

5th Annual New York City Professional Development Conference

November 4, 2008 | 7:45 am - 3 pm | New York, NY



5th Annual Professional Development Conference

International High School @ Prospect Heights

November 4, 2008

Agenda

- 7:45-8:30 **Breakfast and Registration** (1st floor, near entrance)
- 8:35-8:45 **Welcome** (auditorium)
Daria Witt, *Internationals Network for Public Schools*
- Opening remarks and introduction of keynote speaker** (auditorium)
Claire Sylvan, *Internationals Network for Public Schools*
- 8:45-9:45 **Keynote address** (auditorium)
Carola Suarez-Orozco, *Professor of Applied Psychology,*
Co-Director of Immigration Studies at NYU
- 9:45-9:50 **Overview of logistics** (auditorium)
Daria Witt and Jessica Lee, *Internationals Network for Public Schools*
- 10:00-12:00 **Morning Workshops and Meetings** (3rd & 4th floor classrooms)
- 12:30-1:30 **Lunch** (cafeteria, basement)
- 1:00-3:00 **Afternoon Workshops and Meetings** (3rd & 4th floor classrooms)

*The Internationals Network Fifth Annual Fall Professional Development Day is sponsored by **Deutsche Bank Americas Foundation**. Additional support provided by the **Bill & Melinda Gates Foundation** and the **Education, Health and Arts Fund**.*

Fall 2008 Network-wide Professional Development Conference

Date: Tuesday, November 4, 2008

Place: International High School @ Prospect Heights
883 Classon Ave, Brooklyn, NY 11225

Time: 8:00am - 3:00pm

Workshops are assigned on a first come, first serve basis, and are capped at 20 participants. Registrations received past the deadline date are assigned to workshops that still have openings.

Morning Workshop Descriptions | 10:00am - 12:00pm

M1: Integrating Arts and the Content Areas

Facilitators: Erin Dowding and Dillon Paul, FIHS

Questions to be addressed: How can effective projects be created through joining the arts and the various content area classes? What are the benefits of arts-based interdisciplinary projects? How does integrating the arts help to reinforce what students are learning in the content areas and vice versa? How can cross-disciplinary collaboration expand our knowledge as teachers and challenge us to create new curricula? What resources are available to assist in this process? How have these activities been used before in an Internationals classroom?

Proposed format: This workshop will engage participants in an exploration of how to integrate arts and the various content classes to create effective interdisciplinary projects. By examining a collaborative project currently being done in a Media Arts class and a Humanities/ESL class, participants will get an idea of the planning process that went into the project as well as how students reinforced what they were learning in both disciplines to create a challenging and authentic project. Then, participants will brainstorm ideas and work together to discover new ways to integrate the arts and various other content areas including math, science, history and English. Please feel free to come to the workshop with resources and ideas for projects you are developing or have already done.

M3: Facing History and Ourselves: Bystanders, Perpetrators, and Upstanders in History and Today

Facilitator: Nellie Zupancic, Facing History and Ourselves

Questions to be addressed: How can we craft curriculum that is not only intellectually rigorous but also build community within the classroom and school? How can we help students think more deeply about their own identity while also developing a deeper appreciation of people different from themselves? How can we engage students in ethical reflection about the choices that individuals have made historically and the choices they make in their own lives? What strategies, resources, and questions can help students connect to history and literature?

Proposed format: This workshop will model a variety of interactive, student-centered classroom strategies that make use of Facing History and Ourselves resources to address the above questions. Participants will experience the strategies as learners, then consider how they might implement them in their own classrooms. Participants will also hear a short presentation about the work of Facing History, an international educational and professional development organization, and the ways that teachers and schools can partner with them. This workshop will be especially useful for history and ELA teachers.

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M4: Foldables

Facilitator: Kathleen Rucker, BKIHS

Questions to be addressed: How can foldables be used with ELLs to help organize and display information? How can foldables be used to assess student understanding? What makes foldables different from more traditional graphic organizers?

Proposed format: Are you tired of using the same graphic organizers – another haggard old venn diagram, a tired T- chart? Then give foldables a try! A “foldable” is a three dimensional graphic organizer. With a few simple folds and cuts, an ordinary piece of paper can be transformed into a mini display board, a bar graph, an interactive timeline or a multi-layered pamphlet. Students love the creativity that foldables allow them. In this workshop, we will learn how to make different types of foldables. Teachers will view examples of foldables created by students and take time to reflect on how to incorporate foldables into their curriculum.

M5: Building Literacy throughout the Disciplines Using Graphic Novels

Facilitator: Leah Reinstein, FIHS

Questions to be addressed: How can we build literacy with our students throughout the various disciplines including advisory? What are some books that are both high interest as well as address content specific knowledge? What projects have been done outside of Humanities classrooms involving graphic novels and what new ones can we create?

Proposed format: This workshop will look at the plethora of graphic novels available to use in the classroom for a variety of subjects. We will also have the opportunity to discuss the literacy needs of students and how we may attempt to tackle those needs with books that are less text-heavy. Being that graphic novels are of high interest to students at many levels, we will discuss how we can use these resources in our own unit planning. A sample unit using graphic novels will be discussed and participants will receive copies of the unit lessons as well as information about recommended graphic novels. Further discussion will focus on small group unit planning utilizing graphic novels.

M6: Interdisciplinary Projects: Positive, Meaningful Collaboration

Facilitators: Melvin Demolao, Luincys Fernandez
Dolan Morgan, BXIHS

Questions to be addressed: Interdisciplinary work is at the core of the Internationals philosophy, and yet not always easy to implement in practice. This session will be facilitated by 3 teachers from the same team who have successes to share. Where to start? What does each participant need to bring to the table? What do we do when conflicts arise in planning? What do successful interdisciplinary projects look like? Do they always have to be extremely overwhelming? How much time do they need to take (in planning and in the classroom)? How can they support learning in everyone’s classes? Are they worth it?

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Proposed format: This workshop will include:

- (1) process for planning interdisciplinary projects on a team (successes, struggles, & stresses)
- (2) examples of successful interdisciplinary projects
- (3) time for pairs/teams to share their curriculum plans for the year & brainstorm common topics, themes, and skills to begin planning an interdisciplinary project. As such, participants **MUST REGISTER IN PAIRS** (or 3s or 4s) from their team and bring the main topics/skills they are covering in their curriculum this year. Please indicate the team members who have registered with you in Question #2.

M7: Career Education 101: Preparing Students to Succeed at Their Internships

Facilitators: Alexander Santiago-Jirau, The Center for Arts Education
Dariana Castro, IHS @ Prospect Heights

Questions to be addressed: Why does the Internationals model include internships? How do we use the Mentor program to enrich the internship experience and to better prepare our students for their internships? What is the difference between offering internships in the 11th grade instead of the 12th grade, how does it affect curriculum? What does the internship curriculum look like? What are some specific goals and specific skills we are looking to develop? How do we help students enter internships with a clear understanding of their strengths and areas for improvement? How do we use Worksite Mentors efficiently?

Proposed format: Internship is an essential component of the Internationals model. It plays a pivotal role in the 11th or 12th grade curriculum in our schools. It is also, for many of our students, their first interaction with American professionals, outside of the school. It is a life-changing opportunity that allows our students to explore careers, network and improve their language skills. This interactive workshop will re-visit the importance of the internship component of our model and its purpose. We will explore career education and use the Career Development Curriculum, created by CAE, as an example of best practices. We will discuss what employers are looking for in the 21st century workforce (using recent research material) and taking a close look at what we are currently doing to prepare our students and what we can improve on.

***Note:** There will be an optional Internship meeting in the afternoon session for interested participants to spend time starting to plan an internship program for your school. Please note that you **DO NOT** have to sign up for the second session in order to attend this morning session. You are more than welcome to sign up for a different workshop in the afternoon.

M8: Language Development

Facilitators: Alice Boso and John Starkey, IHS at LAGCC

Questions to be addressed: We all have the twin responsibilities of English instruction and content coverage. How do we infuse language development into the discipline areas? How do we enrich language learning for all of our students?

Proposed format: This workshop will examine classroom projects from International at LAGCC using the strategy of read, redesign and review. Participants will discuss the particular challenges their students experience and make use of graphic organizers to expand language learning opportunities in their curricula.

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M9: Using Outcomes Based Assessment in Your Classroom

Facilitator: Leah McConaughey, BXIHS

Questions to be addressed: How many times has a student asked you, "How am I doing in your class?" Do students really know where their grades come from? What do our grades really tell students about what they need to improve? How can we effectively communicate our expectations to students? How can we use these expectations to help motivate students?

Proposed format: This workshop will analyze a traditional grading system and explore how teachers can be more explicit to students and parents by using outcomes, or objectives, to organize and communicate our assessment. Participants will learn the rationale behind outcomes based assessment and how to implement it in their classrooms. Each participant will practice these skills by applying outcomes to a current or future unit from their classroom.

M10: Reading Strategies for College Readiness

Facilitator: Renee Ehle, ELLIS

Questions to be addressed: How do we help our students to read challenging texts so that they can be prepared to do college-level work independently? We often have strong language development strategies to help students progress in their academic English skills; we are getting better at differentiating texts and instruction to help students access content. How do we build on this foundation with 11th and 12th graders-and younger students who come in with stronger language skills? What effective strategies can we help students develop so they are ready to succeed with difficult texts when they no longer have our daily support?

Proposed format: In this workshop, we will examine texts of the demanding level that our students will encounter in college, and some of the gaps in student understanding that we have encountered. We will present some strategies that we've used to help our students be able to tackle such texts independently. Participants are encouraged to bring and share strategies they have used as well.

M11: SIFE*/Literacy Strategies Roundtable

Facilitator: Ruth Chasek, LAGCC

Questions to be addressed: How do you help the student who is struggling with basic literacy skills succeed in the INPS school setting? Many of our students lack literacy skills in both their native language and English, due to an irregular or insufficient academic background. What are some of the strategies you have used to help these students access material and become engaged in the class study?

Proposed format: All teachers interested in this topic are welcome. Bring a strategy you have used in your classroom to share. The focus will be on sharing information and brainstorming new ideas.

* SIFE = Students with Interrupted Formal Education

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M12: Integrating Technology and Language Learning

Facilitators: Lara Evangelista, Kevin Hesseltine, Joseph Luft, and Grace Raffaele, FIHS

Questions to be addressed: What are the benefits of using technology with English Language Learners? How can we integrate technology into our classrooms in a meaningful and efficient way? How do the language-learning benefits of technology use outweigh some of the difficulties in its implementation? What technology resources have been used and are easily accessible to ELLs and their teachers?

Proposed format: Participants will experience various approaches to integrating technology and language learning. The majority of the workshop will have participants moving through stations in small groups to learn about successful practices and projects involving online writing, using Google docs, scaffolding internet research, and other programs that lend themselves well to language learning. Participants will also be given the opportunity to reflect and plan on how they can apply some of these practices in their own classroom. THIS WORKSHOP IS DESIGNED FOR THE I-START APPRENTICE COURSE BUT WILL BE OPEN TO 5 ADDITIONAL MEMBERS OF THE INTERNATIONALS COMMUNITY (ON A FIRST COME, FIRST SERVE BASIS).

M14: Parent Coordinator Workshop

Facilitator: Arlene Benjamin-Gomez, Advocates for Children

Questions to be addressed: How can parent coordinators work better with immigrant families? How can parent coordinators work with families whose children are in special education? What resources are available to parent coordinators and immigrant families in New York City?

Proposed format: Advocates for Children will provide strategies and recommendations for better working with immigrant families. General training will be provided around working with families with students in special education, particularly looking into getting documents that are sent to parents about their children's special education needs in their native language.

M15: Using Project Adventure Activities in the Internationals Classroom and Community

Facilitator: Alan Krull, MIHS

Questions to be addressed: How do I apply activities and strategies from Project Adventure in the classroom? In what ways can these activities help me with team building? Communication? Problem solving? What are some interdisciplinary connections that can be made with Project Adventure activities? How have these activities been used before in an Internationals classroom?

Proposed format: This workshop will engage participants in several classroom based Project Adventure activities that have been used before as part of a physical education class on the interdisciplinary Motion team at International High School @LAGCC. Participants will learn how to lead several of these activities and will discuss how they could be used in a variety of classroom settings and as a way to develop leadership, community, trust, and communication among faculty and students. PLEASE NOTE THAT THE CONTENT OF THIS WORKSHOP WILL BE VERY SIMILAR TO LAST YEAR, SO IF YOU PARTICIPATED IN THIS WORKSHOP LAST YEAR, PLEASE DO NOT REGISTER FOR IT AGAIN.

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M16: SEP-AR-A-TION: to divide, to be disconnected.

Facilitator: Carol Tureski, IHS @ LAGCC

Questions to be addressed: A distinct phenomenon experienced by our INPS student population is separation from parents due to immigration. Many parents of our students leave their children in the care of relatives when they immigrate to the U.S. in pursuit of better lives. Unfortunately, parents often encounter hurdles in their quest to reunite their families, and our students remain separated from their parents for longer periods than expected. Sometimes, relatives, especially grandmothers, become the parent until the call comes to pack one's bags and prepare for the long awaited flight to America.

Proposed Format: In this workshop, we will discuss a project students created in an advisory class at International H.S. @ LaGuardia C.C. concerning this topic and resources we used to help us think through our feelings on separation. This workshop can be a seed to brainstorming topics for advisory, so participants are encouraged to bring ideas that have worked for their students.

M17: Portfolio Culture

Facilitator: Rachel Balsam, LAGCC

Questions to be addressed: What roles do portfolios play in the different Internationals? Are they used as a gatekeeper to move from one grade to another? As a celebration of student work? As proof of readiness for graduation? What kinds of projects do students usually use for portfolios? How are portfolios assessed?

Proposed format: Participants will explain the portfolio "culture" in their school, and share rubrics and samples of student portfolios.

Afternoon Workshop Descriptions | 1:00pm - 3:00pm

A1: Biotechnology tools and strategies for hands-on teaching of DNA - Using Real DNA

Facilitators: Anthony Finney and Jordan Wolf, FIHS

Questions to be addressed: How do I use hands-on activities to teach about DNA? How can biotechnology be made accessible to my students? What resources exist to help me learn about DNA and biotechnology and to help me teach it to my students? How can complex concepts around biotechnology be taught to English Language Learners?

Proposed format: The biological sciences have been transformed in the past decade into a science of DNA and proteins. While the costs of the basic tools needed for using biotechnology in the high school are still formidable, they are within reach with some creativity and from generous organizations focused on DNA education. This workshop offers a primer (no pun intended) on teaching biotechnology and on accessing the resources that will help you bring it to your students. Of course, we offer strategies for teaching this sometimes abstract concept to ELLs by using hands-on, language focused activities. Participants will extract and see real DNA.

A2: College Advocacy: The Essay and Letter of Recommendation

Facilitators: Danny Walsh and Joanna Yip, IHS @ Prospect Heights
Camille Rodriguez, Director of College Readiness, INPS

Questions to be addressed: How do you prepare students to advocate for themselves through the college essay? How do you prepare teachers to advocate for students through the letter of recommendation?

Proposed format: This workshop reflects the collaboration between the English, advisory, and college advising programs at IHS@PH and will consist of three parts. First is a creative nonfiction writing workshop to familiarize participants with strategies to get students writing about a compelling experience that will grab admissions counselors' attention. Second is an analysis of student work to help participants conceptualize and design curriculum that not only prepares students to write a college essay, but that provides them with skills necessary to tackle any creative nonfiction piece. Finally are strategies for writing letters of recommendation that reflect our students' complex backgrounds and experiences.

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A3: Fundraising for School-Based Programs and Projects

Facilitators: Suzanne Timmer, Director of Development, INPS
Thomas Thomson, Office Manager and Development Assistant, INPS

Questions to be addressed: Many foundations fund school-based programs and projects. The question is: how do you find the funder who may be interested in your special project or your school's needs?

The following proposal-based topics will be covered:

- Identifying potential funders (we will provide a comprehensive list of funders and discuss the types of projects they fund)
- Developing your grant proposal: creating the rationale, goals and objectives, answering the questions thoroughly, determining budget needs, and addressing project evaluation

We will also talk about creating and marketing fundraising events and reaching out to organizations and individuals who may be interested in sponsoring your events.

Proposed format: Based around a PowerPoint presentation, the workshop will be interactive. After discussing potential funders and the types of projects/programs they fund, we would like to hear about the types of projects you are seeking funds for and then assist you with identifying funders to fit your objectives. A sample proposal will be presented and discussed, and if you have proposals you are working on, please bring them to share your process and ask any questions you may have about your work. We would like you to leave this workshop feeling confident of your ability to develop a program, project, or event and find the funding to make it happen.

A4: Independent Reading: Defining and Refining SSR

Facilitator: Grace Raffaele, New York City Writing Project at FIHS

Questions to be addressed: How can students' in-school reading experiences create life-long reading habits outside of school? How and why is this different from their academic reading? Where is the place (and time!) for reading for pleasure within the academic setting? What structures and supports will help create and maintain an independent reading program (SSR) for teachers and students in a variety of school settings?

Proposed format: This workshop will include discussing some current research and teachers' own classroom experiences, modeling strategies that have worked in a variety of settings, and sharing resources related to creating and maintaining an independent reading program in the classroom. A variety of reading log formats and book lists will be provided. We will also discuss the specific needs of schools and how we can maintain the conversation and resource sharing throughout the school year.

A5: Integrating Service Learning Projects & Social Justice Programs in our Classrooms and Schools

Facilitators: Nicolas Stahelin, Peace Corp Fellows Program, Teachers College
Laura Berson, BKIHS
Carly Fox, PAIHS

Description: Service-learning projects and social justice education are increasingly integrated into classrooms and schools as a vehicle to increase civic engagement, cultivate youth leadership and offer diverse learning opportunities to students. This workshop will be a space for teachers from our schools to share their curriculum and service-learning projects with each other and a place to learn from others about new ideas. We will also look at social justice programs that involve students in leadership, campaign building and community organizing. Finally, we will have information regarding funding for projects and other professional development opportunities.

Questions to be addressed: How does service-learning support the diverse learning needs of our students? How can service-learning projects enhance classroom curriculum and improve students' performance? How can student leadership be cultivated through social action projects that address issues of injustice? In what ways can we use the INPS to support each other and synchronize our work?

Proposed format: Each presenter will bring a unique perspective to the workshop. Laura Berson has years of experience designing and teaching service-learning projects with her team at Brooklyn International HS. Carly Fox is the community coordinator at PAIHS and teaches a social justice class. Nicolas Stahelin works at the Peace Corp Fellows program, where he coordinates service-learning opportunities for new teachers. He also researched social justice education at PAIHS for his master's thesis. The workshop will first introduce participants to service-learning / teaching for social change. We will explore case studies and evidence of its impact from PAIHS and Brooklyn International. Next we will break up into smaller groups to brainstorm simple links between curriculum and social issues and share these with the large groups. Finally, we will leave room for a discussion of ways we can network across schools and provide useful information (resources and organizational support to participants to support their projects long-term).

A6: Internship Meeting (optional continuation of morning sessions: Career Education 101)

Facilitators: Alexander Santiago-Jirau, The Center for Arts Education
Dariana Castro, IHS @ Prospect Heights

Proposed format: For participants who have registered for the first Internship workshop session in the morning, this afternoon session is available for you to begin planning and developing an internship program for your school. Please note that you can only register for this session if you are registered for the morning session. For participants who have registered for the morning session, please note that you DO NOT have to sign up for this session--it is optional.

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A7: Mathematics Projects of All Shapes and Sizes

Facilitator: Haiwen Chu, LAGCC

Questions to be addressed: What are the different types of projects—application, developmental, portfolio? What are the different time frames for projects—semester, month, week? What are the core features of projects? How can projects address differentiation? How do I get started? Where can I look for resources, ideas, and discipline-based support?

Proposed format: This workshop meets participants where they are on the long road to developing relevant, responsive mathematics projects for our shared student body. While examining a collection of projects designed by the facilitator, participants will begin brainstorming ideas for projects for a variety of purposes and of a variety of scopes. This session will thus allow participants to work with each other with the support of the facilitator to adapt, adopt, or start growing a project idea.

A8: Organizing Creative Projects-based Curriculum

Facilitator: Dara Ross, BkIHS

Questions to be addressed: What are creative strategies teachers can employ to design engaging projects that help students attain the desired content knowledge, academic, social and language skills? How can teachers integrate technology in their projects?

Proposed format: Participants will have the opportunity to analyze student work and project artifacts. Participants will also discuss how teachers with various teaching styles and classroom situations could modify and implement various projects. Participants will then work in small groups to create different components of a projects-based unit.

A9: Teacher Resources/Knowledge Base

Facilitator: Elisabeth Cramer, New Visions
Kevin Rodricks, ICHS

Questions to be addressed: What is Knowledge Base and how do I use it? What resources are available on Knowledge Base and how can I upload resources or participate in discussions with other IHS colleagues? What are some internet resources to help students identify useful sites for research? What are some programs to facilitate grading?

Proposed format: New Visions for Public Schools staff, who created Knowledge Base (in which Internationals has developed its own section and has close to 1,000 resources uploaded) will lead a training to introduce participants to this online portal of information for educators. Knowledge Base is new and improved, with new features, such as personalized home pages, advanced search engines, and discussion forums. Participants will have the opportunity to navigate through all these resources. In addition, participants will receive training on other applications useful for teachers (various Google applications, Porta Portal, Delicious, Teacher Ease, and Easy Grade pro).

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A10: Traces of the Trade: Film and Dialogue

Facilitator: Elizabeth Sturges, FIHS

Questions to be addressed: How do the legacies of this history affect our students today? How can white teachers understand our privileges as a result of this history and its effects in our classrooms? How can teachers of color make sure they get the support they need working within our education system? How can teachers work together to dismantle systemic racism with our students?

Proposed format: Participants will view a short version of PBS documentary Traces of the Trade, a project designed to create national awareness of the role of the North in slavery and to inspire acknowledgment, reflection dialogue and response to this history, particularly among white Americans, all towards the goal of racial/economic justice and racial reconciliation. Afterwards we will discuss our personal responses to the film, the above questions, and implications of issues addressed in the film for us as teachers of new immigrant students in the United States.

A11: Arts Teacher Discipline Meeting

Facilitators: Andrew Schulz and Erika Tuttle, IHS @ Lafayette

Questions to discuss: What does your discipline look like in your school? What is something that the discipline in your school does very well? What is a challenge/dilemma that has come up for your discipline? What are some resources and strategies in your discipline that would be helpful for colleagues in the same discipline across the Internationals to know about?

Proposed format: Participants will engage in a facilitated discussion with members from their same discipline across the International High Schools on the above questions. Each participant should bring in 15 copies of at least one of the following: a resource, activity/curriculum, strategy, or best practices that are related to your discipline to share with your colleagues from other IHSs.