Graduate of South Brooklyn Community HS

**Eric Hofmann**, University Director for Collaborative Programs, CUNY

**Richard Rivera**, Associate Director of Programs, Goddard Riverside Community Center

**Rahking Williams**, Graduate of Bushwick Community HS

Many graduates encounter significant challenges as they confront college-level course work. Transfer schools have implemented numerous strategies to help prepare students for the academic expectations of college. This panel discussion presents transfer school educators with the opportunity to hear directly from transfer school alumni about their college experience and transfer school preparation as well as reflections from college educators about key academic skills for success in the college setting.

**TS** Led by NYC transfer school educator

**SV** Includes student or alumni voice

**TS** Led by a former transfer school educator

**Ch** Challenge workshop: participants bring their ideas

**Developing Math Habits of Mind** **TS**

*Lewis Gitelman, Director, reDesign*

*Brianna Laffoon, Math Coach, reDesign*

This workshop provides instructional practices that help students develop their ability to “Think Like a Mathematician.” These “Mathematical Habits of Mind” are the most fundamental concepts and applications that students need to take away from their math courses; they are the bedrock for serious questioning, good problem solving, and critical analysis. This workshop lets teachers study the conceptual progression and scaffolding of math. This “scaffolded” lens views mathematics as one integrated whole rather than isolated units of knowledge or skills to acquire.

*Of particular interest to: Math Teachers, S. Ed. Teachers, Instructional Leaders*

**Room 217**

**Engaging Students in Academic**

**Conversations** **SV** **TS**

*Jaclyn Hoahing & Anthony Koulis, Living Environment Teachers; Lucia Brockway & David Bruder, ELA Teachers; Caroline Sherman & Wesly Toussaint, Social Studies Teachers, Metropolitan Diploma Plus HS*

When struggling students engage in text-based discussions with their peers, their understanding of the content deepens, preparing them for argumentative writing. Students at Metropolitan Diploma Plus HS have developed the skill of using evidence to support arguments through speaking and writing. Facilitators will share resources and strategies that have resulted in students engaging in text-based discussions, which have translated into stronger writing and developed the communication and collaboration skills that support post-secondary readiness.

*Of particular interest to: ELA Teachers, Social Studies Teachers, Science Teachers*

**Room 330B**

**Facing History and Ourselves: Promoting Civic Agency and Student Voice in Humanities Classrooms** **TS**

*Kevin Feinberg, Associate Program Director, New York, Facing History and Ourselves*

How can we engage students intellectually, emotionally, and ethically so that humanities curricula

are rigorous and relevant? How can we help students develop their talents and skills so they can make a difference in their local, national, and international communities? Facing History and Ourselves has been supporting educators for more than 30 years, helping teachers wrestle with issues of student voice, student achievement, and student engagement. This workshop will use examples from historical case studies on the fragility of democracy and the need for civic action and model how students can make connections to their own lives.

*Of particular interest to: Social Studies Teachers, S. Ed. Teachers, ELA Teachers*

**Room 317**

**Global Traveler: Reframing the Global History and Geography Curriculum** **TS**

*Matt Roberts, Social Studies Teacher, Brooklyn Frontiers HS*

Brooklyn Frontiers High School has redesigned the Global History and Geography Curriculum into five regional courses. In each course students explore the geography, history, and culture of a specific global region. Participants in this workshop will learn about one of BFHS' most promising practices: the Global Traveler curriculum, in which students experience the Global content through a simulated travel experience.

*Of particular interest to: Social Studies Teachers*

**Room 207**

**How to Build a Tribe within Your Program**

*Hannah Tall, Program Manager, STOKED Mentoring*

Have any students who are difficult to reach? Need to find ways to motivate your youth? STOKED will take you through a series of activities and discussions to help you figure out how you can create community within your school.

*Of particular interest to: Youth Development Staff*

**Room 351**

**Integrating Graphic Novels into the Classroom** **TS**

*Andrew Issermoyer, Art & Spanish Teacher, West Brooklyn Community HS*

This workshop aims to highlight instructional methods for using graphic novels, or comics, in the classroom to enrich student learning. It will focus on the benefits of



using graphic novels as a medium for teaching historical and cultural content while developing verbal and visual literacy. This workshop advocates for the value of art in schools and the merits that graphic novels bring into the teaching and learning of academic subjects. Specific methods will be shared and participants will develop original ideas for using graphic novels to develop lessons that foster critical inquiry into a variety of subject areas.

*Of particular interest to: ELA Teachers, Art/Music Teachers, Instructional Staff*

**Room 229**

### Learning the Language of a Material before Using It to Speak: Authentic Formative Assessment in Art **TS**

*Annie Tomaszewicz, Lead Teacher, Harlem Renaissance HS*

This workshop focuses on the importance of giving students the opportunity to explore the limits and capabilities of various materials in art class, while building towards a culminating task. When kids are given two types of lessons, “Exploration” lessons and “Representation” lessons, they build a repertoire of skills by learning the “language” of a material before using it to “speak.” These explorations can serve as formative assessments for culminating tasks, but, more importantly, they also facilitate cognitive and artistic development.

*Of particular interest to: Art/Music Teachers*

**Room 315**

### Module-Based Learning Supported by a LMS in an English Classroom **TS**

*Guinevere Shaw, Teacher, Innovation Diploma Plus HS*

This workshop will demonstrate a module-based learning class developed in a learning management system. The class structure is broken down into a two-week format, or module, that focuses on targeted skills. The chunking of work helps transfer school students stay focused and on target and provides them with a clear map of what is expected of them for each module. Each module is centered on a theme and offers several readings within that theme. Readings include short stories, portions of novels, poetry, non-fiction texts, and informational texts. The workshop will include student data and work samples.

*Of particular interest to: ELA Teachers, Social Studies Teachers*

**Room 209**

### Organizing Curriculum around Performance Tasks for Postsecondary Preparation

*Antonia Rudenstine, Director, reDesign*

One of the challenges in transfer schools is the incredibly short window that students are with us. During this time, we must both fill in gaps and prepare for postsecondary opportunities in the age of the Common Core. This workshop will look at some resources and maps designed to support the work of creating and implementing a set of college prep performance tasks that are aligned to the Common Core Standards. At the heart of the workshop is the belief that our students can be successful in college—and that the performance tasks we ask them to undertake will be a significant lever in supporting their achievements.

*Of particular interest to: All Instructional Staff, School Leaders, Youth Development Staff*

**Room 355**

### Overcoming Student Resistance to Engage **TS SV**

*Lindsay Horgan, ESL & Spanish Teacher, Jill Chaifetz Transfer School*

To address the lack of engagement and amount of off-task talking in a class, Teacher Lindsay Horgan designed an experiment in which students were given the choice of how to learn the material. Each day they were given summative assessment data to show them the outcomes of their choices. The discussion each day about the choices they were making and their learning resulted in a new technique to address students’ resistance to engage. Regardless of subject area, participants will walk away with a technique to reframe student misbehavior through choice.

*Of particular interest to: All Instructional Staff*

**Room 343**

### Poetry as Pedagogy **TS**

*Jive Poetic, Teaching Artist; Jasmin Jenoure, Education Program Manager; Martha Bowers, Executive Director, Dance Theatre Etcetera; Patrick McGillicuddy, Principal, East Brooklyn Community HS*

Master teaching artist and spoken word artist Jive Poetic, who has been in residence year round at the

**TS** Led by NYC transfer school educator

**SV** Includes student or alumni voice

**TS** Led by a former transfer school educator

**Ch** Challenge workshop: participants bring their ideas

East Brooklyn Community High School for the past four years, will lead a workshop on using spoken word poetry and rap as a means of improving literacy, making learning relevant, and building meaningful relationships with transfer school students.

*Of particular interest to: ELA Teachers, Art/Music Teachers, School Leaders*

**Room 310**

### Promoting Positive Mindsets and Productive

#### Persistence in Students **TS**

*Lainey Collins, Director; Winston McCarthy, Principal, North Queens Community HS*

This workshop will focus on the development and implementation of a rubric and protocol for promoting productive persistence in students. Initial data on the impact of this work will be presented and the implications for refining and deepening the work will be discussed. Participants will leave with a clear understanding about what has been learned from this work and how it can be applied in other transfer school settings.

*Of particular interest to: School Leaders, Youth Development Staff, All Instructional Staff*

**Room 303**

### Raising Youth Voices with Openly Networked Social

#### Media **TS** **SV**

*Paul Allison, English Teacher, New Directions Secondary School; Charlie Friej, English Teacher, East Brooklyn Community HS*

On Youth Voices, a site for conversations, youth of all ages voice their thoughts about their passions, explain things they understand well, wonder about things they have just begun to understand, and share discussion posts with other young people, using as many different genres and media as they can imagine. The site makes it easier for individual students to read and write about their own passions, to connect with other students, comment on each other's work, and create multimedia posts for each other. Participants will try out the site for themselves and engage in discussion about how to use it with students.

*Of particular interest to: Technology Team, All Instructional Staff*

**Room 309**

### (Re)engaging after Absences: Designing Learning

#### Opportunities in the Face of Erratic Attendance **Ch**

*Paul Facticeau, Innovation Instigator, Apple Inc.*

Has this happened at your school?: *David had a good start to this term but hasn't been in class for a week and a half. Today he has returned and is asking about what work he can do to get back on-track.* This interactive session will build on discussions from the recent Transfer School Educators Forum (though it is not necessary for you to have attended), where participants gathered to approach this challenge through a design process aimed at generating innovative solutions to bring back to schools. In this session participants will review the developed ideas and identify ways to prototype and test them in their schools to ensure they appropriately meet the needs of both students and faculty.

*Of Particular Interest to: All Instructional Staff, Youth Development Staff*

**Room 359**

### Self-Directed Student Learning **TS**

*Johnny Lu, Science Teacher, Brooklyn Bridge Academy HS*

This workshop demonstrates practices and results from a blended learning classroom model. Using integrated online platforms, teachers are able to keep track of student work, and students are equipped to stay on top of their work. The workshop conveys the importance of this model and the impact of its implementation. Participants will leave with an understanding of key aspects of implementation.

*Of particular interest to: Science Teachers, All Instructional Staff, Technology Team*

**Room 215**

### Sequencing English Courses to Meet Credit and Skill

#### Needs of Transfer School Students **TS** **Ch**

*Sydney King, Lead ELA Teacher, South Brooklyn Community HS*

Many students enter transfer schools with ELA credit histories that do not correlate with their literacy skills, creating challenges in effectively programming students into ELA courses. This workshop will present a sequence of ELA course offerings developed to meet the range of transfer school students' literacy needs and one school's system for programming students

into those courses. Participants will have the opportunity to share ideas from their related experiences and strategize with colleagues about approaches for their own schools.

*Of particular interest to: School Leaders, Youth Development Staff, ELA Teachers*

**Room 316**

### Teaching Self-Questioning Strategies to Boost Interaction with Text

*Esther Friedman, Executive Director, Literacy and AIS, New York City Dept. of Education*

This workshop will present strategies for teaching question generating to students who struggle with literacy. A theoretical context within the five pillars of reading will be provided, as will the role that this area plays within the eight recommendations for improving comprehension in the Report of the National Reading Panel. A cook's tour of self-questioning strategies will be demonstrated with opportunities for whole group interaction. This workshop provides practical methodology that can be implemented broadly within the English language arts program and to support disciplinary literacy.

*Of particular interest to: ELA Teachers, ESL Teachers, S. Ed. Teachers*

**Room 330K**

### Teaching Writing in the Science Classroom TS

*Deborah Schaeffer, Science Teacher/Department Head; Amy Fitch, Science Teacher, East Brooklyn Community HS*

Teaching writing can be a frustrating challenge for science teachers. Yet focusing on sentence and paragraph-level instruction can improve not only students' writing but also their ability to grasp and demonstrate understanding of science content. In this workshop, participants will be given practical tips for how to integrate writing into instructional practice.

*Of particular interest to: Science Teachers, S. Ed Teachers, Instructional Leaders*

**Room 335**

### Transition Planning for the IEP Student TS Ch

*Scott Baslaw, Special Education Teacher/Transition Coordinator; Sasha Shlyamberg, Special Education Teacher, Harlem Renaissance HS; Roxanna Eichen, Acces-VR Representative*

Transition Planning is a crucial component of the IEP student's final years in high school. Working with the school's support services and other programs can help to ensure that the student is given the opportunity to explore various post-secondary activities. This workshop explores how special education teachers and guidance counselors can build a coordinated set of transition activities. The program will provide an overview of ACCES-VR, and a representative from this agency will be present to explain the services it offers.

*Of particular interest to: Youth Development Staff, S. Ed. Teachers*

**Room 307**

### The Why and How of Standards-Based Grading TS

*Neil Pergament, Assistant Principal, Brooklyn Frontiers HS*

This workshop will focus on the nuts and bolts of standards-based grading and discuss strategies for incorporating it into schools. Building off of descriptions and materials from one school's process of designing, implementing, and adjusting its approach to standards-based grading, participants will have the opportunity to hear about key challenges, decisions, and lessons learned, consider potential advantages of standards based-grading in their own contexts, and discuss ideas for implementing it in their schools.

*Of particular interest to: Instructional Leaders, All Instructional Staff*

**Room 352**

TS Led by NYC transfer school educator

SV Includes student or alumni voice

TS Led by a former transfer school educator

Ch Challenge workshop: participants bring their ideas

## Featured Organizations

The following organizations will have tables on the third floor to share information and answer questions during lunch and school team time.

**American Documentary | POV**

[www.amdoc.org](http://www.amdoc.org)

**Dance Theatre Etcetera**

[www.dancetheatreetcetera.org](http://www.dancetheatreetcetera.org)

**Development Without Limits**

[www.developmentwithoutlimits.org](http://www.developmentwithoutlimits.org)

**Educational Video Center**

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

**Educators for Social Responsibility**

[www.esrnational.org](http://www.esrnational.org)

**Eskolta School Research and Design, Inc.**

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

**Facing History and Ourselves**

[www.facinghistory.org](http://www.facinghistory.org)

**Hip Hop 4 Life**

[www.hiphop4lifeonline.com](http://www.hiphop4lifeonline.com)

**Hive NYC**

[www.hivenyc.org](http://www.hivenyc.org)

**Institute for Student Achievement**

[www.studentachievement.org](http://www.studentachievement.org)

**Jobs for the Future**

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

**JumpRope**

[www.jumprope.org](http://www.jumprope.org)

**New York Collective of Radical Educators**

[www.nycore.org](http://www.nycore.org)

**Overcoming Obstacles Life Skills Program**

[www.overcomingobstacles.org](http://www.overcomingobstacles.org)

**Really Great Reading Company LLC**

[www.reallygreatreading.com](http://www.reallygreatreading.com)

**reDesign**

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

**ScholarCentric**

[www.scholarcentric.com](http://www.scholarcentric.com)

**StoryCorps**

[www.storycorps.org](http://www.storycorps.org)

# School Team Meeting Locations

## 12:30pm (Blue Group) School Team Meetings

Aspirations Diploma Plus High School.....	Room 328
Bedford Stuyvesant Preparatory High School.....	Room 303
Bronx Arena High School.....	Room 307
Bronx Haven High School.....	Room 310
Brooklyn Academy High School .....	Room 311
Brooklyn Bridge Academy.....	Room 314
Brooklyn Democracy Academy .....	Room 315
Brooklyn Frontiers High School.....	Room 234
Brooklyn High School for Leadership and Community Service .....	Room 351
Brownsville Academy High School .....	Room 352
Bushwick Community High School.....	Room 355
Cascades High School.....	Room 229
City As School.....	Room 357
Crotona Academy High School.....	Room 359
East Brooklyn Community High School .....	Room 343
Edward A. Reynolds West Side High School.....	Room 330B (Library)
Forsyth Satellite Academy.....	Room 207
Harlem Renaissance High School .....	Room 349

**1:15pm (Red Group) School Team Meetings**

Harvey Milk High School .....	Room 303
High School for Excellence and Innovation .....	Room 307
Independence High School .....	Room 310
Innovation Diploma Plus High School .....	Room 311
Jill Chaifetz Transfer High School .....	Room 234
Liberation Diploma Plus High School .....	Room 314
Metropolitan Diploma Plus High School .....	Room 315
Mott Haven Community High School.....	Room 343
Murray Hill Academy.....	Room 330B (Library)
New Directions Secondary School .....	Room 328
North Queens Community High School .....	Room 349
Professional Pathways High School.....	Room 351
Queens Academy High School .....	Room 203
Research and Service High School .....	Room 352
South Brooklyn Community High School .....	Room 355
Voyages Preparatory High School .....	Room 229
Voyages Preparatory High School – South Queens.....	Room 357
West Brooklyn Community High School .....	Room 359

## 2:00pm Keynote Address

### Auditorium

#### Jeff Duncan-Andrade, PhD

Dr. Duncan-Andrade is Associate Professor of Raza Studies and Education Administration and Interdisciplinary Studies at San Francisco State University. In addition to these duties, he continues to teach high school in East Oakland, where for the past 18 years he has practiced the use of critical pedagogy in urban schools as an English teacher and coach. He presently directs the East Oakland Step to College Program, which aims to increase the high school graduation and college admission rates of historically under-represented urban students. Dr. Duncan-Andrade has lectured around the world and works closely with educators and school leaders nationally and as far abroad as Brazil and New Zealand to help them develop classroom practices and school cultures that foster self-confidence, esteem, and academic success among all students. Two of his recent books are *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools* and *What a Coach Can Teach a Teacher*.