



Tuesday, November 6, 2018

Empire State Convention Center
Albany, NY

Keynote

Dr. Jeff Duncan-Andrade

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Providing educators and school leaders with shared practices, collaborative resources, expertise and tools to address unique issues facing urban educators today.

Working to ensure that race, economics and disability do not serve as predictors of student achievement.

CAPITAL REGION BOCES

SCHENECTADY CITY SCHOOLS



FEEDBACK

Following this conference, you will receive an email that contains a link to an online conference evaluation form. Please take a couple minutes and share your thoughts. This feedback is important as we look forward to planning next year's event.

Share your conference photos, thoughts and sticky moments throughout the day.



#UrbanSchoolsConf





Urban Schools Conference

Dear Educators,

It is with great pleasure that I welcome you to the second annual Urban Schools Conference. We have, what promises to be, an exciting day ahead. Our program has been carefully designed to address the unique issues that you face as an urban educator with focus on key areas such as social-emotional developmental health, developmental literacy, pedagogy and instructional design, culturally-responsive practices and data-based decision-making. You will have access to an array of shared practices, a wealth of skill and expertise, resources and tools and opportunities for collaboration.

We are also excited to present you with an exciting line-up of accomplished speakers. Each brings a unique story, experience and insight. Dr. Jeff Duncan-Andrade, well-known transformational leader, will present the keynote. Due to his influence and success as an urban educator, Dr. Duncan-Andrade's pedagogy is widely studied. His transformational work in schools serving low income and working class children is recognized throughout the country. I am confident Dr. Duncan-Andrade will motivate and inspire you.

As you know, the challenges that we face as urban educators are different from those in other places. This conference will give you an opportunity to learn about and try new tools, approaches and strategies and, perhaps, a boost of inspiration or motivation. It's an opportunity to grow our understanding of how to continuously improve and further our work to ensure that race, economics and disability are never predictors of student achievement.

At the core of this work, remember, equity is always the primary pillar.

I look forward to sharing this exciting day of learning and growing with you.

Larry Spring
Superintendent of Schools
Schenectady City School District

SCHEDULE AT A GLANCE

2018 URBAN SCHOOLS CONFERENCE



- 8:30 a.m. **Introduction & Welcome**
Convention Hall
- 8:45 a.m. **Keynote: Dr. Jeff Duncan-Andrade**
Convention Hall
- 10:00 a.m. **Session I**
Featured Speakers
Breakout Sessions & Workshops
- 11:15 a.m. **Session II**
Featured Speakers
Meet and Greet with Dr. Jeff Duncan-Andrade
Breakout Sessions & Workshops
- 12:15 p.m. **Lunch**
Convention Hall

*Facilitated Discussion, Duncan-Andrade,
Convention Hall*

*EdCamp, Donyall Dickey, Meeting Room 5
EdCamp, James Moffett, Meeting Room 4*
- 1:30 p.m. **Session III**
Featured Speakers
Breakout Sessions & Workshops
- 2:45 p.m. **Closing Session**
Convention Hall



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Transitioning to Trauma Informed Schools Overcoming Barriers

PK-5

Presenters: Megan Coon, Abby D'Elia, Melissa Hindes,
Rob Flanders, Ed.D., Samantha Eichele

Format: Workshop

The Trauma Team at Yates Elementary will present their ideas, barriers, and solutions when transitioning to a trauma informed school. Data to support specific tactics will be shared. The trauma informed approach based on a school wide book study of Help for Billy, assisted Yates School to identify successful strategies for students, staff, and families. When adopting and shifting the school culture to be more trauma informed and promote student resilience, unforeseen barriers and obstacles were encountered. The cycle of evaluation of the success of these strategies will be shared so participants can leave with an understanding of potential roadblocks and strategies that were successful at Yates School.

Utilizing Low Intensity Strategies for Behavioral Support

PK-12

Presenters: Laura Colon, LCSW, Amanda Linehan, MS CAS, Kelli Schuhl, LCSW

Format: Workshop

Throughout the course of this workshop, presenters will engage participants in a didactic exploration of the impact of low intensity, tier 1 interventions in the classroom with opportunities to discuss with their peers ways in which they can effectively utilize each of these strategies in their classrooms.



BREAKOUT SESSIONS & WORKSHOPS

The Optimistic Classroom Experience

Presenters: Debra Burke

Format: Workshop

PK-2

After almost two decades of teaching experience, Debra Burke has found that there are three key components to be absolutely essential for creating optimistic learning experiences for all students within the classroom community.

In this session participants will learn innovative ideas on how to go about building positive and trusting relationships with students and their families; how to incorporate brain-compatible instructional strategies and routines to engage even the most disengaged students; and strategies and activities that will help to establish a trauma responsive classroom.

Participants will receive a resource packet directly from Debra's book in progress, *The Optimistic Classroom Experience*, to utilize within their own classrooms.

Therapeutic In-School Suspension, a Beyond Consequences Approach

Presenters: Ed McCorry, Marissa Shibley, Christine Tarullo,

Format: Workshop

6-12

What is ISS and why it is beneficial as opposed to OSS? Define the 3 types of ISS - Research based. Explain why a therapeutic ISS is beneficial overall - Research based; How a therapeutic ISS = TSS; Examples from the Iceberg Room and what we've seen accomplished - how it has helped identify student needs.



KEYNOTE SPEAKER

Dr. Jeff Duncan-Andrade

Jeff Duncan-Andrade, Ph.D., is Associate Professor of Raza Studies and Education at San Francisco State University. He is also founder of the Roses in Concrete Community School, a community responsive lab school in East Oakland, the Teaching Excellence Network and the Community Responsive Education Group.



As a classroom teacher and school leader in East Oakland for the past 24 years, his pedagogy has been widely studied and acclaimed for producing uncommon levels of social and academic success for students.

Duncan-Andrade lectures around the world and has authored two books and numerous journal articles and book chapters on effective practices in schools. He is currently completing his third book on the core competencies of highly effective urban educators.

In 2015, Duncan-Andrade was tapped to be a Commissioner on the National Commission on Teaching & America's Future (NCTAF) and in 2016 was part of the great educators invited to the White House on National Teacher Appreciation Day by President Obama. Duncan-Andrade has also been ranked as one of the nation's most influential scholars by *EdWeek's* Public Influence Rankings for the past three years.

Duncan-Andrade's transformational work on the elements of effective teaching in schools serving poor and working class children is recognized throughout the U.S. and as far abroad as New Zealand. His research interests and publications span the areas of urban schooling and curriculum change, urban teacher development and retention, critical pedagogy, and cultural and ethnic studies. He works closely with teachers, school site leaders, union leaders and school district officials to help them develop classroom practices and school culture that foster self-confidence, esteem, and academic success among all students.

Duncan-Andrade holds a Ph.D. in Social and Cultural Studies in Education and a Bachelor of Arts degree in Literature both from the University of California-Berkeley.

Adam Julian Alvarez, Ph.D.

While his research aims to support all educators in K-12 settings, Dr. Alvarez is particularly interested in educators who work with children of color, children living in urban environments, and children who are exposed to violence and trauma. He uses various race-based, analytic frameworks and diverse methodological approaches to study how race and racism shape the social context of education across various settings. Featured in *Theory into Practice*, *Equity and Excellence in Education*, and *Teaching Education*, his scholarship contributes to a growing body of research, attempting to shift our institutional approaches toward preparing future educators and researchers to recognize and disrupt longstanding school and social inequalities.



As Assistant Professor of Urban Education in the Department of Language, Literacy, and Sociocultural Education, Dr. Alvarez teaches graduate courses, such as critical pedagogy, power and privilege, and other topics related to urban education. Additionally, Dr. Alvarez is a core faculty member in the Urban and Diverse Educational Systems, an area of concentration within Rowan's PhD in Education program for students seeking to either specialize in urban education research or broaden their understanding of and interdisciplinary approaches to exploring race, equity, and justice across various school and social contexts.

B.A., Psychology, Huston-Tillotson University; M.Ed., Educational Leadership and Policy, University of Texas at Austin; Ph.D., Social and Comparative Analysis in Education, University of Pittsburgh.

Donyall D. Dickey, Ed.D.

Donyall D. Dickey, Ed.D. is a nationally recognized authority on curriculum, instruction, organizational development, and administration of schools. Unparalleled levels of student achievement and school improvement distinguish Dr. Dickey's 17-year career as an educational leader. A native of Texas City, Texas – Dickey is a graduate of the University of Texas at Austin, Loyola University – Maryland, and George Washington University – D.C., where he earned a doctorate in Educational Leadership & Policy and wrote a ground-breaking dissertation on resilience and African American males.



Keeping It Real: How to Create Authentic Performance Tasks in the Urban Middle and High School Classroom

6-12

Presenter: Victoria Abdulla, Colleen Wygal
Format: Make and Take

In this make and take double session, teachers will be given the foundational principles of performance assessment and they will be given a functional toolkit to create such assessments for themselves. The first half of the session will be spent learning what goes into making a performance assessment using the McTighe GRASP method, a study of the validity/reliability/authenticity continuum, rubric design, and a review of the various kinds of performance tasks. The second half of this session will be a time where teachers transform their current unit assessments into authentic, rigorous, and engaging performance tasks for students, and allow them a time to differentiate these tasks to help them meet all learner needs. With a focus on culturally relevant design, teachers will be given the opportunity to build performance experiences for students that engage them, and allow them to create products that matter to THEM, and matter beyond an academic setting. This session will be applicable to every teacher at every content in the middle and high school level.

Responsive Classroom In Action

K-5

Presenters: Shannon Ausfeld, Erin Campbell, Lauren Devery, Keedra Kirby, Jenna Palmieri, Aleecia Persaud, Christine Simeone, Joely Tetreault-McNeil, Tanya Vivieros, Holly Whittle
Format: Round Table, Model Lesson

Lincoln teachers are immersed in these practices as a school team which has had a positive impact on classroom and school culture. Teachers will demonstrate each component of responsive classroom practices and mindfulness routines followed by small group discussions in a roundtable format to address the thinking behind each practice, address implementation tips, and answer questions.

Morning Meeting and Closing Circle: Classroom routines that build community and embed reflective thinking and student talk. Calming Corner and Brain Breaks: Systems and tools for students to develop self-regulation and build stamina for learning. **Interactive Modeling:** Explicit steps to teach new behaviors and routines focused on social and academic expectations. **Academic Choice:** Giving students an opportunity to showcase their learning through a variety of methods, while still meeting the same learning objective. This includes a process of planning, working and reflecting on their choice of learning method.

BREAKOUT SESSIONS & WORKSHOPS

Exploring “Empowering Early Career Educators for Racial Justice”

PK-12

Presenters: Kathleen McLean, Alex Pieterse, Ph.D., Bernice Rivera, Kathryn Schiller, Ellen Sullivan

Format: Round Table

This workshop builds off the work of a unique district-labor-university partnership launched this fall to develop professional development resources around racial and social justice for early career educators and their mentors. Facilitated by the presenters during the roundtable, representatives of the participating districts -Schenectady, Amsterdam and Kingston - will have opportunities to share with each other and other attendees the types of workshops underway and continue planning for future activities. The initial workshops have focused on defining race and ethnicity in American society, with a focus on how these terms have shifted over time and implications of racial categories as social rather than biological constructs. Future workshops will focus on educational equality, discipline disproportionality, approaches to having difficult discussions around these issues and strategies for reducing inequality and disproportionality.

Getting Better at Getting Better: Rapid Cycle Continuous Improvement as a Tool to Drive Results

PK-6

Presenters: Juliette Price, Mark Bobb-Semple

Format: Workshop

Working toward an ambitious goal can feel overwhelming—what strategies to use? How do we know if it’s working? When should I change course? How do I not waste my time and energy? Improvement science can help make improvement painless and rewarding—and better yet, everyone has the ability to do it.

This session will focus on giving all attendees a brief overview of the Model for Improvement, a formal theory of knowledge that is used to figure out what drives improvement. This structure enables classroom or building leaders to dig into what’s working to move outcomes and how to innovate along the way. Participants will then be guided through a mock improvement project to gain experience in how to facilitate continuous improvement cycles. You will learn how to use continuous improvement to solve a problem you’re facing in your school or classroom.

Dr. Dickey began his career as a third grade teacher in the Baltimore City Schools before becoming a high school English literature/SAT prep teacher and assistant principal for Baltimore County Public Schools. After four years as an assistant principal, Dr. Dickey served as a principal for Baltimore City Public Schools before his six-year tenure as a principal in the Howard County Public School System. During his career as a site-based instructional leader, Dr. Dickey steered the lowest-performing middle school in Howard County to achieve significant gains on the Maryland School Assessment.

With his extensive knowledge of curriculum and instruction, strategic planning and attention to the professional development delivery model, Dr. Dickey replicated significant gains on a larger scale as a Regional Superintendent of Schools in Philadelphia, where he managed a diverse network of 33 K–12 schools, leading them to achieve in English/reading and mathematics on the Pennsylvania State Assessments. Dr. Dickey also served as Chief Academic Officer for the School District of Philadelphia, where he was responsible for academic programming for 220 schools and 160,000 students, and managed nine district-wide departments.

Later, Dr. Dickey served students and families of Atlanta Public Schools as Chief Schools Officer and Chief Academic Officer, managing a team of seven associate and assistant superintendents as well as the offices of Teaching & Learning, Curriculum & Instruction, Early Childhood Education, Student Services, Organizational & Professional Learning, Federal Grants, Student Discipline, College & Career Readiness, School Support and Summer & After School Programs.

Dr. Dickey has also established Educational Epiphany, a publishing and professional development firm, where he currently serves as Chief Executive Officer and lead consultant. With his national team, Dr. Dickey partners with urban, suburban and rural school districts in 18 states to provide standards-based instructional materials for the core content areas, facilitate professional development for all levels, and improve the school experience for students.

As an author, Dr. Dickey has published 35 professional books across content areas as well as on Common Core State Standards for English and the Texas Essential Knowledge & Skills. He is also a contributing author and an expert behind the innovative instructional framework of Scholastic Literacy, a complete pre-K–6 balanced literacy program.



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Jamila Lyiscott

FEATURED SPEAKERS

Jamila Lyiscott is a social justice education scholar, nationally renowned speaker, spoken word artist, and educational consultant. She was recently appointed as an Assistant Professor of Social Justice Education at the University of Massachusetts Amherst and a Senior Research Fellow of Teachers College, Columbia University's Institute for Urban and Minority Education (IUME). Across these spaces, Jamila's work focuses on racial justice, community engagement, and youth activism in education through the lens of what she has termed, "Vision-Driven Justice." She has been invited to over 100 institutions throughout the nation where she works with youth, educators, and people across disciplines to inspire vision and action. Jamila is also the founder and co-director of the Cyphers For Justice (CFJ) youth, research, and advocacy program, apprenticing NYC High School youth, incarcerated youth, and educators as critical social researchers through hip-hop, spoken word, and digital literacy.



Jamila is most well known for being featured on Ted.com where her video, "3 Ways to Speak English," was viewed over 4 million times. She has also been featured in Spike Lee's "2 Fists Up," on NPR, Huffington Post, Lexus Verses and Flow, Upworthy, The Root, and many other media outlets nationally and internationally. Her poetry and scholarly work have been published in several peer-reviewed scholarly journals.

Jamila is the recent co-grantee of a Fulbright-Hays Group Study Abroad Award, which will take her to Ghana in the Summer of 2018. She is currently preparing a book manuscript about her work within Predominantly White Institutions across the nation, helping educators to confront white privilege within and beyond the classroom. Through her community, scholastic, and artistic efforts, Jamila hopes to powerfully explore, assert, and defend the value of Black lives throughout the world.

James Moffett

James Moffett is the principal of Derby Hills Elementary School in Derby, Kansas. Throughout his career, James has taught various demographic groups, observing the differences and similarities in effective instructional and behavioral strategies. Ultimately, James realized what we all know, meaningful relationships enhance behavior and academic success.

James often threw around the words "grit" and "perseverance", but after viewing Paper Tigers, it came full circle. Since then, James has worked to create a trauma-informed environment at Derby Hills Elementary, encompassing safe spots, mindfulness, self-regulation and an explicit SEL curriculum.



Building Background Knowledge While Growing Classroom Community Using Text Sets

3-8

Presenters: Kerri Messler, Carmella Parents
Format: Workshop, Model Lesson/Practice

In this session, participants will be immersed in a text set focused on diversity and inclusion. Through the inquiry cycle, teachers will engage as learners in carefully curated text sets that guide them through a deeper understanding of a theme. Presenters will deconstruct the learning cycle so that teachers can see the pedagogical moves and functions that allowed for deeper understanding, engagement, and creation of schema and background knowledge. This session experience will engage participants in a text set that explores the need for acceptance and benefits of diversity.

Culturally Diverse Contemporary Artists

6-12

Presenters: Joshua Bate
Format: Model Lesson/Practice, Interactive

Presenter will share with participants the rationale for presenting students with culturally diverse art works/artists by using visuals and academically productive talk strategies to discuss the work of a culturally diverse range of artists/artworks. This includes using a technique for art interpretation that mirrors "Close Reading" used in literacy.

Engaging in Difficult Conversations

PK-12

Presenters: Kathleen McLean, Markeia Robinson
Format: Workshop

Participants will explore the following in the Engaging Difficult Conversations Workshop: discussions about race, racism, white privilege, colorism, socio-economic status, gender, sex, racial identity and other topics that tend to be difficult conversations. These conversations are challenging because they can yield strong emotions when opinions differ. This workshop will be a safe place to learn new tools and practice responding rather than reacting that allows the dialogue to continue for everyone involved. Learn a highly effective model to engage in difficult conversations utilizing the FIRR (Fact, Impact, Respect, and Request) tool. Identify the four types of listening (Inactive listening, Selective listening, Active listening, Reflective listening). Prepare and practice for high-risk conversations.

BREAKOUT SESSIONS & WORKSHOPS

Amplifying Student Voice and Choice in the Classroom Using Educational Technology

3-12

Presenters: Richard DeCarr, Michael Sheridan

Format: Workshop

This session will emphasize the importance of encouraging student voice and choice in the classroom. Establishing a classroom culture that values student voice and recognizes different learning styles can help teachers tailor an instructional approach to engage students and meet their learning needs. Participants will learn about a variety of technological tools that can be used with existing district hardware and infrastructure. The development of "choice boards" allows for individualized, often performance-based assessments that allow for a variety of student learning styles. Video response websites, such as Flipgrid, allow for all students' voices to be heard, increasing engagement. In addition, it increases student time on task, maximizing student-centered instruction.

Being Clark Kent: Identifying and Connecting Our Values to Drive Us Towards Cultural Proficiency

3-8

Presenter: Matt Grimes

Format: Workshop

In this interactive session, participants will be given the opportunity to identify and reconnect with the values that drive their work and learn how to address implicit and explicit bias to move towards cultural proficiency. Using Sonia Nieto's five levels of support from her influential book "Affirming Diversity: The Sociopolitical Context of Multicultural Education," participants will be able to move beyond notions of mono-culturalism and towards a level affirmation by learning how to define problems from the perspective of the people who experience it. Finally, participants will work collaboratively to identify the unique challenges and realities faced by people of color and/or from low income communities and learn how to cultivate the adaptive leadership skills of students by focusing on cultural assets, rather than deficits. Participants will get the opportunity to break out into subgroups based on identities to discuss the nuanced challenges they are facing and overcoming.

Urban Schools Conference

REGISTRATION, WELCOME, KEYNOTE
EMPIRE STATE CONVENTION CENTER

7:30 a.m.	Registration	Base of the Egg
7:30 a.m.	Coffee & Breakfast	Convention Hall
	Jazz Band Performance Schenectady High School Jazz Ensemble	Convention Hall
8:15 a.m.	Posting of Colors Schenectady High School AFJROTC	Convention Hall
	National Anthem Schenectady High School Chamber Choir	Convention Hall
8:30 a.m.	Welcome & Introduction Laurence Spring Superintendent Schenectady CSD	Convention Hall
8:45 a.m.	Dr. Jeff Duncan-Andrade Keynote Speaker	Convention Hall

Included:

- ♦ Map of Venue
- ♦ Description of Breakout Sessions & Workshops



Session I: 10:00 a.m.—11:00 a.m.

Featured Speakers

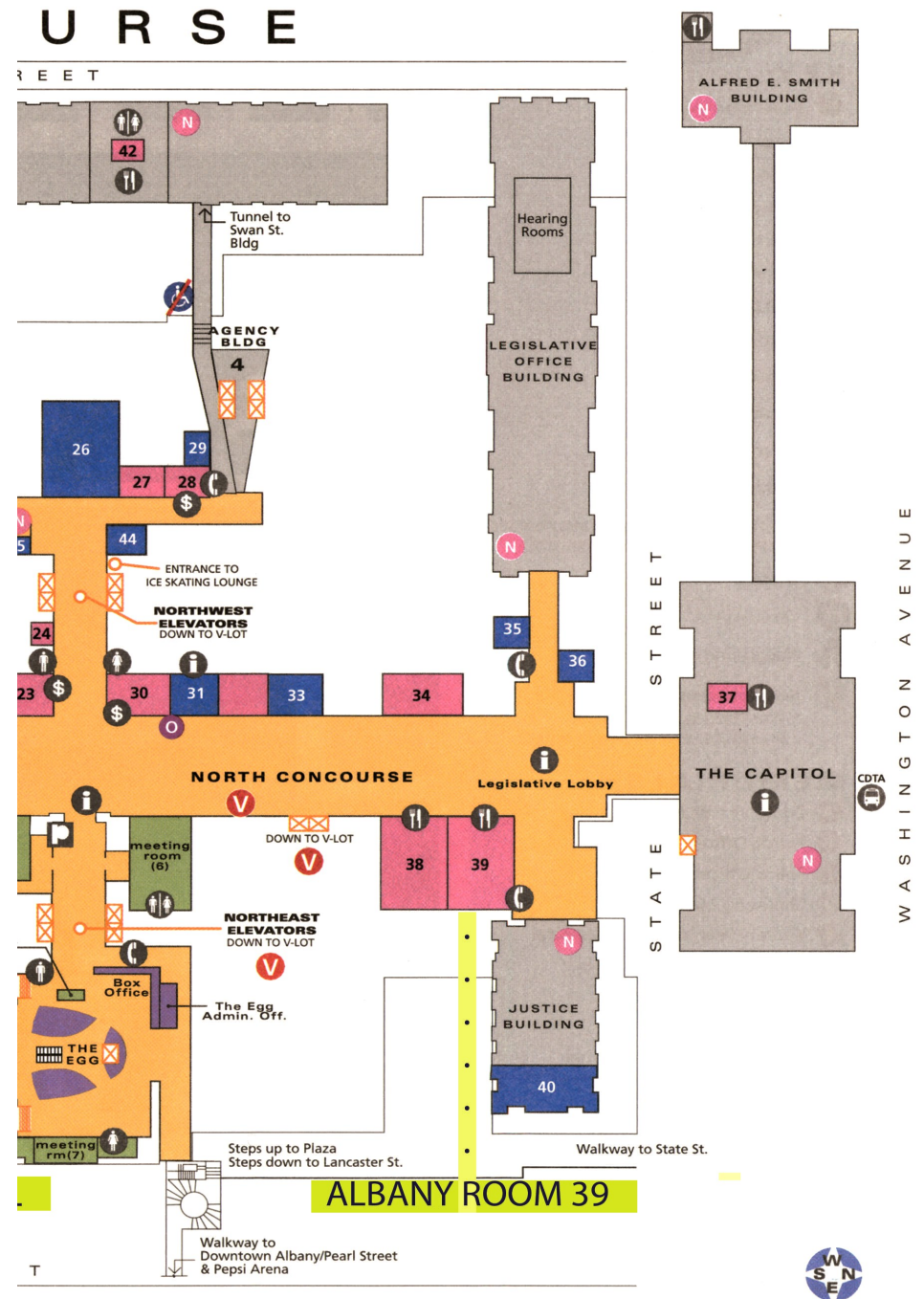
Donyall Dickey	Transforming Student Achievement through a District-Wide Approach to Common Instructional Knowledge, Language, and Tools	Meeting Room 3
Jamila Lyiscott	Language, Race, and Power	Meeting Room 2
James Moffett	A Trauma Responsive Approach: Transcending School Culture, Academic Achievement, Student Behavior & Teacher Retention	Meeting Room 6

Breakout Sessions & Workshops

Being Clark Kent	Matt Grimes	K-12	Albany Room
Transitioning to a Trauma Informed School	Megan Coon, Abby D'Elia, Melissa Hinds, Rob Flanders, Samantha Eichele	PreK-5	Meeting Room 4
Therapeutic ISS, a Beyond Consequences Approach	Christine Tarullo, Marissa Shibley, Ed McCorry	6-12	Meeting Room 5
Culturally Diverse Contemporary Artists	Joshua Bate	6-12	Meeting Room 7

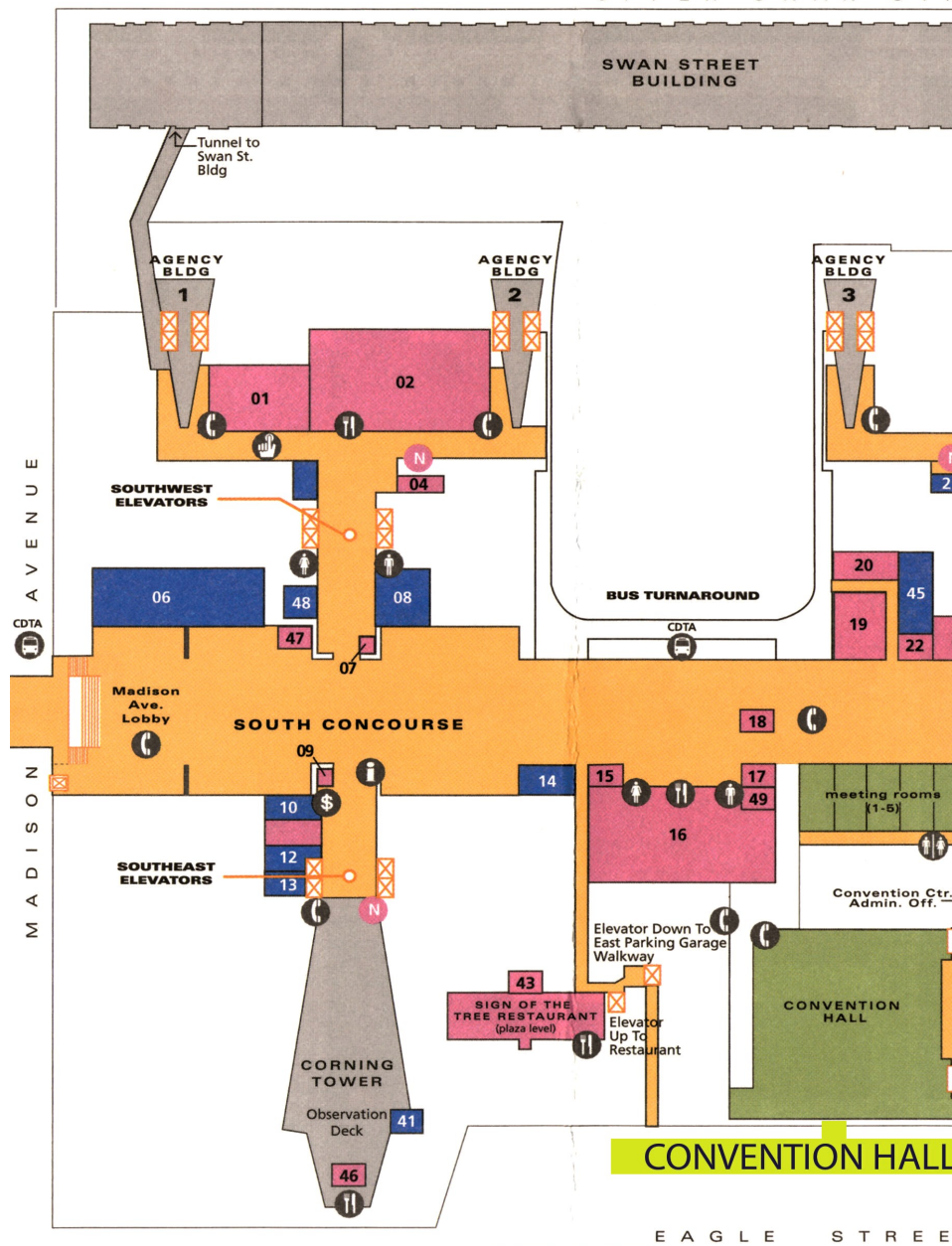
Breakout Session: 10:00 a.m.—12:00 p.m.

Getting Better at Getting Better	Juliette Price, Mark Bobb-Semple	PreK-12	Meeting Room 1
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Session II: 11:15 a.m.—12:15 p.m.

Featured Speakers

Adam Julian Alvarez	Building Pedagogies that Center Race, Equity, and Justice	Meeting Room 6
Jeff Duncan-Andrade	Meet and Greet	Meeting Room 7

Breakout Sessions & Workshops

Keeping It Real	Victoria Abdulla, Colleen Wygal	6-12	Meeting Room 2
Engaging in Difficult Conversations	Kathleen McLean, Markeia Robinson	PreK-12	Meeting Room 3
Responsive Classroom in Action	Shannon Ausfeld, Erin Campbell, Lauren Devery, Keedra Kirby, Jenna Palmieri, Aleecia Persaud, Christine Simeone, Joely Tetreault-McNeil, Tanya Vivieros, Holly Whittle	K-5	Meeting Room 4
Building Background Knowledge While Growing Classroom Community Using Text Sets	Kerri Messler, Carmella Parente	3-8	Meeting Room 5

Lunch: 12:15 p.m.—1:15 p.m.

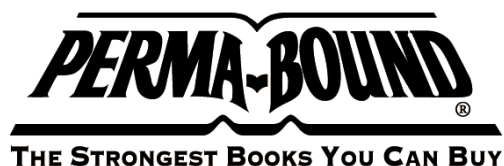
12:15—1:15 p.m.	Lunch	Convention Hall
12:15 - 1:15 p.m.	Facilitated Discussion Jeff Duncan Andrade	Convention Hall
12:15—1:15 p.m.	Lunch Edcamp James Moffett	Meeting Room 4
12:15—1:15 p.m.	Lunch Edcamp Donyall Dickey	Meeting Room 5

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SCHEDULE CONTINUED



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Session III: 1:30 p.m. — 2:30 p.m.

Featured Speakers

Jamila Lyiscott	Language, Race, and Power	Convention Hall
Donyall Dickey	Transforming Student Achievement through a District-Wide Approach to Common Instructional Knowledge, Language, and Tools	Meeting Room 5
James Moffett	A Trauma Responsive Approach: Transcending School Culture, Academic Achievement, Student Behavior & Teacher Retention	Meeting Room 6
Adam Julian Alvarez	Building Pedagogies that Center Race, Equity, and Justice	Meeting Room 7

Breakout Sessions & Workshops

Utilizing Low Intensity Strategies for Behavior Support	Laura Colon, Amanda Linehan, Kelli Schuhl	PreK-12	Meeting Room 1
Amplifying Student Voice and Choice in the Classroom Using Educational Technology	Rick DeCarr, Michael Sheridan	3-12	Meeting Room 2
The Optimistic Classroom Experience	Debra Burke	PreK-2	Meeting Room 3
Exploring "Empowering Early Career Educators for Racial Justice" (E3RJ)	Alex Pieterse, Kathlee McLean, Kathryn Schiller, Bernice Rivera, Ellen Sullivan	PreK-12	Meeting Room 4

Closing: 2:45 p.m. — 3:00 p.m.

Closing Session

Convention Hall