History for Newcomers: Day of Learning

EVENT SUMMARY

Session Overview

On **May 6, 2025**, Charlestown High School, in collaboration with the OMME, the Telescope Network, and the History Department, hosted a Day of Learning on "History for Newcomers."We had **40** people attend the session from **21** different schools or departments. This event included a Connect & Share Panel Discussion featuring presentations from educators at **3** different schools as well as information programmatic requirements for newcomers and scaffolding strategies.

What is a Connect & Share Panel Discussion?

During a Connect & Share panel webinar, participants hear from BPS colleagues about what's working in their classrooms and schools. Presenters share a 10-minute presentation about an effective practice. Participants connect with peers from across BPS, get new ideas, and earn PD hours..

Why this topic?

This session topic was identified by teachers working with newcomers in secondary History courses. Educators asked for an opportunity to learn how other teachers are supporting their newcomer students in accessing History content, especially accessing curricular texts.

Presentations

Reading Strategies & Protocols; Image Analysis & Speaking About Text Analysis Kara Madden & Annie Carey (Teachers, Brighton High School)

3 Step Note-Taking Process Caitlyn Brillejo (Teacher, Charlestown High School)

Engaging Writers & Reporters for Literacy Development Somy Kim (Teacher, Boston Adult Technical Academy East)

Pre Reading Strategies Steph Fanucci (Instructional Coach, Charlestown High School)

Participant Feedback

After the session, **100%** of participants (22 out of 22 exit ticket responses) said that they would recommend this session to a colleague. Participants appreciated:

- *It makes me feel capable with real tools that will help them and make me a better teacher. When I feel helpless, I flail around and get stuck in ineffective ruts. Now I have more strategies to be engaging and I will bring a new positive mindset to my class.*
- *I think it will benefit the students to have explicit teaching of reading strategies as well as taking in discourse. I also think it's valuable to think that reading, writing, and speaking should be into every lesson.*
- *This training will help me offer different strategies to keep the work interesting for my ESL students (ELD 1 and 2 levels).*

- *I had heard about the DBQ project, so learning about the materials / how the website is set up was really helpful. I appreciated the time to look through the materials, and make connections to what I'm already doing in my class with argumentative writing and sources.*

Participant Takeaways

Based on this session, here's some things that participants want to try in their own classrooms/schools:

- *I know how to use DBQ and diffit so I can better differentiate my social studies curriculum.*
- *I'm thinking about text engineering and options for scaffolding the texts differently. I was focusing more on leveling/adapting before. Also it was a good reminder to pre-teach vocabulary in context.*
- *I will use the primary source materials that are charts, pie graphs, and visuals.*
- *Thinking of multiple means of engagement, modality, and resources for how to teach newcomers in a way that honors content and rigor while thinking about appropriate scaffolding and support.*
- *I'm excited to try out all the reading strategies and share them with my fellow coaches and teachers.*

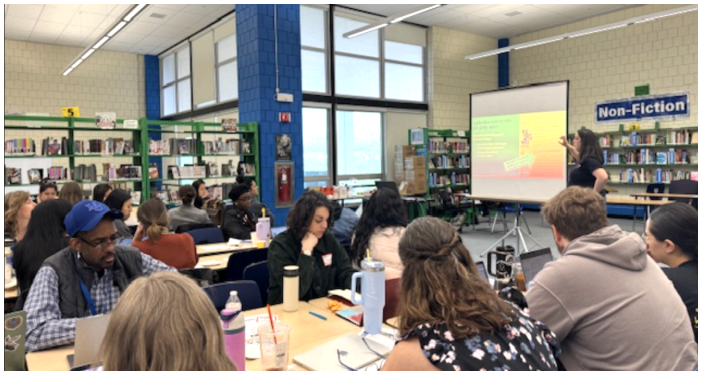
Next Steps

- Telescope Events Calendar for future PD sessions and social events.

Additional Resources

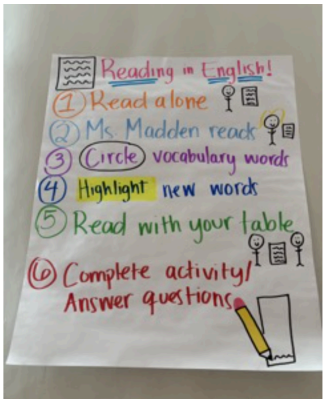
Event facilitators: Martha Boisselle Kristen Leathers Garceline Champagne Theresa Garcia de Quevedo Steph Musto Kristen Cacciatore & Michael Miller Check out the event slides for more information. Email us at telescope@bostonpublicschools.org.

History Day of Learning Presentation event slideshow
History Day of Learning (Participant Facing Agenda) agenda
History Day of Learning For Newcomer Educators- FLYER.pdf promotional flyer



So with our **students**, we started to notice a shift...

- Students were reading the text multiple times
- Students worked together to read at their tables
- Students started using vocab section in their binders
- Comprehension increased
- Students started using strategies on their own



I expected that...	And what actually happened was...
Students wouldn't want to participate. I also thought that it might be too difficult or frustrating. *"Students are skeptical at first, but after they get the protocol they really like it. They can get boisterous, so adjust accordingly to your building." -teacher*	**Students were engaged and intrinsically motivated to get the reading right.** *"Ms. I really like this! Can we do it everyday?" -student* *"My students love it. I do it three times a week." -teacher* *"I'm getting faster." -student*

