



6th Annual New York City Professional Development Conference

What does every IHS graduate need to be able to do
to be college, career, and life ready?

November 3, 2009 | 8:00 am - 3:30 pm | New York, NY



www.internationalsnetwork.org

6th Annual Professional Development Conference

The Manhattan International High School | November 3, 2009

What does every IHS graduate need to be able to do to be college, career, and life ready?

Agenda

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| 8:00-8:45 | Breakfast and Registration (5th floor, cafeteria) |
| 8:45-8:55 | Travel to 1st floor auditorium |
| 9:00-9:15 | Welcome (1st floor auditorium)
Daria Witt, Internationals Network for Public Schools |
| | Opening remarks and introduction of panel (1st floor auditorium)
Camille Rodriguez, Internationals Network for Public Schools |
| 9:15-10:05 | Panel Discussion (1st floor auditorium)
"Preparing International High School Students for College Success" |
| 10:05-10:15 | Overview of logistics (1st floor auditorium)
Daria Witt and Janine Martyr, Internationals Network for Public Schools |
| 10:15-10:30 | Travel to 4th and 5th floor classrooms for workshops |
| 10:30-12:30 | Morning Workshops and Meetings (4th & 5th floor classrooms) |
| 12:30-1:30 | Lunch (5th floor cafeteria) |
| 1:30-3:30 | Afternoon Workshops and Meetings (4th & 5th floor classrooms) |

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Fall 2009

Network-wide Professional Conference

Date: Tuesday, November 3, 2009

Place: The Manhattan International High School
317 East 67th Street, New York, NY 10065

Time: 8:00am - 3:30pm

Workshops are assigned on a first come, first serve basis. Most will be capped at 25 participants. Registrations received past the deadline date will be assigned to workshops that still have openings.

Morning Workshop Descriptions | 10:30am - 12:30pm

Workshops M1 - M9 are optional all-day workshops.

M1: Discipline-specific literacy skills - Math

Questions and/or format: What are the literacy skills specific to the math discipline at the high school and college levels? How do we help students to develop those skills?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss areas of overlap and areas of difference among literacy skills in the different disciplines. Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

M2: Discipline-specific literacy skills - Science

Questions and/or format: What are the literacy skills specific to the science discipline at the high school and college levels? How do we help students to develop those skills?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss areas of overlap and areas of difference among literacy skills in the different disciplines. Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

M3: Discipline-specific literacy skills - English

Questions and/or format: What are the literacy skills specific to the English discipline at the high school and college levels? How do they differ? How do we help students to develop those skills?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss areas of overlap and areas of difference among literacy skills in the different disciplines. Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

M4: Discipline-specific literacy skills - Social Studies

Questions and/or format: What are the literacy skills specific to the Social Studies discipline at the high school and college levels? How do we help students to develop those skills?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss areas of overlap and areas of difference among literacy skills in the different disciplines. Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

November 3, 2009 Fall PD Workshops

M5: Graduation Proficiencies - Math

Questions and/or format: This workshop will ask participants to engage in a cross-school conversation around the essential skills and competencies in math we believe students must be able to do in order to be college ready. How can we take a comprehensive look at the four year curriculum to determine when and where students are given the opportunity(ies) to develop these skills and competencies? How are we assessing whether students are in fact graduating with the skills we consider essential for an IHS graduate in math? What are the implications for the school and team level?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss areas of overlap and areas of difference among literacy skills in the different disciplines. Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

M6: Graduation Proficiencies - Arts

Questions and/or format: This workshop will ask participants to engage in a cross-school conversation around the essential skills and competencies in the arts we believe students must be able to do in order to be college ready. How can we take a comprehensive look at the four year curriculum to determine when and where students are given the opportunity(ies) to develop these skills and competencies? How are we assessing whether students are in fact graduating with the skills we consider essential for an IHS graduate in the arts? What are the implications for the school and team level?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss what discipline-based groups worked on in the morning. Where is the overlap? What are key differences? What are we as a team doing to address these types of proficiencies? What do we want to focus on this year? Next steps? Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

M7: Graduation Proficiencies - Science

Questions and/or format: This workshop will ask participants to engage in a cross-school conversation around the essential skills and competencies in science we believe students must be able to do in order to be college ready. How can we take a comprehensive look at the four year curriculum to determine when and where students are given the opportunity(ies) to develop these skills and competencies? How are we assessing whether students are in fact graduating with the skills we consider essential for an IHS graduate in the sciences? What are the implications for the school and team level?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss what discipline-based groups worked on in the morning. Where is the overlap? What are key differences? What are we as a team doing to address these types of proficiencies? What do we want to focus on this year? Next steps? Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

M8: Graduation Proficiencies - Social Studies

Questions and/or format: This workshop will ask participants to engage in a cross-school conversation around the essential skills and competencies in social studies we believe students must be able to do in order to be college ready. How can we take a comprehensive look at the four year curriculum to determine when and where students are given the opportunity(ies) to develop these skills and competencies? How are we assessing whether students are in fact graduating with the skills we consider essential for an IHS graduate in social studies? What are the implications for the school and team level?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss what discipline-based groups worked on in the morning. Where is the overlap? What are key differences? What are we as a team doing to address these types of proficiencies? What do we want to focus on this year? Next steps? Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

M9: Graduation Proficiencies - English

Questions and/or format: This workshop will ask participants to engage in a cross-school conversation around the essential skills and competencies in English we believe students must be able to do in order to be college ready. How can we take a comprehensive look at the four year curriculum to determine when and where students are given the opportunity(ies) to develop these skills and competencies? How are we assessing whether students are in fact graduating with the skills we consider essential for an IHS graduate in English? What are the implications for the school and team level?

Note: The (optional) continuation of this workshop will meet in the afternoon when participants will meet with members of their interdisciplinary, school-based teams to discuss what discipline-based groups worked on in the morning. Where is the overlap? What are key differences? What are we as a team doing to address these types of proficiencies? What do we want to focus on this year? Next steps? Members of the same school-based team are encouraged to register for the same workshop so that they can meet together in the afternoon.

M10: Graduation Proficiencies - Physical Education

Questions and/or format: This workshop will ask participants to engage in a cross-school conversation around the essential skills and competencies in P.E. we believe students must be able to do in by the time they graduate. What is the role of the P.E. teacher in preparing students for life after graduation? What projects/activities are effective for helping students to develop these skills and competencies?

November 3, 2009 Fall PD Workshops

M11: Activities to Support Language and Literacy Development with SIFE and Students New to English in Heterogeneous Content Classes

Questions and/or format: Language and literacy learning are not an “add on” to your content teaching. Language is best learned in the context of meaningful ideas through the content. Students must learn the language of your content in order to access (through listening and reading) and express (through speaking and writing) the content. For new English language learners and for students new to reading and writing, literacy is best supported through oral language. In this workshop, we will explore the relationship between content, language and literacy. We will learn (by doing) a variety of hands on activities that build language (everyday and academic) and literacy through your content.

* SIFE = Students with Interrupted Formal Education

M12: Moving towards a Comprehensive College Readiness Program

Questions and/or format: How do we create a college going culture beginning in the 9th grade? What are the different components to establishing a comprehensive college readiness program? How are these structured into the fabric of the school? What are essential college knowledge/habits of mind that students need to develop to be ready for college? How do we effectively connect career and college readiness for students? How is each school helping kids to develop these competencies? In this workshop, teachers will imagine a scope and sequence for a college readiness program that enhances or extends the work already being done at their schools. Teachers will assess how their college readiness program currently works and identify gaps in the program that need to be filled. Teachers will brainstorm concrete suggestions to bring back to their own staff to implement a comprehensive college readiness program.

M13: What crucial technology and media literacy skills do IHS students need to know by the time they graduate?

Questions and/or format: How are technology and media literacy skills incorporated into content area classes over the 4 years of curriculum? How are colleges and universities using technology with undergrads today? What are the implications of what we need to be teaching our students to make sure they are prepared? What is the role of IHS computer techs in supporting IHS students to develop these skills?

M14: Internship and Career Readiness

Questions and/or format: In this workshop, internship coordinators from three international high schools will address the following questions: How are we educating kids about the world of work? What do we need to be doing? What do they need to know? What projects can reflect this? How is internship curriculum being used to prepare kids for the world of work and for college? How have internship programs been developed at different IHSs? What are the core program components?

Afternoon Workshop Descriptions | 1:30pm - 3:30pm

Workshops A1 and A2 are optional continuations of the morning workshops.

A1: Interdisciplinary team-based discussion of discipline-specific literacies

Questions and/or format: See description accompanying morning workshops M1 - M4.

Note: You must have participated in the morning discipline-based literacy workshop to attend this one.

A2: Interdisciplinary team-based discussion of graduation proficiencies in the different disciplines

Questions and/or format: See description accompanying morning workshops M5 - M9.

Note: You must have participated in the morning discipline-based literacy workshop to attend this one.

A3: Supporting Students in Writing the College Essay

Questions and/or format: Participants will use planning documents and college essay curriculum materials to identify what they are currently doing to provide college essay support. They will assess the role of literacy and language development in this writing project, what is working for their students, and ways to differentiate in order to support them.

A4: Helping Students Manage Their Undocumented Status in Today's Environment

Questions and/or format: This workshop, led by a representative from the New York State Youth Leadership Council, will discuss the current status of the political environment around undocumented students and college education, options these students have, and suggestions for how best to support these students and their families as they navigate the higher education system and other post secondary opportunities.

A5: Service Learning Workshop

Questions and/or format: How can service learning projects prepare students to become active participants in a democratic society? How can students gain leadership and job skills while reinforcing academic learning through service learning projects? Come share and develop ideas through this hands-on workshop focusing on how to plan service learning projects to empower students to be future leaders in their communities.

A6: Developing Discipline-Based Academic language - English and Social Studies

Questions and/or format: Looking at sample disciplinary texts at different levels and thinking about sample assignments from that discipline, participants will reflect on and discuss: what are the academic language demands of this discipline? What language development opportunities are inherent in different types of assignments and readings? How do I incorporate academic language development into all projects? More specifically, the workshop will examine curriculum that an 11th grade English teacher and a literacy coach have developed around secularism in France and the question of “the veil.” Because both literary and non-literary texts will be discussed this workshop is appropriate for English and social studies teachers.

A7: Developing Discipline-Based Academic language - Math

Questions and/or format: Looking at sample disciplinary texts at different levels and thinking about sample assignments in math, participants will reflect on and discuss: what are the academic language demands of math texts, problems, etc? What language development opportunities are inherent in different types of assignments and readings? How do I incorporate academic language development into all projects?

A8: Developing Discipline-Based Academic language - Science

Questions and/or format: By looking at a variety of examples of texts (textbooks, topic area books, internet resources, and teacher-designed texts) at different levels, participants will reflect on and discuss: what are the academic language demands of success in science? What language development activities can be used with students to assist them in learning to understand science texts and content? How do I incorporate academic language development into all projects in an exciting and organic way?

A9: Engaging peers, parents, and support systems in helping their children determine the best post secondary options

Questions and/or format: How do we engage parents in supporting their children around choosing appropriate post-secondary options? What effective strategies/activities have IHSs employed to educate parents about college in the USA or other good post secondary options for students who do not want to go to college? What community resources are available for us to tap into to bolster the work with parents and families? How have different IHSs leveraged them? What more could be done?

A10: Regents Prep in a Project-based, International High School Science Classroom

Questions and/or format: How do we prepare students for the Regents through project-based learning and in a classroom structured around the Internationals Approach to Educating English Language Learners? What are the essential skills and content that students need to know to pass the Living Environment Regents? To what extent does preparing students for the Regents reinforce or detract from preparing students for college level science? How do we reconcile any competing priorities? Participants will review examples of project-based units that implement the Internationals Approach while still preparing students for the Regents. Participants are asked to bring copies of their own curriculum to share.

A11: Regents prep in a project-based classroom - Math

Questions and/or format: How do we prepare students for the math Regents exam through project-based instruction that reflects the Internationals Approach? This workshop will help teachers in developing a math curriculum that enables students to apply math skills in the context of authentic math activities. Participants will also discuss how to use Regents type problems in the context of the authentic projects as supplements to reinforce the skills taught and allow students to familiarize themselves with the language and format of the test.

A12: Establishing an effective relationship with College Now

Questions and/or format: How have different College Now programs been implemented and supported at IHSs? What are strategies that have worked? What have been the challenges? How can schools most effectively use College Now to prepare students for college?

A13: Panel on Post Secondary Options other than College

Questions and/or format: Representatives from various community college trade programs (construction, hospitality, health) and other training programs that do not require a college degree (Year Up and Nontraditional Employment for Women) will speak about their programs—structure, requirements, success—and how interested students might apply.