

2015 NYC Transfer School Conference



June 4, 2015
8:30 a.m. – 3:20 p.m.

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



An initiative of the NYCDOE Office of Postsecondary Readiness in partnership with Eskolta School Research & Design.



Agenda

- 8:00 Breakfast
- 8:30 Opening Convocation: Phil Weinberg, Deputy Chancellor for Teaching and Learning, NYCDOE
- 9:00 Workshops, Featured Events (45 and 100 minutes)
- 9:55 Workshops, Featured Events (45 minutes)
- 10:50 Workshops, Featured Events (45 and 100 minutes), Common Ground Conversations, Lunch
- 11:45 Workshops, Featured Events (45 minutes), Common Ground Conversations, Lunch
- 12:40 Workshops, Featured Events (45 and 100 minutes), School Team Time, Lunch
- 1:35 Workshops, Featured Events (45 minutes), School Team Time
- 2:30 Keynote Speaker: Michelle Fine, Distinguished Professor of Critical Psychology, Women's Studies, American Studies and Urban Education at the Graduate Center, CUNY

The locations of workshops, events, lunch, and school team time appear on each participant's personalized schedule, provided at registration. See map on the back of the program for details.

800 educators...

38 schools...

60 workshops,
panels, &
events...

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commitment:

Connect, collaborate, and **challenge** each other
to do our best for the city's most vulnerable young people.

Welcome to the fifth annual New York City Transfer School Conference.

We are pleased to have you with us and to have this opportunity to learn from you.



Michael Rothman
Executive Director
Eskolta School Research and Design



Lynette Lauretig
Senior Director of Multiple Pathways
Office of Postsecondary Readiness

Dr. Michelle Fine

Distinguished Professor, CUNY Graduate Center



Michelle Fine is a Distinguished Professor of Critical Psychology, Women's Studies, American Studies, and Urban Education at the Graduate Center, CUNY. Fine is a university teacher, educational activist, and researcher who works on social justice projects with youth, women and men in prison, educators, and social movements on the ground. Fine taught at the University of Pennsylvania from 1981 to 1991, when she was co-director of the Philadelphia Schools Collaborative, a member of Women Organized Against Rape and the National Coalition for the Defense of Battered Women. She has authored many "classics"—books and articles on high school push outs and adolescent sexuality—on the "missing discourse of desire," the impact of college in prison, the struggles and brilliance of the children of incarcerated adults, and the wisdom of Muslim American youth. She writes on the injustice of high-stakes testing and the racial abuse of mass incarceration of people of color and queer youth, and she loves to conduct research with young people who know intimately the scars

of injustice and the laughter of surviving the streets of New York. A pioneer in the field of youth participatory action research, and a founding faculty member of the Public Science Project, Fine has been involved with a series of participatory studies with youth and elders, from across different racial, ethnic, and social class backgrounds, to investigate circuits of dispossession and circuits of critical resistance.

A much sought-after expert witness in gender, sexuality, and race discrimination education cases, Fine's research and testimony have been most influential in the victories of women who sued for access to the Citadel Military Academy and in *Williams v. California*, a class action lawsuit for urban youth of color denied adequate education in California. Most recently Fine, Maria Elena Torre, and a participatory action research team including women from Bedford Hills Correctional Facility published "Changing Minds: The Impact of College on Women in Prison," which is nationally recognized as the primary empirical basis for the contemporary college in prison movement.

National and international recognition of her work is evident in a sampling of recent awards, which include the 2013 Strickland-Daniels Mentoring Award from the Division of Psychology of Women of the American Psychological Association, the 2013 American Psychological Association Public Policy Research Award, the 2012 Henry Murray Award from the Social Psychology and Personality Society, the 2011 Kurt Lewin Award from the Society for the Psychological Study of Social Issues, the 2010 Social Justice and Higher Education Award from the College and Community Fellowship Program for Formerly Incarcerated Adults, the 2008 Social Justice award from the Cross-Cultural Winter Roundtable, the 2007 Willystine Goodsell Award from the American Educational Research Association, the 2005 First Annual Morton Deutsch Award, an Honorary Doctoral Degree for Education and Social Justice from Bank Street College in 2002, and the Carolyn Sherif Award from the American Psychological Association in 2001.

Philip Weinberg

Deputy Chancellor for Teaching and Learning, New York City Department of Education



Phil Weinberg is the Deputy Chancellor for Teaching and Learning at the New York City Department of Education (NYCDOE). In this role, Weinberg leads the work to strengthen instruction and enhance student learning in the city's 1,700 schools. This includes the NYCDOE's work to improve professional learning for teachers so they can support all students in mastering the skills outlined in the Common Core Learning Standards. Additionally, Weinberg oversees efforts to ensure strong educator and school quality and to foster collaboration between schools across the city. Prior to his appointment in January 2014, he was an educator for 29 years, 27 of which were at the High School of Telecommunication Arts and Technology (HSTAT) in Brooklyn, where he served as an English teacher, assistant principal, and most recently as the school's principal for 13 years. During his tenure as principal, he created an academically rigorous learning environment for students by encouraging teachers to continuously collaborate as they strengthened their instruction guided by the Common Core. Under his leadership, HSTAT's four-year graduation rate rose from 61 percent in 2005 to 86 percent in 2012, and its college readiness rate as defined by the City University of New York's (CUNY) score requirements on New York State Regents exams rose to 52 percent (compared to the citywide average of 28 percent). In 2012, Weinberg received the Sloan Public Service Award from the Fund for the City of New York, an award given each year to six civil servants whose outstanding work to serve the city goes above and beyond the call of duty.

Vanessa Rodriguez

Author of *The Teaching Brain: The Evolutionary Trait at the Heart of Education*



Vanessa Rodriguez is currently an Instructor of Education and an advanced doctoral candidate in the Human Development and Education program at the Harvard Graduate School of Education (HGSE). She received a Master's of Education from the Education Policy and Management program at HGSE. Rodriguez earned her BA in Literature and English Education from NYU and a Master's in Science Education from City College of New York before coming to HGSE.

She spent over 10 years teaching middle school humanities in several NYC public schools and took on various leadership positions, serving as a Director of Middle School Curriculum and Instruction, curriculum developer, project advisor, and teacher mentor. Her work on classroom practice has been utilized by Hunter College's Urban Teacher Residency program, NYC's collaboration with Teaching Matters, the United Federation of Teacher's Teacher Center, and many public schools throughout New York City. Rodriguez held several positions as lecturer in literacy, social studies education, and teacher training at NYU and Hunter College. She was one of the first recipients to receive the prestigious Harvard Initiative for Learning and Teaching award for her research on the teaching brain. Serving as guest editor she published a series of early papers in the journal *Mind, Brain, and Education*, contributing to a yearlong series dedicated to research on the teaching brain.

At Harvard, she teaches the graduate level course Foundations of Learning and Teaching as Developmental Cognitive Skills on the learning brain and the teaching brain. Rodriguez is the founder of The Teaching Brain Project which conducts studies utilizing two-person neuroscience. Her book, *The Teaching Brain*, was the #1 New Release in education psychology on Amazon.com.

Panel: Youth Development Takes Center Stage in College and Career Readiness

Panel Moderator

JoEllen Lynch

Executive Director, Springpoint



JoEllen Lynch has over 30 years of experience in developing, supporting, and leading national, state, district, and not-for-profit efforts to create systemic and model pathways for education and economic opportunity. Over the course of her career, she has designed and opened nearly 80 schools and programs. Lynch is the Executive Director of Springpoint, a national organization that partners with school districts to launch new secondary schools, and President of her own consulting practice, J. Lynch Consultants. She has been instrumental in the development of New York State's reform strategies for K–16 education, The Bill and Melinda Gates Foundation's educational initiative, Project Mastery, and the Carnegie Corporation of New York's Opportunity by Design strategy.

Before joining the Department of Education as Chief Executive Officer of Partnership Support Organizations and the Office of Multiple Pathways to Graduation, Lynch honed her skills in building district-partner schools and programs at Good Shepherd Services, a New York City-based social service and youth development agency. She served as the agency's Assistant Executive Director for Community-Based Programs, responsible for their K–12 school-based programs, adult education and workforce preparation programs, and youth development, youth employment, and child welfare programs. Lynch designed and then served as Director of the first nationally recognized transfer school model, South Brooklyn Community High School.

Our Panelists

Lili Allen

Associate Vice President for Reconnection Designs, Jobs for the Future



Lili Allen, Associate Vice President for Reconnection Designs at Jobs for the Future, oversees and drives strategy for JFF's work with states, regions, and communities to build pathways to postsecondary credentials and career track employment for off-track and disconnected youth. She oversees strategic consultation to over 20 communities in developing schools and programs for this population characterized by rigorous instruction, accelerated learning, and strong student supports, with clear pathways into postsecondary education and careers. Nationally recognized as a leader in the field of "opportunity youth," Allen is responsible for testing, spreading, and overseeing the evaluation of JFF's Back on Track designs. She directs JFF's partnership with the Aspen Institute Opportunity Youth Incentive Fund and the JFF/Aspen Social Innovation Fund

initiative that is supporting seven communities for more intensive technical assistance and evaluation. Allen also directs JFF's product and tool development, addressing effective strategies to re-engage and support these populations. She holds a Master's in Education from Harvard University.

Sabrina Evans-Ellis

Associate Executive Director, Youth Development Institute



Sabrina Evans-Ellis is a youth development and organizational development specialist with 20 years of experience providing technical assistance to nonprofit agencies. Her experience in the nonprofit field includes leadership and management training and coaching, program administration, strategic planning, fund development, and direct service. In her current role, Evans-Ellis oversees YDI's Career Internship Network, the Mayor's Youth Leadership Council, and the workforce development network. Prior to joining YDI, Evans-Ellis was a Senior Consultant at the Community Resource Exchange. Her previous positions also include: Director of Out-of-School-Time Professional Development at Ramapo for Children; Deputy Director of Youth and Education Services for the St. Nick's Alliance; and faculty member of The Institute for Not-for-Profit

Management of Columbia University School of Business. Evans-Ellis holds a Master's Degree in Communication Studies from the University of North Carolina at Chapel Hill.

Paul Forbes

Director, Expanded Success Initiative



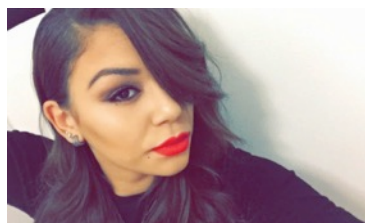
Paul Forbes is a native New Yorker who was born and raised in Crown Heights, Brooklyn. He attended P.S. 91 and I.S. 61 in District 17. After attending Packer Collegiate Institute for high school, Paul attended and graduated with honors from Hunter College (CUNY), where he majored in political science and philosophy. While at Hunter, he interned at the NYC Board of Education in Chancellor Rudy Crew's office and then spent three years in East Harlem as a Dean at P.S. 7. Paul is in his 19th year working in the NYC Department of Education. He has served as a Community-Based Organization Coordinator in Region 9, a Youth Development Director in the Manhattan Integrated Service Center, and a Safety and Suspensions Director in CFN 203. He is currently the Director of the Expanded Success Initiative (ESI). In his role, he works with

40 high schools to help increase the number of Black and Latino young men who graduate prepared to enter, persist, and excel in college and multiple career pathways.

Panel: A Conversation with Transfer School Alumni

Samantha Fernández

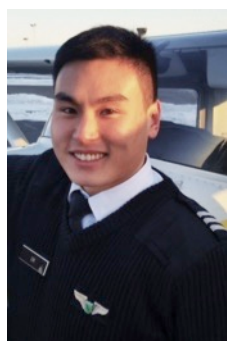
Graduate, Jill Chaifetz High School



Samantha Fernández is a 19-year-old writer and blogger from Bronx, NY, currently attending the Borough of Manhattan Community College and majoring in Writing and Literature. After being out of school for almost two and a half years, Samantha enrolled in Jill Chaifetz Transfer School. She graduated in 2014. In addition to being a full-time college student, Samantha maintains a blog, which features relationship advice, self-reflections, and poetry.

Abraham Im

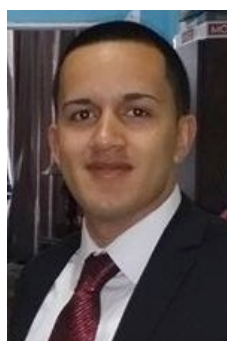
Graduate, North Queens Community High School



Abraham Im graduated from North Queens Community High School in 2010. Abe attended Embry-Riddle Aeronautical University from 2010–2011 and transferred to Farmingdale State College in 2011. He is currently a licensed flight instructor and is poised to graduate with a Bachelor's in Aeronautical Science/Professional Pilot as the Valedictorian for the class of 2015.

John Melo

Graduate, South Brooklyn Community High School



John Melo, from Sunset Park, Brooklyn, attended several comprehensive high schools before enrolling in South Brooklyn Community High School (SBCHS). At SBCHS, John found the structure and support not only to complete high school but also to build the skills and resiliency necessary to transition to Borough of Manhattan Community College (BMCC). At BMCC, John has taken advantage of many campus opportunities. From volunteering to coordinating campus events to studying abroad in Italy, John has fully immersed himself in college culture. Looking to the future, John has applied for transfer to 16 different four-year colleges, including Vassar and Amherst.

Tackling Engagement Together: A Student-Staff Think Tank

Ari Sussman

Founder, Student Voice Collaborative

Transfer School Students

Cristal Cruz, Brooklyn Frontiers High School

Lamont Franklin, Harlem Renaissance High School

Chanel Jackson, Harlem Renaissance High School

Victoria Meyerovich, Murray Hill Academy

Chriskapri Smith, Harlem Renaissance High School

Zahra Spivey, Harlem Renaissance High School

The Student Voice Collaborative (SVC) brings together students from across the city to effect the sorts of change they want to see in their schools and support each other along the way. Comprised of 17 schools and 34 students, SVC's goal is to "improve our selves, our schools, and our school system, together."

Ourselves. SVC believes that change happens from the inside out and that in order to improve our communities, we must first reflect on and improve ourselves. Students develop key personal skills such as self-awareness, speaking and listening, relationship building, community organizing, research, campaign management, problem solving, and advocacy.

Our Schools. Key to SVC's approach is the belief that motivating and preparing young people to address challenges in their communities after high school requires giving them regular practice solving real problems. Students assess their own schools using SVC's research model and student voice rubric. Together, students and staff design and launch school improvement campaigns, which in the past have included peer mentoring, advisory co-planning, classroom feedback systems, and community service.

Our School Community. A final aim is to organize students and staff to advocate together for meaningful, ongoing, broad, and representative student participation across the school system. Through this work, students may serve as a Student Shadow on an official school Quality Review, interview key officials from the NYC Department of Education, and develop and promote a citywide student voice agenda. Last year, SVC sent a letter to Chancellor Fariña proposing six recommendations for strengthening student voice.

Workshops

A Strategic Approach to Common Core–Aligned Performance Tasks

Dixie Tremblay, Director of Instructional Coaching, reDesign

Academic Behaviors Rubric

Rashidat Balogun, Guidance Counselor, Liberation Diploma Plus High School

Art in Advisory: Using Sculpture and Other Visual Arts as an Outlet for Emotions

Leonexy Oyola, Student Advisor, Bronx Haven High School

Art of Choice

Ayana Wigfall, Art Educator, Crotona Academy High School

Art Talk: A Conversation about Art to Create an Environment of Respect and Rapport

Brittani Irvin, Art Teacher, Brooklyn Academy High School

Attendance: What Have We Learned about What Works?

Aaron Boyle, Senior School Developer, Eskolta School Research and Design

Becoming a Teacher-Leader in a Transfer School: How Do I Get There?

Robert Lubetsky, Director, Educational Leadership Program, City College of New York

Best Practices for Teaching Music in a Transfer School Setting

Elli Weinert, Music Teacher, Professional Pathways High School

Breaking Through the Brick Wall (Again!)

Erika Bogdany, ISS Liason/ELA Department Chair, Brooklyn Bridge Academy

Building Community in the Classroom: Why Do Stories Matter?

Lauren Kalogridis & Eva Liao, Associate Managers of Education, StoryCorpsU

Building School Culture: Scholar Squads

Paul Joseph, Teacher, with Students & Staff, Brooklyn High School for Leadership and Community Service

College Ready Academic Habits

Isaiah Fasoldt, SPED Teacher, Ferndando Caringal, Math Teacher, Chris Taveras & Doug Johnson, Science Teachers, Jill Chaifetz Transfer School

Conferring: An Essential Tool for Personalization, Engagement, and Metacognition

Marygiulia Capobianco & Morgan Hildesley, School Coaches, reDesign

Creating and Using a Schoolwide Assessment

Meredith Joseph, Assistant Principal & Alex Dunne, Teacher, Professional Pathways High School

Creating Continuity to Support Credit Accumulation for Infrequent Attenders

Renee Dryg, Teacher, Voyages Preparatory High School

Critical Thinking: An Interdisciplinary Blended Learning Course

Guinevere Shaw, Sean Turner, Phylcia Hoyt & Kelvin Smith, Teachers, Innovation Diploma Plus High School

Designing Meaningful Grading Policies and Practices: What Have We Learned about What Works?

Jessica Furer, Associate Director, Eskolta School Research and Design

Developing an AP Program in a Transfer School

Diane Marquez, AP Statistics Teacher, Brownsville Academy High School

Engaging Students in Academic Conversation – Year 2

Jaclyn Hoaching & Anthony Koulis, Living Environment Teachers; Lucia Brockway, David Bruder & Sam Feters, ELA Teachers; Wesly Toussaint, Social Studies Teacher, Metropolitan Diploma Plus High School

Engaging Students through Extracurricular Activities

Karl Apelgren, Program Director, PS32/MS442 Carroll Gardens School for Innovation & Paul Stephens, Advocate Counselor, South Brooklyn Community High School

Erasing the Misery of Reading and Spelling Multisyllable Words

Scott DeSimone, Reading Specialist, Really Great Reading Co.

Evaluating and Evolving Your Curriculum

Nicole DeFino, former Assistant Principal/Teacher, West Brooklyn Community High School

Failure as Opportunity: Lessons from a High-Risk Program

Tom McKenna, former Executive Director of Roca, Inc., current Director of Strategic Initiatives, Eskolta School Research and Design

Higher-Order Thinking in the Math Classroom

Lew Gitelman, Co-Director, reDesign

I Win!: Introducing Game Design as a Tool for Learning

Abe Cohen, Generalist Teacher, Bronx Arena High School

It Takes a Village: Changing Lives through Student Engagement

Laura Franceschi, English Teacher, & Joy Quinn, Physical Education teacher, Professional Pathways High School

It's Never Too Late: Meeting the Needs of Struggling Readers

Patricia Pinkerton, Director of Literacy, Office of Curriculum, Instruction and Professional Learning, NYC Dept. of Education

Japanese Lesson Study

Sara Jackson & Sangita Baruah, English Teachers & Edgar Arvelo, English/Special Education Teacher, High School for Excellence and Innovation

Literary Criticism and Academic Conversation in the Classroom

Theresa Cantatore, English Department Leader/Teacher, Mott Haven Community High School & Maria Akinyele, School Coach, reDesign

N.W.E. (New World Education)

Kenard Bunkley, Program Coordinator/Lead Facilitator, Hip Hop 4 Life

Next Level Math Engagement: Strategies to Energize Your Math Classroom

Timothy Prol, Mathematics Teacher, Jill Chaifetz Transfer School

Out-of-School Suspensions and Alternatives to Suspensions

Janelle Stanley, Alternatives to Suspensions Coordinator, Harlem Renaissance High School

Playwriting: Life to Page to Stage

Camilo Almonacid, Teaching Artist, Dance Theatre Etcetera

Promoting Productive Persistence and Academic Mindsets in Students

Lainey Collins, Program Director, Ulises Guzman, Assistant Director, & Jamal Biggs, Advocate Counselor, North Queens Community High School

Raising Youth Voices with Openly Networked Social Media

Paul Allison, English Teacher, New Directions Secondary School

Reading All Content Area Texts with Purpose

Rosilis Pelletier, English Teacher/Lead Teacher, High School for Excellence and Innovation

Ready to Read: Creating High-Impact Literacy Activities

Lindsay Horgan, Spanish/ESL Teacher; Kimberly Cummins & Shellhaas Jean-Francois, Social Studies Teachers; Sara Osipow & Michael Wolach, ELA Teachers; Tim Prol, Math Teacher, Jill Chaifetz Transfer School

Real Stories, Real Teens: The Power of Narrative

Andrea Kamins, Professional Development Specialist, Development Without Limits

School Wide Read: Literacy as School Culture

Zena Wouadjou & Vanessa Emile, ELA Teachers/School
Wide Read coordinators, Harlem Renaissance High School

**Sharing Your Voice: The New York Educator
Voice Fellowship**

Sheri Wallach, Manager, New York Educator Voice
Fellowship, America Achieves

**Socratic Seminar: How to Increase Student
Analysis and Comprehension through Deeper
Reading and Discussion**

David Donner & Ronald Edmundson, Teachers, East
Brooklyn Community High School

Spoken Word Poetry and Rap as Pedagogy

Jive Poetic, Teaching Artist, Dance Theatre Etcetera

Student-Led School Improvement

Ari Sussman, Founder, Student Voice Collaborative, with
Students from the Student Voice Collaborative

**Supporting Struggling Readers in the Science
Classroom**

Deborah Schaeffer, Science Teacher/Department Head,
East Brooklyn Community High School

Supporting Writing in Content Areas

Benjamin Gefell, ELA Teacher, Jill Chaifetz Transfer School

**Tackling Engagement Together: A Student-Staff
Think Tank**

Transfer School Students from the Student Voice
Collaborative & Ari Sussman, Founder, Student Voice
Collaborative

Teaching Agency in the Content Area Instruction

Rachel Seher, Assistant Principal, City-As-School

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

Dr. Esther Klein Friedman, Executive Director, Literacy and
AIS, NYC Dept. of Education

**Teaching Students to Ask Their Own Questions: An
Introduction to the Question Formulation
Technique**

Ariela Rothstein, History Teacher/Department Head &
Stephen May, English Teacher/Department Head, East
Brooklyn Community High School

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

Denise Wolk, Senior Program Associate, Engaging Schools

The Online Media/Arts Network

Jake Jacobs, Art Teacher, New Directions Secondary School

The Science of School Improvement: Part 1

Amanda Crowell, Senior Researcher, Eskolta School
Research and Design

The Science of School Improvement: Part 2

Amanda Crowell, Senior Researcher, Eskolta School
Research and Design & Lainey Collins, Program Director,
North Queens Community High School

The Why and How of Standards-Based Grading

Neil Pergament, Assistant Principal, Brooklyn Frontiers High
School

Transition Planning for the IEP Student

Scott Baslaw, Transition Coordinator & Sasha Shlyamberg,
Special Education Teacher, Harlem Renaissance High
School

**Using Google and MSWord Technology to Review
and Improve Student Writing**

David Benz, Science Teacher, Queens Academy High School

Using Simulations in the Social Studies Classroom

Jennifer Byalick, Social Studies Teacher, Brooklyn Bridge
Academy

**Utilizing Don Johnston's SOLO Suite to Improve
Student Reading and Writing**

Aryeh Raucher, IEP Coordinator, Edward A. Reynolds West
Side High School

Participating Organizations

The following organizations are presenting workshops at this year's conference.

America Achieves

americaachieves.org

City College of New York

ccny.cuny.edu

Dance Theatre Etcetera

dancetheatreetcetera.org

Development Without Limits

developmentwithoutlimits.org

Engaging Schools

engagingschools.org

Eskolta School Research and Design

eskolta.org

Hip Hop 4 Life

hiphop4lifeinc.org

New York Educator Voice Fellowship

nyedvoice.org

NYC Dept. of Education

schools.nyc.gov

Really Great Reading Co.

reallygreatreading.com

reDesign

redesignu.org

StoryCorpsU

storycorpsu.org

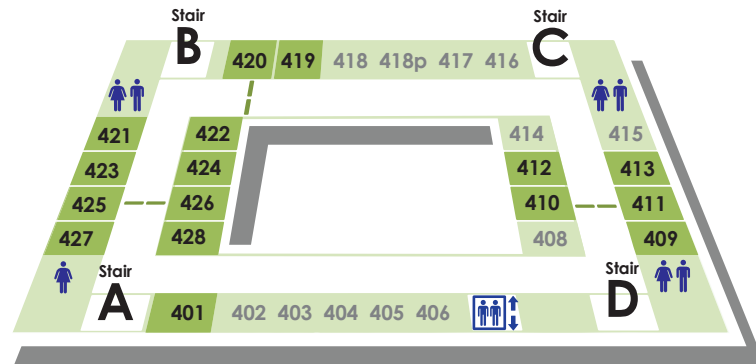
Student Voice Collaborative

studentvoicecollaborative.com

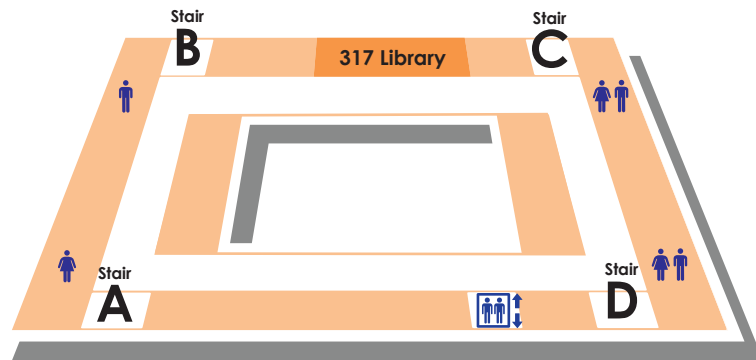
Brandeis High School

Participants are asked to consult their personalized schedules for workshop and featured event locations.

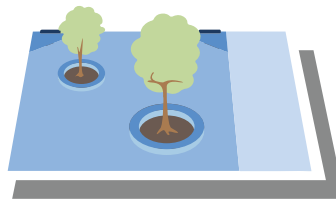
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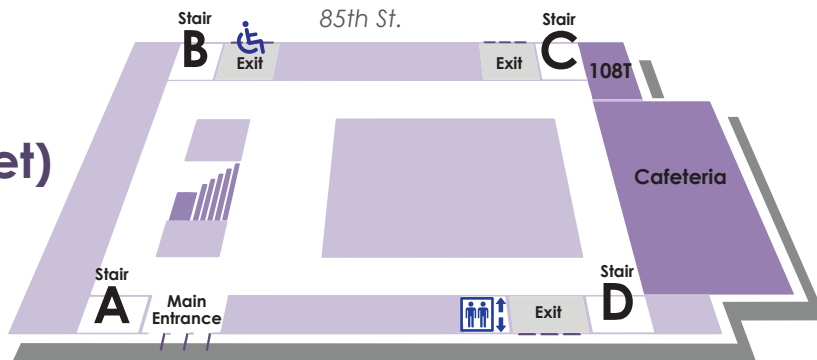
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