

## New York Performance Standards Consortium Summer 2024 Professional Development Workshops

For teachers at Consortium schools that cannot fund their participation, The Consortium will pay faculty directly for participation in 1 workshop of their choice. These payments will be made in late September, 2024. All workshops are eligible for CTLE hours via our partnership with Bank Street College.

Sign Up Here: <https://forms.gle/p7fR2MuM9WznDHPK6>

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**[WAITLIST] The Sort: Jump-starting an Inquiry Course: A Unique Strategy**  
7/1-7/3  
Sustainable Inclusive Inquiry 7/10  
Gimme the Mic (an approach to *Looking for an Argument*) 7/23-7/24  
Designing References for Inclusion 8/22

## **SOCIAL STUDIES**

### **[WAITLIST] The Sort: Jump-starting an Inquiry Course: A Unique Strategy**

Avram Barlowe, Urban Academy  
Aaron Broudo, Fannie Lou

How can a teacher immediately engage students in the kind of classroom conversation that drives the inquiry learning process? This workshop will introduce a specific tool -- the Sort -- for involving students in a direct conversation that does not require prior knowledge as a condition of entry. Workshop attendees will participate directly in a Sort, observe high school students conducting a Sort and design their own Sort for use in their classrooms. Students who participate will receive a stipend.

**Monday July 1 - Wednesday July 3**  
**9 - 2:30 PM**  
**Julia Richman Educational Complex**

## **TEACHING THE CLIMATE CRISIS IN A SOCIAL STUDIES CLASSROOM**

Kevin Jacobs, The Beacon School

Rising global temperatures and the attendant changes to our weather and environment present what many consider the greatest challenge to humankind in the decades and even centuries ahead. Rather than continue to engage in the debate over the role of human behavior in the rapid rise in atmospheric carbon, students need the knowledge and skills to explore the proposals for how best to respond to the multiple crises brought on by this change. Join a group of Consortium social studies and history teachers to explore how to facilitate student exploration of different aspects of climate policy.

This workshop will provide a framework for developing inquiry questions around different aspects of the climate crisis, with an emphasis on weighing competing choices that policymakers might (or should) consider. Questions include:

- What is the role of the individual in preventing climate change?
- How will New York City respond to climate threats?
- What is the role of the federal government in addressing the climate?
- What is the role of activism in fighting climate change?

We will test a few different activities that offer students a chance to explore and debate these questions for themselves. In addition, we will spend one day of the workshop

learning how to play Energetic (a collaborative board game about New York's energy transition) and discussing how the game might be incorporated into our classrooms.

It is my hope that participants finish the workshop with ideas for how to organize activities and units around important climate questions, and feel comfortable using the resources provided.

**Tues, July 9; 9 - 12, Wed, July 10; 9 - 1 & Thurs, July 11; 9 - 12**  
**Julia Richman Complex**

### **Why do you believe what you believe? Teaching the Political Spectrum in the Humanities Classroom**

Jess Radin & Ali Haridopolos, The Beacon School

At a time of increasing polarization nationally and globally, students are flooded on social media with distorted understandings of the different positions along the political spectrum. What are the foundational ideas about politics or economics that guide leaders, citizens, and activists? To what extent are labels or political terms (communist, capitalist, socialist, radical and others) referenced accurately and responsibly on social media and in the news? This workshop will model lessons that can help students define and understand these different terms and political positions. Activities include plotting both beliefs/ideas along a spectrum, plotting notable individuals/leaders in the public sphere along the spectrum based on policies or government structures they support, discussions about ethical values using the “trolley scenario” with variations, and interviews of family members on how their experiences have shaped their political views.

C Wright Mills argued that all individuals are defined by the intersection of one’s personal biography and the current historical moment. The culminating assignment draws on this idea by having participants write a sociobiography or personal essay. Its purpose is not to convince anyone else of what they believe, but rather to understand the origins of their beliefs and how they came to hold the convictions they do.

**Tuesday 7/16-Thursday 7/18**  
**10am to 1pm**  
**Julia Richman Educational Complex**

### **Gimme the Mic (an approach to *Looking for an Argument*)**

Anson Dean, Mandela Brathwaite, Urban Academy

In 2014 two Urban Academy Alums came together to propose an idea, initially sparked by a question; How do you adapt the model of Looking for an Argument? into a class that debates issues specifically rooted in Hip-Hop Music and Culture? Hip-Hop would

serve as an entry point to connect students to societal issues, centered around historical comparisons, racism, sexism, other isms and socio/political discussion.

Many of our young people have expressed anxiety around discussing topics linked to politics, government, and civics. One way to alleviate this issue is to adapt these concepts into something our students feel connected to based on interest, but also things that are culturally relevant. When discussing their favorite recording artists, or songs, they can very easily make connections to larger, more broad issues in society, but they themselves do not always see the connection.

Hip-Hop Music and Culture in its inception are both inherently all of the above. Growing out of the socio/political issues of the late 1960's, 70's, and 80's Hip-Hop has always been a platform for discussion and a proponent of change, if viewed authentically by those within and outside of the culture.

This workshop will be centered around the different ways dedicated educators can adapt this ideology to the work they do in their social studies classes. During our time together, we will do the following;

Identify topics that on surface level are primarily Hip-Hop, while tasking participants with finding connections to larger issues.

Model Lesson Plans: Participants will assume the role of students, while facilitators present topics and activities that mirror what is done throughout the semester This includes Argument Topic Selection, Discussion, Research and Evidence Based Dialogue, Essay Completion, and Peer Essay Reviews.

Explore ways that this class can fulfill different graduation requirements, such as the completion of prerequisite and performance based assessment task research papers.

**Tuesday 7/23 & Wednesday 7/24**

**10am to 1pm**

**Julia Richman Educational Complex**

### **Creating a Google Site to Curate a PBAT Source Library**

Andrea Swenson and Ben Wides (East Side Community High School)

How can we guide students to meaningful primary and secondary sources for history PBAT research while also supporting student independence? How can we support student PBAT research on multiple historical topics at the same time, without sacrificing the quality of sources? How can we ensure students engage with a range of sources “in dialogue” with each other over key questions related to a specific PBAT inquiry?

One answer to these questions is to curate an online source library to provide all students with a foundation for research into specific PBAT topics. Join Andrea Swenson and Ben Wides from East Side Community High School to learn how to create an online source library using Google Sites.

Andrea (Librarian) and Ben (12th Grade History) will discuss our collaboration and present the Google site we created to support students researching a wide range of PBAT topics. We will discuss how the right range of sources can more effectively support strong PBAT questions and the steps we took to create the Google Site library, including the technical knowledge teachers would need to create their own. Then participants will have ample time to work on creating their own Google sites to curate PBAT topics in their class, while collaborating with Andrea and Ben and with each other.

**Tuesday August 6 - Wednesday August 7**

**10 AM - 1 PM**

**Julia Richman Educational Complex**

### **Inquiry Conversion Workshop**

Aaron Broudo, Fannie Lou & Adam Grumbach

You've become really excited about the materials you've compiled on the history of Puerto Rico and you're looking forward to teaching a course about it next semester, but you're worried that it's too much of you talking and not enough of the student's ideas? Or you need some more inspiration to develop ideas. How will you figure out which questions to explore to engage them and bring them deeper into the important content?

In this workshop, teachers will bring curriculum they intend to teach next year - either new or revisited from the past - and work with each other to make it as engaging as possible for students, generating opening exercises intended to determine where student interest is strongest, formulating discussion questions intended to foster productive disagreement, and creating final assignments that are full or preparatory PBATs. The goal is for teachers to come away from the workshop with curriculum that is improved and implementable for the coming academic year.

The workshop will be run by experienced Consortium teachers. Their schedule next year will enable them to bring visitors to his classroom and to visit them in theirs. Our hope is that participants in this workshop will continue the work into next year.

**Tuesday, 8/20 - Thursday, 8/22**

**10am-1pm**

**Julia Richman Complex**

### **Facilitating Voter Readiness**

Lynn Yellen, Essex Street Academy (retired)

This workshop is for teachers, youth service professionals, and youth leaders who want to effectively engage young people in an exploration of their attitudes toward voting and the issues that concern them. The emphasis of the workshop is on identifying the social and practical barriers that young voters face and the positive effects of increased voter youth registration and turnout. The workshop includes the practical how-tos of registering to vote.

**Wednesday, August 28**

**10AM - 12PM**

**Julia Richman Educational Complex**

## **LITERATURE**

### **Generating Student Questions and Voice in a Discussion**

Julie Masarof, Landmark High School

In this workshop, we will explore how teachers can prepare students to lead and participate in a literature/text based discussion using student generated questions.

**Tuesday, July 9**

**10AM - 12PM**

**Julia Richman Educational Complex**

### **Fostering Discussion In the English Classroom**

Joanna Dolgin, East Side Community High School

Since the pandemic, many of our students seem more comfortable behind the computer screen than participating in discussion. But discussion remains the heart of the inquiry classroom. In this two day workshop we will focus on how to build a culture of discussion and routines to support student learning through discussion. We will share strategies for ensuring rich and meaningful discourse and healthy debates in both small groups and the whole class. We will also explore how to connect our discussions to larger writing projects. Multiple strategies will be modeled, so come ready to talk!

**Tuesday Aug 6 & Wednesday 7**

**9AM - 12PM**

**Julia Richman Educational Complex**

## **SCIENCE**

### **Silent Invaders: PFAS and the Threat to Our Environment**

Rayhan Ahmed, Gotham Professional Arts Academy

PFAS molecules all share a common backbone of carbon atoms completely surrounded by fluorine atoms. This carbon-fluorine bond is extremely strong, making PFAS very resistant to heat, water, and oil. It also makes them very persistent in the environment, meaning they don't break down easily. Exposure to PFAS molecules has been linked to high cholesterol, ulcerative colitis, thyroid disease, testicular cancer, kidney cancer, and pregnancy induced hypertension.

Even though there are actually more than 10,000 different kinds of PFAS that are already being produced and out there in the environment, the EPA has identified ONLY six of these PFAS chemicals to regulate. This is because it is impossible for researchers to be able to test each individual chemical compound and try to link it to a health outcome. It is also even more impossible for high school research students to try to link it to a health outcome in humans.

The scope of our work would be developing project-based inquiry curricula that authentically engages and activates our students about the issue of PFAS. Because directly testing PFAs on living organisms isn't recommended in a high school setting we would, therefore, collectively design and plan experiments and curricula that explore PFAS effects indirectly.

**Schedule TBD based on Interest & Availability  
Sign Up**

**Exploring & Adjusting to the New Science Rubric**  
Dorothy Cupka, Humanities Preparatory Academy

As science teachers in the consortium, we are consistently developing structures and routines to better guide our students to success based on the criteria laid out in our PBAT rubrics. With the release of the newly revised experimental science PBAT rubric, many of us will be looking to similarly revise our PBAT tasks and scaffolds to align with its expectations. The goal of this workshop is for participants to share the structures that have been the most successful under the current rubric and discuss any changes inspired by the new one. Please bring previous PBAT tasks and assignments to share!

**Wednesday, August 7, 2024 or Thursday, August 8, 2024  
10AM - 12:30 PM  
VIRTUAL**

**Design Fusion: Inspiring Creatively Through Collaborative Engineering**  
Caroline Doherty, Leaders High School

Join us at Leaders High School from 8/20-8/22 for an exciting workshop that explores the engineering design process through collaboration and inquiry. While in groups, participants will have the opportunity to engage in hands-on activities such as reverse engineering, cooking, 3D printing, sewing, and woodworking. Through working together in groups to tackle a design challenge, educators will discover the power of teamwork and creative thinking in finding innovative solutions. Don't miss this dynamic opportunity

to ignite your creativity and enhance your approach to engineering design in the classroom!

**Tuesday, August 20 - Thursday August 22 9AM-3PM**  
**Leaders High School, Bensonhurst Brooklyn**

### **Unlock the Power of Data with You: Quantified**

Jennifer Dahlstrom (JD) & You: Quantified scientists

High school and middle school math and science teachers are invited to dive into the world of data science with a workshop exploring You: Quantified, an innovative new program developed by scientists at NYU. The You: Quantified program offers a unique opportunity for students to work with biosensing devices and tools to learn about, collect, represent, and interpret data to answer their own questions, culminating in a guided exploration project. Teachers in this workshop will have the opportunity to explore biosensing devices and the data they generate, will be introduced to the principles of data science and learning modules created for the program, and have the opportunity next school year to partner the scientists who have developed the program. This workshop will include both in-person and remote meetings.

**Thursday, August 29th 9 - 2 (in person) and Friday, August 30th 9 - 12 (virtual)**  
**Manhattan Location TBD**

## **MATH**

### **Inquiry in the Mathematics Classroom: Planning for a Problem-Based Approach**

Jonathan Katz & Consortium Math Mentor Teachers

#### *Day 1: Inquiry in Math*

What does that mean? How do we teach mathematics using an inquiry approach?

#### *Day 2 and Day 3: Choice of 3 Sessions*

Inquiry in Geometry: Sarah and Arfen from BCS will lead this session. They are very excited by the work they did this year in geometry and welcome any geometry teacher to join them in this session

Inquiry in Functions: Semia from Middle College will give you many opportunities to experience learning Functions using an inquiry/problem solving approach. Over the years she has fine-tuned a curriculum that has moved students to become deeper mathematical thinkers.

Inquiry and Problem Solving: Alyssa and Charmentese from El Puente taught two classes of 11th graders using the Consortium Problem Solving Curriculum. It was a deep learning experience for them and their students. They welcome anyone who is interested in using this curriculum with their students.

#### *Day 4: Planning Day*

People work on planning for the school year.

**Monday August 26 - Thursday August 30**  
**10AM - 1PM**  
**Julia Richman Educational Complex**



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**Thursday, August 29th 9 - 2 (in person) and Friday, August 30th 9 - 12 (virtual)  
Manhattan Location TBD**

## **SPECIAL EDUCATION**

### **Sustainable Inclusive Inquiry**

Caitlin Delphin, Leaders High School

Selecting high impact strategies that can be routinized into class activities allows all students to genuinely engage in the inquiry process AND makes it sustainable for teachers to support students with a wide range of strengths and needs. This workshop will focus on leveraging student strengths to create a more inclusive inquiry process. During this workshop we will reflect on the type of learners that we are supporting, look at examples of strength based materials and teaching strategies, and identify and apply those that will have the highest impact in your specific setting.

**Wednesday, July 10th  
10AM - 1PM  
Julia Richman Educational Complex**

### **WTH is SETSS?**

Nora Madsen

In this workshop we'll talk about creative ways to provide SETSS services that are manageable for teachers and meaningful for students. We'll discuss different ways of programming the service, locations, structures, and best practices.

**Monday August 19th  
10am-12pm  
Essex Street Academy**

### **PBAT Accommodations**

Nora Madsen

In this workshop we will design a plan for implementing the new revised PBAT accommodations at our school. We will start by defining the schoolwide expectations for PBATs and oral defenses (panels) with a one-page information sheet. Then we will design a "Panel Guide" for the courses that we teach. Lastly, once the general expectations are set we will review example accommodations and think about how they might be adapted for our setting and our students. You do not need to be a school leader to attend this workshop.

**Tuesday August 20th**  
**10am-12pm**  
**Essex Street Academy**

### **Realistic ICT Planning**

Nora Madsen

In this workshop we will challenge the idea that ICT requires all partnerships to have a 50/50 balance. Instead we will look at the two humans who are collaborating: What are your interests? What are your skills? What other responsibilities are you balancing in and out of school? We will make a plan to distribute the labor in a way that both teachers feel good about and we will be proactive about this conversation so you don't have to build the plane as you're flying it (as much!).

**Wednesday August 21st**  
**10am-12pm**  
**Essex Street Academy**

### **Designing References for Inclusion**

Nora Madsen

In this workshop we will look at reference materials that other Consortium teachers designed to support students' learning. References might support computation, language, they might add a visual component to a text-heavy assignment. You might take my experimental science word wall and make it your own, revise my step by step instructions for how to substitute inputs and outputs into compound functions, pull from my icons representing themes of colonization, or steal my booklet of literary devices. Or come design your own using inspo from other teachers! Maybe you'll have a cascading folder on your classroom wall filled with references materials designed specifically for your course.

**Thursday August 22nd**  
**10am-12pm**  
**Essex Street Academy**

### **Getting Organized for SpEd Coordinators**

Nora Madsen

In this workshop we'll explore different initiatives for SpEd Departments to take on outside of compliance-driven tasks. If your SpEd team only ever talks about IEPs,

caseloads, and SESIS and you would like to see more student-driven and pedagogical discussion, come join us!

**Friday August 23rd**  
**10am-12pm**  
**Essex Street Academy**

## **WORLD AND ENGLISH AS A NEW LANGUAGE**

### **Bridging Language Gaps in Inquiry Learning**

Lauren Moffett, Leaders High School

This workshop is aimed towards language educators, both ENL and World Language. Our language learners can engage in deep inquiry work with thoughtful supports, scaffolds, and routines to bridge language gaps. These sessions are to give space to design and refine unit materials that foster more independence in the language classroom - whether English language learners or world language learners. This session is also aimed to provide space for connection and troubleshooting for language teachers who are often part of the smallest departments at our schools.

**Late July Dates & Location to be Arranged with Interested Teachers**

## **INQUIRY TEACHING APPROACHES - INTERDISCIPLINARY**

### **[WAITLIST] The Sort: Jump-starting an Inquiry Course: A Unique Strategy**

Avram Barlowe, Urban Academy  
Aaron Broudo, Fannie Lou

How can a teacher immediately engage students in the kind of classroom conversation that drives the inquiry learning process? This workshop will introduce a specific tool -- the Sort -- for involving students in a direct conversation that does not require prior knowledge as a condition of entry. Workshop attendees will participate directly in a Sort, observe high school students conducting a Sort and design their own Sort for use in their classrooms.

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**Thursday August 22nd**  
**10am-12pm**  
**Essex Street Academy**

## **Using AI In and For Your Classroom**

Nkomo Morris, James Baldwin School

The explosion of ChatGPT over the past couple of years has impacted every part of our lives, from identification of suspects in crimes, to identifying possibly cancerous masses in mammograms, to the creation of art and writing using generative AI. It's no surprise that AI has also reached the world of education. In this workshop, participants will learn about a few incredibly useful AI tools designed for educators, and then they will get the opportunity to create a simple, safe bot (not ChatGPT!) they can use to help them plan classes or to come up with cool classroom activities. Afterwards, if there's time, we'll discuss some concerns teachers have around AI use in the classroom. Educators interested in brainstorming school policies around AI are welcome to join me in an ongoing discussion over the summer and fall.

**Tuesday, August 27th**  
**10AM - 12PM**  
**Julia Richman Educational Complex**

## **Facilitating Voter Readiness**

Lynn Yellen, Essex Street Academy (retired)

This workshop is for teachers, youth service professionals, and youth leaders who want to effectively engage young people in an exploration of their attitudes toward voting and the issues that concern them. The emphasis of the workshop is on identifying the social and practical barriers that young voters face and the positive effects of increased voter youth registration and turnout. The workshop includes the practical how-tos of registering to vote.

**Wednesday, August 28**  
**10AM - 12PM**  
**Julia Richman Educational Complex**