



TITLE

Building Trusting Relationships to Promote
Independent Learning: Culturally Responsive Partnerships

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2018-2019

SCHOOL

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ABSTRACT

Follow the journey of the Staten Island Technical High School's Cultural Responsiveness Impact Team as they work with faculty, current students, prospective students, and parents/guardians conducting a deep inquiry guided by the works on culturally responsive education by Zaretta Hammond and Geneva Gay. Learn how the team identified and quantified the qualities and characteristics of what makes for stronger and more meaningful relationships in a Specialized High School setting with the goal of fostering a shift from dependent to independent learning.

INTRODUCTION

Staten Island Technical High School is a New York City public high school established in 1988 as a STEM-focused, screened-admissions magnet school. In September of 2005, Staten Island Technical High School was granted the status as New York City's 7th Specialized High School by the New York City Department of Education. New York City's Specialized High Schools are comprised of the most academically gifted and talented students. Admission to Staten Island Technical High School is extremely selective. It is based solely upon the Specialized High School Admissions Test (SHSAT). Each year the SHSAT is administered to over 28,000 New York City students. Of these, nearly 5,700 students are offered admission to one of the NYC Specialized High Schools. Over 15,000 students apply annually to Staten Island Technical High School and 340 students are offered a seat each school-year.

The vision of Staten Island Technical High School places a high priority on academics and developing exemplary character, scholarship, service, leadership, and citizenship, while cultivating innovation through the development of 21st Century Global Skills (Collaboration, Communication, Creativity, and Critical Thinking skills). Our school community is committed to equity and excellence by ensuring every student has access, opportunities, supports, and interventions to achieve their greatest potential and succeed in a multicultural pluralistic society.

The SITHS school mission as a community is to foster the development of well-rounded, passionate learners through engaging academics and participation in student activities, athletics, service learning, cultural immersion, and community service. SITHS cultivates strong collaboration, communication, creativity, and critical thinking skills through rigorous curriculum which embodies student choice. We strive to instill in our students a mindset to meaningfully contribute to and shape a 21st century global society that values equity, excellence, and compassion.

Staten Island Technical High School resides in suburban Staten Island, on the eastern shoreline of the island, accessible to Staten Island and Brooklyn residents via public transportation. Once considered one of the smaller Specialized High Schools, in the past thirteen years, our student population has grown from 748 students to 1333, with 42% of our student population residing from Brooklyn and Queens, and 58% of the remaining student

population residing from Staten Island. 44% of the student population are female, while the remaining 56% is male, with 41% of our students receiving free/reduced lunch. With a shift in 2005 from a multiple measures screened admissions process to the Specialized High School Admissions Test (SHSAT) with greater notoriety and exposure citywide, the size and demographics of our school student population changed accordingly*:

	Year	Total	White	Black	Asian	Hispanic	Other
SITHS	2005	748	83%	.94%	13%	3.5%	0%
SITHS	2018	1333	42%	.68%	50%	2.1%	4.0%
NYC	2018		16%	22%	17%	41%	4%

*Adopted from [Figure 1](#) in Appendix

100% of Staten Island Tech’s graduates go on to four-year colleges and universities, including the Service Academies, with the class of 2018 earning over \$50 million in college scholarships and achieving a record number of 47 Ivy League acceptances. Staten Island Technical High School’s college and career preparatory curriculum provides rich and challenging learning opportunities, through courses and work-based learning experiences in Science, Technology, Engineering, Arts, Mathematics (STEAM), Humanities and Athletics. Students develop a strong aptitude for real-world leadership and problem solving focusing on academics, teamwork, communication and interpersonal skills. There is a newly restructured, cutting edge Career Development Program centering on work-based Learning experiences, entrepreneurship and internships via our new MakerSpace and Incubator Program, named the SITHS Guild. All 9th grade students participate in our BYOD Program and bring a tablet / personal computer to use in school via our 1:1 Digital Education Initiative. The extracurricular program features over 85 after school clubs and activities and extensive opportunities for the scholar-athlete with 46 PSAL teams. The Student Organization, National Honor Society and Junior Statesmen of America serve as the pipeline for student leaders, while students interested in the arts, music and theatre can participate in eight different bands (including jazz and marching band), and dramatic arts courses, like SING and the Spring Musical.

Work Based Learning Initiative – A key area of focus in recent years has centered on the expansion of connecting classroom academic experiences with potential career pathways via Staten Island Tech’s Career Development Center (CDC). The CDC offered numerous opportunities each week, for students of all grade levels, with the ability to explore various career pathways, via our “Backpack to Briefcases” series, which features daily presentations from outside guests, as well as workshops, internships, and other Work-Based Learning opportunities.

Summer Internships – During the summer of 2017 and 2018, as a major part of our Career Development Center’s Work Based Learning initiative, Staten Island Tech executed our 3rd Summer Internship Program, funded by the Summer Youth Employment Program (SYEP). 42% of the entire SI Tech student population participated and identified "career interests" which were matched with internships that closely matched the experiences and career-related skill-sets. Some students were placed at

campsites and school settings that provided challenging and exciting work experiences that cultivated character and professional skills, while earning an income as well. For the summer of 2017-18 school year we continued to maintain the number of original internships (from 2017) by servicing over 40% of our students, with summer jobs closely aligned to their desired career path.

As a institution for gifted and talented learners, Staten Island Technical High School, has been continually recognized as a nationally top ranked school for excellence.



#2 US
#1 NYS



57 US
7 NYS



5 US
#2 NYS



13 US
2 NYS

While nationally revered for academic excellence, our students and teachers are regularly recognized for awards and accomplishments across the curricula, with much of our recent recognitions encompassing achievements in innovation and entrepreneurship. Each year, our students also capture numerous National Merit Semi-Finalist and Finalist designations for their stellar results on the PSAT. In 2018, of the 18 students recognized as National Merit Semifinalists on Staten Island, 16 of the 18 were Staten Island Tech students. In 2017, two of our students received local and national acclaim for earning perfect scores on both the ACT and SAT.

Our faculty consists of 60 teachers and 6 administrators, 14 of whom are alumni of Staten Island Tech. 98% of the faculty are white and consists of a majority of seasoned and well-experienced staff, with 10 of our 60 teachers accepted into the Math For America Fellowship for revered teaching in STEM. Of the 60 teachers, 30 of the faculty are certified and teach our Advanced Placement courses with exceptional annual results where 89% of the 75% of the student body who take AP exams annually achieve a 3 or higher. The remainder of the faculty are all teaching honors level curriculum that is also college credited with CUNY, SUNY, and private colleges in the tri-state area. Staten Island Tech also has educators who are New York State certified in Career & Technical Education (CTE), which provides our students the opportunity to also earn a Pre-Engineering Technical certificate along with their High School diploma. Our CTE program serves to provide nearly half of our students population with Work Based Learning experiences and internships in career-related interests.

STATEMENT OF THE PROBLEM

Celebrating the anniversary of our 30th school year, Staten Island Technical High School is one of New York City's eight Specialized High Schools, alongside Stuyvesant, Bronx Science and Brooklyn Tech, serving the needs of New York City's most gifted and talented young men and women. While our school ranks among the top high schools nationally (#5 in the US, #2 in NYS - Niche.com), there has been an increasing disproportionality among the diversity of our school compared to the citywide diversity of the New York City Public School System. The NYC school system comprises of 41% hispanic and 22% students of color, while Staten Island Tech's current student body has 2.1% hispanic and 0.68% students of color represented within their school community. This past spring, in response to the diversity challenge among all of the NYC Specialized High Schools, the new NYC Schools Chancellor, Richard Carranza, and Mayor Bill De Blasio, released a plan that aims to desegregate and integrate the NYC School System, starting with increasing diversity in all eight Specialized High Schools (namely focusing on making an impact with Hispanic students and students of color).

After a meeting between the Chancellor, myself, and the seven other Specialized High School principals, I wanted to prepare for the shift in our school's population with the realization of the Chancellor and Mayor's vision. I felt a responsibility to assemble a team including our faculty, staff, students, and parents - current and prospective, to evaluate how we build relationships, partnerships, trust, and rapport from a "Culturally Responsive" critical lense.

Our Cahn Fellows initiative involves a multi-year plan with stakeholders including faculty, students, and parents, conducting a deep inquiry guided by the works of Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain*, and Geneva Gay, author of *Culturally Responsive Teaching: Theory, Research, and Practice*. The goal will be to identify our school's "glows" and "grows" to create a plan to be more culturally responsive to better align curriculum and instructional practices to ensure the student experience at Staten Island Technical High School is inclusive, rich, and rigorous.

As a leader, I hope that this project helps my ally and I to continue to grow in our ability to confidently embrace the modern-day challenges around diversity in what has been a polarizing issue in public forums on a national scale. Creating brave-spaces to discuss these sensitive issues are important and necessary in ensuring that our own school's culture, from a curricular, instructional, and experiential perspective, meets the needs of our students and their families.

METHODS

Being our Cahn's project involves "Cultural Responsiveness," we have decided to conduct our inquiry guided by the works of Zaretta Hammond, author of [Culturally Responsive Teaching and the Brain](#), and Geneva Gay, author of *Culturally Responsive Teaching: Theory, Research, and Practice*. The decision to use Hammond's and Gay's books came under the advisement and support from the NYC DoE's Mastery Collaborative group, who is situated in the NYC DoE Office of PostSecondary Education. Since the Fall of 2017, Staten Island Technical High School has been a member of the Mastery Collaborative. Staten Island Tech was selected in the Spring of 2017 to serve as a Mastery Incubator school.

The Mastery Collaborative community of practitioners focuses on equity and culturally responsive education (CRE) as core values. The philosophy is that pedagogical shifts towards Mastery Based Learning create more transparent and effective learning environments for all stakeholders—and that certain elements of mastery are inherently more culturally responsive (Appendix, [Figure 2](#), "What is CRE?"). We, as an Inquiry Committee, see that "mastery" and "CRE" work in tandem to amplify the impact. Together, CRE and mastery shifts empower students to be active and independent learners with increased engagement, motivation, and a sense that they belong and can experience success in our rigorous academic environment.

The faculty inquiry team, consisting of one-fourth of the total faculty convened on a bi-weekly / monthly basis since September, gaining a better understanding of Culturally Responsive Teaching, using Zaretta Hammond's book, and specifically her [Ready for Rigor: Framework for Culturally Responsive Teaching](#), while my ally and I included Geneva Gay's work (Appendix, [Figure 3](#)). Among the four areas of the framework (Awareness, Learning Partnerships, Information Processing, Community of Learners & Learning Environment), we identified, discussed, and analyzed the areas of "Awareness" and "Learning Partnerships" as our primary focus this school year. Middle school feeder admissions (Appendix, [Figure 4](#)), and demographic data (Appendix, [Figure 1](#)), as well as academic and data from the Learning Environment and Student Perception Survey (Appendix, [Figure 5](#)) has been used to guide the work thus far. Through the work of this inquiry team, we have produced and implemented a series of focus questions, surveys, and professional development sessions for our entire faculty, as the smaller inquiry team unpacks and get a better handling on the concepts and best practices of Culturally Responsive Education.

A primary challenge at first was to establish and align the time and methods to properly conduct our inquiry work, being the nature and success of the work hinges upon academic data, voice, input, and feedback from all constituents (prospective students, current students, parents, faculty). There was a variety of statistical and anecdotal data to aggregate and connect the information we gained from this inquiry. We found after a few trials that the open-ended questions and focus-group discussions were more favorable, versus standard academic data, multiple-choice / rating-based survey questions, which proved to be less effective. Much of the initial fall bi-weekly inquiry team meetings were spent creating and revising the survey questions for the faculty, parents, and students to ensure we were asking relevant and useful questions to acquire the data we needed.

METHODS: Academic Data Inquiry

Our population is 1330, divided amongst grades 9 through 12. Our school demographics are 50% Asian, 40% white, 2% Hispanic, >1% Black, >1% Other, 5% Not Reported; 55% male and 45% female. In the inquiry stage of a process of creating a school culture which is culturally responsive, we have encountered several challenges around the idea of buy-in. With Chancellor Carranza's initiative to create awareness of disproportionality around marginalized students, particularly Black and Hispanic students, we have a particularly complicated circumstance because our population of Black and Hispanic students is less than 3%. According to an analysis of the lower 10% of students for each grade, the overwhelming majority of students who are underperforming in our school are white males.

Because the students in our school who are underperforming defy city statistics, we had a midcourse correction to reframe our idea of creating equity. Instead of solely focusing on disproportionality with regards to race and socio-economic standpoints, we chose to dive into work which defines, and continues to redefine, partnerships. We are looking at how different partnerships create trust and how those partnerships affect students, faculty, family, and community on a social-emotional level.

We realized in order to be effective we would have to study the different definitions of partnership through focus groups of students, faculty, community, and families. We are still currently in the process of collecting this data, but as we continue to acquire the idea of partnership, it's becoming clear that there is a gap in understanding of expectations of partnerships and that is where our leadership will eventually step in.

We understand we will need school leadership to frame the work around how we all collectively will define partnership and therefore how we will all collectively be responsible for the continuous improvement of teaching and learning. As outlined in the book, *Change Leadership* by Tony Wagner, we will frame our work around:

- A critical mass of teachers, parents, and community members who understand the need to improve all students' learning and who are engaged in a process of envisioning solutions.
- Educators who understand the importance of developing all teachers' skills.
- Need to work more collaboratively at all levels.
- The goal is now to maximize relationships with students and colleagues to leverage engagement, collaboration, continuous learning, and a growth mindset.

As school leaders, reflecting on the journey thus far, we've come to an understanding that in the citywide conversation about "Equity, Access, Diversity and Marginalized Students," we had to be innovative in approaching this topic with our school community which does not echo the citywide data. While the "Equity & Access" initiative largely hinges on "Performance and Demographic" data citywide, we found that in order to capture the most meaningful data in our school, we needed to ensure that we minimized the inherent, unintentional, and

underlying potential for bias that could enter in a conversation around the topic of “diversity” and “Cultural Responsiveness.” Our pivot with the focus of our inquiry centering around the “essence of what a meaningful partnership” should look like in a school community created a brave space (through focus groups) and setting for this conversation and inquiry to take place. We feel that this experience and attention to very important nuances centered around knowing our school community and culture helped us develop a better strategy in conducting the inquiry work, as outlined in the continuation of the methods section below.

METHODS: Faculty Focus Groups & PD Sessions

As an initial trial attempt, we used the [Ready for Rigor Framework](#) when surveying faculty. There was no significant indication of where there was a need for growth based upon the surveys. There was also evidence and strong feedback from the faculty of instances in which there wasn't a full understanding of the meaning of the questions, or there is an unintentional bias when asking teachers to weigh-in on questions which directly or indirectly reflect on their pedagogy (Appendix, [Figure 6](#)).

Another challenge that arose concerned the faculty's understanding and perception of the [Ready for Rigor: Framework for Culturally Responsive Teaching](#). Namely, some of the terminology and more conceptual components and practices from the book require further explanations and support for faculty. Through professional development sessions and surveying our faculty, we gained a clearer picture as to where there was a need for greater support and clarification (Appendix, [Figure 7](#) and [Figure 8](#)).

We learned this gap in understanding is an excellent growth point for us in the coming years. Getting faculty to all understand the terminology of CRE is the first step to unpacking the many parts we will need to work on to educate our faculty to reflect not only on their content and pedagogy, but also on their abilities to forge sincere relationships with students.

METHODS: Current Student & Parent Focus Groups

Focus group sessions with our students and parents were scheduled to begin in December and conclude in March to deepen the level of inquiry and understanding of where our school's “glows” and “grows” existed from a CRE critical lense. The inquiry team has created a series of questions for the Student and Parent focus groups, for further alignment with our acquired faculty data. My ally, Kristen Fusaro, and I, conducted the student focus groups after school during the month of March, while Staten Island Tech's Parent Coordinator, Barbara Malefant, and I, conducted the Parent Focus groups in the morning, afternoon, and evenings from December until March to accommodate parents' schedules. Copies of the student and parent questions can be viewed in the Appendix, [Figure 9](#). In addition to the student focus group sessions with Ms. Fusaro, I conducted individual small group interviews with each 9th grade student during a weeklong series of 15 networking events where I asked students to share their greatest passion, the aspect they like the most about Staten Island Tech thus far,

and what they hope to see that they haven't already. 90% of all 9th grade students participated in the networking inquiry sessions (Appendix, [Figure 10](#)).

METHODS: Prospective Student District 31 VISIT Program

While we as a team were deeply involved in an inquiry learning process with current students, we chose to also align our efforts and learn from prospective students via Staten Island Tech's V.I.S.I.T. Program (Visit Inside Staten Island Tech, Established in 2013), our District 31 wide K-12 Pipeline Program, in which 5th and 7th graders from corresponding feeder elementary and middle schools, visit SI Tech for a 4-hour STEAM experience (which includes an SHSAT overview and Spec HS Admissions session). The VISIT is facilitated by 9th and 10th grade SI Tech student ambassadors who are alumni of the visiting elementary and middle Schools. The VISIT program enables 5th grade + 7th grade + High School students and faculty to interact and inspire one another, realizing the K-12 pipeline, increasing High School awareness / readiness, while familiarizing students with the Specialized High Schools / SHSAT admissions process.

2018-2019 District 31 Staten Island Schools Served via SITHS VISIT

26 Elementary Schools:

1, 3, 4, 11, 13, 16, 18, 19, 20, 21, 22, 38, 39, 42, 44, 46, 48, 50, 52, 53, 54, 56, 57, 65, 74, 78

14 Middle Schools:

2, 7, 24, 27, 28, 34, 49, 51, 61, 63, 72, 75, 861, New World Prep

At the onset of our Cahn's inquiry work, we learned that District 31 Staten Island's Executive and Community Superintendents announced that Staten Island Tech's VISIT Program model was to be adopted by prospective District 31 Middle and High Schools to foster and promote closer relationships between respective elementary and middle feeder schools. In the VISIT program's 6 years of existence, we have built a program which effectively engages underrepresented elementary and middle school students with an intentional effort to build trust among schools and community members who are less familiar with our school and the high school admissions process. Our presentation to these students/schools encompasses high school awareness and readiness practices through STEAM-focused instructional activities and peer-to-peer mentorships between Staten Island Tech students and our VISITing students. One of the primary benefits of this program is that it has given our students and teachers the opportunity to work with students from different cultural backgrounds that aren't currently represented in Staten Island Tech. Inversely, the same impact is occurring for the students from these elementary and middle schools, in that they are being exposed to an environment and students that may not be common or familiar to them. Trusting relationships and partnerships are fostered through these VISITs with the hope that the elementary and middle school students will go back to their school and home and engage in a conversation about our school with their teachers and parents. As a result of the success of our program, elementary and middle school students who wish to continue the VISIT and experience more in our school

setting can attend Staten Island Tech’s STEAM summer camp via a scholarship provided by Staten Island Councilman, Steven Matteo.

Additionally, connected to the work with our Cahn project, out of all middle schools involved in our VISIT program, two schools who have had the smallest number of students to gain admissions or even take the SHSAT were partnered into our new and extended VISIT Plus program. The VISIT Plus program includes IS 49 - Dreyfus Intermediate School and IS 61 - William A. Morris. The long term goal of VISIT Plus is to develop an extensive CTE- Focused High School Readiness Program that offers 7th grade students an opportunity to learn high school readiness skills. These skills will be taught through direct instruction and learning experiences via Staten Island Tech’s Pre-Engineering CTE Program, specifically focusing on 2D/3D Design & Printing, High School Readiness Skills, and SHSAT Test Prep for students interested in attending Staten Island Tech. The program has been funded by District 31 Superintendent’s office through the “My Brother’s Keeper Grant” and the “New York State Integration Project - Professional Learning Community Grant.” Students and faculty from IS 49 and IS 61 have already started attending classes at Staten Island Tech on a bi-weekly basis and have been enrolled in test preparation classes for the Specialized High School Admissions test.

Currently, as of the Spring of 2019, all eight high schools in District 31 conduct a VISIT-type program branded as “District 31 TOUR,” in which each high school identified two middle schools underrepresented in their school community, inspired by Staten Island Tech’s efforts and success (Appendix, [Figure 11](#)).

METHODS: Prospective Student IS 187 Christa McAuliffe Partnership

As part of our efforts to better understand and prepare for our incoming and prospective students, we worked closely with IS 187 - Christa McAuliffe Middle School, whose students have historically comprised of 20% of Staten Island Tech’s entire student population. On two separate occasions, the faculty of both schools intervisited one another for extensive tours, panel discussions, and interactions with students and faculty, as outlined in the Appendix, [Figure 12](#).

Methods Actions and Steps Taken

Action Step	Person(s) Responsible	Time-Frame	Evidence of Completion
Analyzed school documents, surveys, and data to determine area of need.	Fellow / Ally	July 2018	Conclusion: We as a faculty could be more culturally responsive to better align curriculum, instructional practices and the student experience to better (address the challenges of) embrace the student diversity of Staten Island Technical High School?

<p>Established a plan to develop an inquiry team comprised of pre-existing members of the 2017 Mastery Collaborative Faculty and new members who wished to contribute to the inquiry work.</p>	<p>Fellow / Ally</p>	<p>July 2018</p>	<p>Our Cahn Fellows <u>project</u> involves a multi-year plan with stakeholders including faculty, prospective / current students, and parents, conducting a deep inquiry guided by the work of Zaretta Hammond, author of Culturally Responsive Teaching and the Brain. The <u>key goals</u> will be to identify our school's "glows" and "grows" and to create a plan to be more culturally responsive to better align curriculum, instructional practices and the student experience to better embrace the "present" and "future" shifts in student diversity at Staten Island Technical High School.</p>
<p>Introduced Project and Inquiry plan to the Staten Island Technical High School Cabinet and Extended Cabinet members and Mastery Collaborative</p>	<p>Fellow / Ally / SITHS Cabinet + Extended Cabinet Members / Mastery Collaborative</p>	<p>August 2018</p>	<p>Identify and form a group of faculty, (prospective & current) student and parent committee members to meet regularly, using Zaretta Hammond's "Ready for Rigor: Framework for Culturally Responsive Teaching" to conduct this inquiry along with support from the Mastery Collaborative team from the NYC DOE Office of Postsecondary Education.</p>
<p>Introduced Project and Inquiry plan to the Staten Island Technical High School Faculty, creating the opportunity for additional faculty to join the pre-existing inquiry team.</p>	<p>Fellow / Ally / SITHS Cabinet / Faculty</p>	<p>September 2018</p>	<p>A faculty group was formed meeting twice a month since starting in September through the present, with representatives from ELA, Math, Science, Social Studies and Foreign Language.</p>
<p>First meeting with the Inquiry Team, introducing the scope of the work for the 2018-2019 school year, and introducing Culturally Responsive Education via Zaretta Hammond's book, "Culturally Responsive Teaching and the Brain."</p>	<p>Fellow / Ally / SITHS Inquiry Team</p>	<p>Sept 2018</p>	<p>Reviewed and discussed Zaretta Hammond's "Ready for Rigor Framework," highlighting the areas where the inquiry team felt we as a school GLOWed and where we needed to GROW.</p>

<p>Second Inquiry Team meeting for September, focusing on demographic admissions data</p>	<p>Fellow / Ally / SITHS Inquiry Team</p>	<p>Sept 2018</p>	<p>The inquiry team reached a consensus that out of all four areas of the “Framework for Culturally Responsive Teaching” that “Awareness” and “Learning Partnerships” were areas where we felt we needed the most growth and focus. Used Zaretta Hammond’s Easy School Visit Observation Guide to lead our discussion around the characteristics of CRE in the classroom.</p>
<p>Cahn Academy Fall Summit</p>	<p>Fellow/ Ally</p>	<p>Oct 2018</p>	<p>The Summit forum allowed us to further discuss the purpose and gaps present in our in our school. After identifying and accepting some uncomfortable truths about what our current school data suggests, we were able to redefine the scope of our question and determining that our success criteria would be based on growths connected to the 4 quadrants of the Ready for Rigor Framework. The professional conversations had with our project advisors and team members were invaluable to our commitment to the project. We left energized.</p>
<p>The only Inquiry Team meeting for October sharing out Teacher Perception and Learning Environment Survey Data and CREATING A THEORY OF ACTION FOR OUR PROJECT.</p>	<p>Fellow / Ally / SITHS Inquiry Team</p>	<p>Oct 2018</p>	<p>The inquiry team discussed and reviewed their personal experiences using the Culturally Responsive Observation Guide and identified what they saw on their walk throughs. This conversation further allowed the team to finalize what our overall end goal is when discussing our Theory of Action for our Cahn Project.</p>
<p>Professional Development Sessions - Introduction of Cultural Responsiveness to the entire faculty. Goal was to define and dispel common misconceptions associated with Culturally Responsive</p>	<p>Fellow / Ally / SITHS Inquiry Team</p>	<p>Oct 2018</p>	<p>Mr. Erlenwein and Ms. Elfassy conducted 7 separate Professional Development department sessions over the course of 2 days to introduce the Cahn Fellowship project and the ideas of Culturally Responsive learning. The faculty was presented with some excerpts from Zaretta Hammond’s book to expand on the general theme and tie it to our school’s 2018-2019 Instructional focus.</p>

<p>learning.</p> <p>Inquiry Team Meeting #1 for November 2018- Continued discussion of Hammond's thesis. This week's agenda focused on strategies to integrate into the classroom to build trust between Teachers and Students; which is a huge component of addressing some of our social- emotional goals.</p>	<p>Fellow / Ally / SITHS Inquiry Team</p>	<p>Nov 2018</p>	<p>The Inquiry team spent a large time discussing the need for "Authentic Engagement" in the classroom in order to create and better Student/Teacher relationships. We reviewed several trust generators and dispelled the idea that it is impossible to make a connection with each student.</p>
<p>Inquiry Team Meeting #2 for November 2018. Review Faculty Survey responses and prepare the roll out of a Student survey.</p>	<p>Ally / SITHS Inquiry Team</p>	<p>Nov 2018</p>	<p>The Inquiry Team discussed the possible use of a student survey to poll a selection of students. The decision of the committee was to forgo the multiple choice survey and hold a focus discussion group. Basing our questions on some smaller aspect of the Ready for Rigor framework, 3 questions were formed surrounding the ideas of learning partnerships and student ownership of learning.</p>
<p>December Sample Roll out of Student Focus group questions to our Student Organization Executive board.</p>	<p>Fellow/ Ally SO Executive Board</p>	<p>Dec 2018</p>	<p>30 S.O. Students were asked a series of questions as a "dry run". The intent was to see what our students thought about the teacher/student relationship at SI TECH. The conversation was well received by our student leaders and we were able to collect a pool of data to see where our instructional and social emotional gaps occur within this dynamic.</p>

<p>December Inquiry Team Meeting: Multiple agenda points; discuss Mastery Based learning and see the connection to Cultural Responsiveness, Review Student Focus Group responses, discuss upcoming Parent Focus Group discussions.</p>	<p>Ally / SITHS Inquiry Team GUEST SPEAKER: JOY NOLAN</p>	<p>Dec 2018</p>	<p>The inquiry team was happy to host, Joy Nolan who is the primary Instructional liaison for Mastery Based Learning. Ms. Nolan discussed the relevancy of our Cahn project and how Zaretta Hammond's work is on the forefront of the NYC DOE initiatives for schools. The Inquiry team carefully reviewed the Student Focus group responses and questioned the viability and purpose of the upcoming Parent group discussions to be held by our parent coordinator, Ms. Malenfant and Mr. Erlenwein. The inquiry team's ideas were held in consideration, but the Fellow and Ally agreed that we must include our Parent Stakeholders in our work in order to see the necessary cultural shifts.</p>
<p>Parent Focus Group Meetings (AM & PM)</p>	<p>Mr. Erlenwein & Barbara Malenfant (Parent Coordinator)</p>	<p>Dec - March</p>	<p>Mr. Erlenwein & Barbara Malenfant (Parent Coordinator) conduct a series of Parent Focus Group Meetings on the following dates:</p> <p>Register: https://sithsparentfocusgroup.brownpapertickets.com</p> <p>Friday, 1/4, 9am - 11am at SITHS - Room 110 (Breakfast Served) Thursday, 1/17, 5:30 pm - 6:30 pm at SITHS prior to the PTA Meeting - Room 110 (Pizza Served) Thursday, 2/14, 10am - 12pm at SITHS following the PTA Meeting - Room 110 (Breakfast Served) Tuesday, 3/19, 9am - 11am at SITHS - Room 110 (Breakfast Served) Thursday, 3/21, 7:pm - 8:30 pm at SITHS - Room 110 (Pizza Served)</p>
<p>VISIT and VISIT Plus Program</p>	<p>Mark Erlenwein, Barry Levine (VISIT Coordinator), District 31 Elementary & Middle Schools</p>	<p>Dec 2018 - June 2019</p>	<p>VISIT Dates & Schools for 2018-19 12/18- IS 51/PS 21 1/9- IS 63/ PS 42 1/15- PS/IS 861 1/29- IS 75/ PS 4 2/7- IS 7/ PS 3 2/12- IS 28/ PS 46 2/26- IS 34/ PS 1 3/7 - IS 2/ PS 52 3/12- New World Prep</p>

			<p>3/19- PS 53/ PS 22 3/27- PS 11/ PS 20 4/9- PS 74/ PS 57 4/16- PS 54/ PS 65 4/30- PS 16/ PS 39 5/9- PS 13/ PS 38 5/14- PS 18/ PS 19 5/21- PS/IS 48 5/28- IS 72/ PS 78 6/5- IS 27/PS 56 6/13- IS 24/PS 44</p> <p>VISIT "Plus" DATES 11/19- IS 61 12/3- IS 61 12/17- IS 61 1/7- IS 61 1/14- IS 49 2/4- IS 49 2/11- IS 49 2/25- IS 49 3/4 - IS 61 3/11- IS 49 3/18- IS 61 3/25- IS 49</p>
9th Grade Interviews in Ms. Fitzpatrick's Class	Mark Erlenwein, Ms. Filtzpatrick, 9th Grade Students	January 2019	Mr. Erlenwein conducted individual small group interviews with each 9th grade student during a weeklong series of 15 networking events where students were asked to share with me, their greatest passion, the aspect they like the most about Staten Island Tech thus far, and what do they hope to see that they haven't already. 90% of all 9th grade students participated in the networking inquiry sessions with I, the principal (Appendix, Figure 10).
IS 187 Visits Staten Island Technical High School	Faculty of IS 187 and Staten Island Technical High School	January 2019	January 28th Chancellor's PD Day Session with IS 187 at SI Tech HS - see Appendix, Figure 12 .
Staten Island Technical High School Visits IS 187	Faculty of IS 187 and Staten Island Technical High School	February 2019	February Session with IS 187 at SI Tech HS - see Appendix, Figure 12 .
Student Focus Group	Mr. Erlenwein &	March	Mr. Erlenwein & Barbara Malenfant (Parent

Meetings (AM & PM)	Kristen Fusaro (Ally)	2019	<p>Coordinator) conduct a series of Parent Focus Group Meetings on the following dates:</p> <p>Register: https://sithsparentfocusgroup.brownpapertickets.com</p> <p>Mar 05, 2019 3:00 PM-Mar 05, 2019 4:00 PM Mar 06, 2019 1:47 PM-Mar 06, 2019 2:47 PM Mar 11, 2019 3:00 PM-Mar 11, 2019 4:00 PM Mar 13, 2019 3:00 PM-Mar 13, 2019 4:00 PM Mar 18, 2019 3:00 PM-Mar 18, 2019 4:00 PM Mar 22, 2019 3:00 PM-Mar 22, 2019 4:00 PM</p>
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RESULTS

RESULTS: Faculty Focus Groups

After spending the past three years as a school community incorporating shifts to Mastery Based Learning and a very strong emphasis on 21st Century Learning Skills (Collaboration, Communication, Critical Thinking, and Creativity), there was a strong resonance and parallel among the faculty's and students' feedback in terms of the definition of what constitutes a partnership, what needs to be done to further facilitate these partnerships, and what shifts have been most successful instructionally to foster independent learners and exemplary teaching practices. The entire faculty was open and honest in sharing their candid thoughts and feelings when prompted to do so in a conversational and written manner. Focus groups were conducted at a faculty conference where question prompts were provided and a recorder captured the conversation. Below represents a summation of the collective feedback.

As a part of our school's instructional focus this year around 21st Century Skills and shifts towards practices that cultivate Independent Learning, in June of 2019, all teachers will be sharing and presenting to the entire faculty a showcase lesson (via mini documentary or PowerPoint slideshow) that best exemplifies their own personal shifts towards "independent learning" in their classroom this school year. Professional development has empowered our teachers to become active learners and practitioners of these shifts with great support from our professional development team. However, shifts that involve "creating an environment of respect and rapport" based upon the feedback from faculty, students, and parents, will take further development and time now that we have identified the perceived glows, grows, overlaps, and gaps that exist among the school community. To make our next steps actionable and keep all stakeholders accountable for these steps, recalibrating our expectation around instructional practices will be an initial part of the process.

In the NYC Dept of Education, the Charlotte Danielson teacher observation model holds teachers accountable to eight competencies. With the faculty's input, administration will be resetting the benchmarks for achieving a highly effective rating in two specific Danielson competencies: 2a: Creating an Environment of Respect and Rapport, and 3c: Engaging Students in Learning, as explained below using the Highly Effective benchmark descriptors. A new rubric for Highly Effective and Effective ratings in the 2a and 3c competencies will be established based upon all the correlating feedback of teachers, students, and parents at the first faculty conference and supported at ongoing weekly professional development series in the 2019-2020 school year as part of our instructional focus.

2a: Creating an environment of respect and rapport (Highly Effective): Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

3c: Engaging students in learning (Highly Effective): Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students

to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

Teacher Questionnaire Summary:

How SITHS teachers define a “partnership” with their students:

- Students are human beings, what happens at home counts.
- Let the students see teachers as human beings as well.
- Teachers need to help students handle setbacks.
- Teachers need to let go, facilitate, and let the students own more of their learning.
- Life skills are important and matter in class.
- Partnership means rapport. Get to know the students first (culture, likes, dislikes), then teach.

Steps SITHS teachers are taking to create an environment in which the “partnership” is built on the unique needs of your students.

- Shifting towards Mastery Based teaching facilitates a partnership that is a coaching relationship, based upon cause → effect and using multiple chances to achieve a goal.
- Let students talk, give them a voice.
- Create quality time outside of class for students to engage with teachers.

How do SITHS teachers define dependent and independent learning?

- Independent learning requires
 - less scaffolding, once students have the ability to scaffold learning on their own.
 - uses multiple means for students to be assessed and receive feedback.
- Dependent learners feel more powerless, with no ownership of their learning.

How do SITHS teachers define the qualities of good teaching?

- Being open-minded as a teacher, self-authoring on trends, with Professional Development being very important.
- Teaching collaboration among students is very important.
- Keeping high standards is important
- Good teaching elicits “growth,” and a good student is “growth.” The interaction has to be authentic. We set the tone for how serious the students will take the experience that the teacher provides.
- Desire for students to leave with a love of learning and wanting to challenge themselves.

RESULTS: Current Student Focus Groups

After a month of focus group sessions spanning six separate opportunities to engage, a common narrative was formed and is summarized below. There was a resonance and parallel among the faculty's and students' feedback in terms of the definition of what constitutes a partnership, and especially what needs to be done to further facilitate these partnerships, addressing and closing some of the gaps that exist. There was also a strong acknowledgement from the students as to what shifts have been most instructionally successful in fostering independent learners.

In order to share this perspective, and make these suggestions actionable and accountable, a new rubric with updated benchmarks for achieving a Highly Effective and Effective ratings in the aforementioned 2a and 3c competencies will be established based upon all the correlating feedback of teachers, students, and parents, in the upcoming 2019-2020 school year. In addition, to further create awareness and share what has been identified by the students, a public service announcement-style video will be produced to create the mode for the message to be heard, received, and processed. The initial phase of this inquiry was always meant to identify ideal partnerships and pedagogical processes to create a pathway for future change. The students' honesty and specific examples were documented (links shared in Appendix, [Figure 9](#)). For the purposes of sharing with the school community, the students' feedback was transposed into a summative narrative voice using action statements summarized below:

Student Questionnaire Summary:

How SITHS students define a "partnership" with their teachers and what needs to happen to create an environment in which the "partnership" is built on respect and the unique needs of students:

- It's a two-way street, communication between two people, contribution from both the teacher and student. Give us voice either directly or anonymously (surveys). Be approachable, make it easy to start a conversation in person or remotely. Be explicit about how to communicate with you.
- Take the initiative to learn about me, communicate with me, provide help, options or alternatives that help me as an individual. Make conversations actionable.
- Use friendly and cordial tones with me.
- Our connection to the the subject / class is more about our connection to you versus the content.
- Ask us what we need out of you to be a better teacher.
- Think about our partnership as one where we are not "teenagers I need to control" to a group of "young people who I can learn from and teach them."
- We need to purposely create an Open Space and Open Time for teachers and students to interact, which would further foster this environment where learning becomes more personalized.
- We love it when the teachers make for purposeful intentional fun and play. It shows!
- When you need to have a conversation with us that is sensitive or about our performance on a work product, have it in private.

- Tell me how I can improve, but be respectful of me by the tone of your voice and the actions you take. Public editorials make students not want to take certain classes.
- Remember we have 7-8 other classes besides yours and that we have a life beyond the classroom that impacts our life in the classroom.
- Notice me: when present, when I'm not myself, when I'm absent.
- Sometimes there is a strong disconnect between the way we are taught and the way the we are assessed.
- Make me feel like an individual while being part of the whole.
- Make connections with us beyond the subject area by showing us your personality.
- Compel me to learn by having passion, compassion, a sense of humor, and a smile.
- A teacher's body language conveys their personal ownership of the lesson.
- Make the time to check-in with us when we're doing something right. Send positive anecdotes and feedback.
- Be mindful of your actions and words.
- Some classes that have been exemplary for the partnerships created and respect given: Forensics, Electronics, Comp Sci, Bio Tech, AP Envir Sci.
- Sometimes teachers don't realize when they appear to be playing favorites. They're not cognizant of how often the same person is picked who always will get it right. Pick me, over here.

What students feel SITHS is doing and can do to help students become more independent learners?

- The paradigm of school needs to shift towards learning by doing, via independent or collaborative learning projects.
- Create more opportunities to work collaboratively with others, while being responsible for collecting content for learning.
- Make me make or build something I can be proud of in the Makerspace, using Problem or Project Based Learning.
- Some classes have been structured in a way that hinders discovery, whereas some courses are designed to allows us to discover!
- We feel that choice is important for learning and keeping us engaged.
- I feel more engaged when the lesson is inquiry-based and discovery-style. Minimize lectures and let us talk.
- Provide us with multiple opportunities to refine work to show how I am adding to my knowledge.
- Make the content relative to the real world.
- Most effective teachers make learning hands-on, relevant, fun, and are accessible after class / school.
- Be flexible versus rigid by creating more choices in how I learn and how you will assess me.
- Make subjects like mathematics more conversational and tangible.
- Provide me with extra work and supplementary materials and resources as an option (i.e. Kahn Academy, teacher/student produced video tutorials).
- Sometimes make homework as optional or extra credit. I'm learning and mastering more in class than you might realize.
- Provide me with multiple ways to engage, share my voice verbally, digitally, at the board, or with other students.
- Be available via email or in person to provide support and help.

- We understand the reputation of our school and the perception of an importance of scores; we understand why teachers are sometimes stressed-out.
- We want more choices as to courses that we take.
- Work Based Learning is helping me understand what I want to do with my passions and career.
- We like having options for how to demonstrate and be assessed of our understanding.
- We acknowledge the measures to reduce stress and make stress more manageable
- We want a Syllabus, which mirrors how college will be, making planning easier and enables me to do my work timely → have more ownership → make me more readily accepting to take the blame for missing work.

What are the attributes of a “Good Student” at Staten Island Tech?

- | | |
|--|---|
| a) Work/home life balance | n) How to work with others |
| b) Beyond being an intellect | o) Love of Learning |
| c) Knows one’s own limits. | p) Personable |
| d) Being human | q) Makes smart sacrifices |
| e) Goal oriented | r) Genuine about what they are involved in whether clubs or volunteering. |
| f) Common sense yet Insightful | s) Putting in the work, whatever it will take |
| g) Street smart / book intelligent | t) Good listener, Understanding |
| h) Leaders | u) Humble |
| i) Critical thinker | v) Working on your flaws |
| j) Caring & Compassionate | |
| k) Prepared | |
| l) Good Time management | |
| m) Knowing when to lead, when to cooperate | |

RESULTS: Parent Focus Groups

Among the parents, after three months of focus group sessions, spanning six separate opportunities to engage during the day and evening, a unique narrative was formed which will require further inquiry, but was certainly enlightening and is summarized below. Largely, the parents confirmed the areas where we felt we were strong as a school, like communication; however, we also identified areas where we felt we could improve. There was a mutual consent in terms of where we needed to grow.

There were surprising elements uncovered involving what is really happening when it is perceived that a “parent is not involved,” and how to better handle and identify challenges as a parent with “perfectionism” and giving “proper praise” to a “gifted & talented” child. In terms of instructional shifts towards creating an independent learner, there were inspiring stories shared that supported what we hoped we were instilling with our students around “acceptance” and combating “implicit bias.” Ultimately, bringing the parents together to hear and share one another’s stories was the most important aspect of the parent focus groups. The most important lesson we learned, besides the feedback that is listed below, was that being a parent of a “gifted & talented” child is difficult and isolating at times, being there isn’t a larger community that parents have access to regularly. The parent narrative will be further analyzed, shared, and incorporated into our plans for the 2019-2020 school year around how we further engage and support our parent community. For the purposes of sharing with the school community, the parents’ feedback was transposed into a summative narrative voice below:

Parent Questionnaire Summary:

How SITHS parents define a “partnership” with the school and what needs to happen to create an environment in which the “partnership” is built on respect and the unique needs of students:

- Some parents feel like they are not living up to their part of the partnership, feels like a college campus, where sometimes they are not available enough to be part of the school community.
- Parents appreciate Pupil Path, uses the messages/communications as a means to have a conversation around “Do You Want to Join This?”
- Some parents who appear to be disengaged don’t check Pupil Path only because they don’t want to micromanage their child. They are pleased with their child’s progress and do not want to be connected 24/7.
- Communication is exemplary at SI Tech: Example - Issue in school with 9th grader, the school responded immediately. Parent was reached and informed of issue. Teachers / dean handled it very swiftly, calmly. Situation: Teacher overheard student talking with other students about an issue and a teacher heard and reported it. Follow-up occurred. Parent was pleased. Parent saw the difference in the child when they came home. Teacher was very receptive to social-emotional concerns versus just academics.
- School and parent working together for the child. Most impressive has been the communication and transparency. Constant emails, volunteer opportunities. Parent is thankful to have Parent Coordinator as a resource.
- However, there are some disconnects; for example, email the teacher in response to a teacher email that was sent to the parent, but gets no response.
- Some redundancy: Google Classroom, emails, alerts, etc..

- Sometimes an assignment is posted over the weekend or last-minute having a negative impact on students. HW should be posted before the end of the school day.
- Mindfulness and gratitude initiative has been wonderful. Very important.
- 11th grader, college on the horizon, older son was very focused. Younger son, has no idea what he wants to do yet. Finding careers, mentors to better align students to people who do the things that are of interest to them.
- Parents come to realize they don't praise their children enough for the positive things and accomplishments they achieve.
- Parent Teacher Conferences (Mrs. Ferrigno - 10th Grade) Stressing about College Applications, speaking about College Courses, what classes she should take, daughter is a little undecided, collaborating on trying to find a middle towards getting to the answer of what would be a good career and college focus. Ms. Ferrigno spent 30 minutes with parent. Parent felt fulfilled and in a better place meeting with the parent. Even the teachers made her feel that the door was open. "Undecided" makes the parent nervous. Husband is a doctor. Student thinking about medicine, but the parent wants it to be her decision. Important for the mom to make the choice.

What parents feel SITHS is doing and can do to help students become more independent learners?

- Perfectionism. Once a student enters the A range in every course, it is tough to determine how much effort and energy is required to be successful. Students spending many more hours than needed to achieve excellence.
- Parent struggling with how to convey the message that students don't have to get the 99. Battle against perfectionism.
- Understanding one another and their culture and their ways of life. Headscarf Student made a decision as to whether or not to wear that or not. Students are approaching her and asking what made her decide to wear it. There was a positive experience. Child came out of Arabic class and made a decision that she will start wearing the headscarf. The teacher made a complimentary point about people judging her. ***I want to be who I am inside, outside.***
- In the 9th grade, with the first AP course (AP World) the students need more hand-holding. AP World is a big transition. Lack of a textbook is a challenge.
- Challenge getting child involved in clubs and activities.
- Son is independent. He thinks for himself. He doesn't really discuss much with us. We don't know when he does what. We don't know exactly what he is doing? I only what I get from the emails. He is playing? Does go on Pupil Path? One class not doing well. Student says that class is not too good.
- Spending lots of time on school work, and the stunt team. Excellent use of website for volunteer activities and opportunities. Parent feels like the shows, activities, sports, provide for the unique social emotional needs of students.
- Sometimes I worry about the amount of work she has to do, but my daughter doesn't mind the work at all. She is on the bowling team, in the SHINEE club. Daughter is very happy being busy!

RESULTS: Prospective Student District 31 VISIT Program

While the primary focus of our Cahn Fellowship inquiry work was exploratory and to identify our school's strengths and areas for growth in terms of Culturally Responsive Partnerships and Relationships, we saw an opportunity to build an immediate actionable step with the VISIT program. We had successfully engaged 100% of all fourteen District 31 middle schools and 50% (twenty-six) of the elementary schools. One of the primary benefits of the VISIT program is that it has given our students and teachers the opportunity to work with students from different backgrounds from across all of Staten Island. Inversely, the same impact is occurring for the students from these elementary and middle schools, in that they are being exposed to an environment and students that may not be common or familiar to them. Trust, relationships, and partnerships were fostered through these VISITs with the hope that the elementary and middle school students created a connection to Staten Island Tech which made them feel they belonged in our school.

While the district-wide VISIT model serves as a powerful introduction to High School Awareness and Readiness and the Staten Island Tech experience, there are specific Staten Island schools which are underrepresented at Staten Island Tech. Our goal has always been to continue to sustain our current efforts with VISIT, but over the course of the Cahn Fellowship, we implemented a new extended VISIT PLUS program including intermediate schools IS 49 and 61 on Staten Island. Our goal was to implement a CTE (Career & Technical Education) Focused High School Readiness Program that offers IS 49 and 61's 7th grade students an extended, year-round unique and valuable opportunity to learn High School Readiness skills through direct instruction and learning experiences via Staten Island Tech's Pre-Engineering CTE Program. The instructional component has specifically focused on 2D/3D Design & Printing, where students have learned how to think and problem solve using 3D modeling software and fabricate / test their solutions using 3D and laser cutting printers. Specifically, VISIT Plus students from IS 49 and IS 61 will design and create a solar-powered remote-control car using their newly learned computer-aided design and drafting software and 3D printing skills. To complement the instructional component, a peer-mentoring component was included to foster lasting relationships that focus on the student perspective transitioning into high school.

The initiative has lasted throughout the 2018-2019 school year thus far and has begun to give us a better understanding about where we need to grow and improve with our ability to serve students who come from disadvantaged backgrounds, but have the potential to attend and be successful in our school environment. One middle school, more than the other, required additional supports and attention and a flexibility that some of our teachers struggled with and weren't familiar with at first. The challenges spoke mostly to the day-to-day challenges which exist back at the middle school around poverty, keeping students engaged, and the message of the importance of education stretching back to the child's home. These occurrences and opportunities were important to reinforcing the importance of this inquiry work and where we had to further our faculty's understanding and ability to recognize these challenges and address them for our future prospective students.

Interestingly, when surveying the new Staten Island Tech incoming class of 2023, we asked whether they attended our VISIT program as a 5th, 7th, or 8th grader. Of the 113 of the 308 who responded already, 35% of our incoming class attended a VISIT. This is a powerful starting point to know that one-third of the accepted students were more familiar than their classmates based upon their experience with the VISIT program, once again reinforcing the importance of establishing trust, relationships, and partnerships, within our neighboring school communities.

In the 5th, 7th or 8th grade, did you attend SI Tech's Visit Program?



RESULTS: Prospective Student IS 187 Christa McAuliffe Partnership & 9th Grade Interviews

While taking a deeper inquiry into better understanding our student population, and conducting the small group interviews with 90% of our 9th grade students, there emerged a common “story” which was similar among 20% of the 9th graders I interviewed. An interesting fact we’ve come to realize in our inquiry was that 20% of our entire student population originated from IS 187 - Christa McAuliffe, in Brooklyn, New York, a school that is considered a magnet for Gifted and Talented learners (based upon their admissions policy) and very similar to Staten Island Tech. During the interviews, I noticed many of the McAuliffe students still wore their previous school’s attire. There were also strong sentiments and similarities among elements of the school culture and practices that students spoke of and connected to “what they liked” thus far at Staten Island Tech. It was also evident that the McAuliffe faculty, like ours, were very much intrigued and interested in making the day-to-day life of their “gifted and talented” learners manageable with practices that work towards reducing stress. Partially as a result of this discovery, both IS 187 - Christa McAuliffe and Staten Island Tech engaged in two day-long experiences and panel discussions at our schools among faculty and students to learn more about our mutual efforts to better serve the “whole child” in our very similar school environments.

What we learned from the intervisitations thus far is that both schools foster student agency and ownership of their learning through making the entire experience at school student-centered. A similar unique feature of both schools is how many of the faculty work directly with students on a non-instructional level. Student murals decorated the walls, while the clubs, activities, and peer mentoring and tutoring services were all lead by the students. Interestingly, McAuliffe is arranged by academies (which through the interview students stated limited their exposure to other students), with a special 6 day schedule, where on day 6, it allows for much of the interaction and alignment among students and faculty, whom students saw as mentors, sharing like-minded passions and interests. This is an area which we have had difficulty accomplishing with our class schedule, where McAuliffe programmatically figured out how to realize this feature within their day-to-day school schedule. This is definitely an area where we need to investigate further, along with the branding of the classes that our teachers

teach. McAuliffe has found a powerful way to connect the “teacher / person” teaching the course to the passions of that person, while inviting the students to be a part of that very personal experience during and after classes. While Staten Island Tech parallels McAuliffe’s ability to connect students and teachers to passions and interests, there is much to explore in restructuring our schedule and more of our course offerings to realize this benefit on a larger scale. Reciprocally, McAuliffe has implemented Staten Island Tech’s “Oracy” initiative, which aims to support students who tend to be more reticent and unengaged verbally and needs to work on cultivating their interpersonal skills.

We hope to continue to flourish and grow our relationship between schools, where it has proven helpful and powerful to understand, with depth and breadth, where our students are truly coming from and what the challenges are we need to be aware of and prepared for upon their arrival.

REFLECTIONS

FELLOW REFLECTION

Through my Cahn Fellows experience there have been many strong takeaways throughout the long journey of my growth as a leader. I have once again been reminded, namely by Dr. Ellie Drago-Severson and Dr. Jeffrey Young, via their presentations, the important lesson that meaningful change takes time in this ever-increasing age of acceleration. I couldn't agree more with the focus of the NYC DOE School Chancellor, Richard Carranza’s priorities of: Accelerating Learning and Instruction; Partnering With Communities; Developing People and Advancing Equity Now. All four of these priorities are key components of the inquiry work we conducted over the past year. The speed at which this work needs to be conducted in order for it to be meaningful takes much more time than I sometimes feel our leaders in the central offices of the DOE realize. Our six year VISIT initiative is proof of that notion. Our instructional changes will need a delicate touch and much more time to unpack our inquiry work and integrate what we learned into actionable steps with our faculty.

I also have come to reinforce my belief around the importance of the sensitivity of how a message is crafted, cultivated, and delivered in a school community. We function in a large system which moves quickly and changes often. The citywide / statewide / nationwide initiatives that impact our “work” often end and cease to exist before any efficacy can be established, thus positively impacting our students. I am finding that a large part of my job as the building leader is to decode, translate, and correlate these initiatives into a vernacular and version that is suitable for implementation in our school community. It can be debilitating for a school to move an initiative forward when barriers arise simply trying to understand the semantics of an initiative. When you add the inherent, unintentional, and underlying potential for bias that such initiatives, especially around Diversity & Cultural Responsiveness, the task becomes even more challenging. I’ve learned over the six years I have served as principal, that it is integral and critical to preserve core principles of the school’s Mission, Vision, and Instructional focus, while adapting and transposing what already overlaps and exists when a new initiative is presented before us and expected to be implemented. I am beginning to see that in order to be successful at this, you have to understand and know: what needs to change,

what needs to be transposed, and what needs to cease. My continued use of social media, with video, photos, and short blurbs of text, continue to be my go-to tool in telling our story and crafting our continually evolving and growing message.

When I accepted the honor of participating in the Cahn's Fellowship, I understood how important the role of Ally would be, especially for my first ally, Rachel Elfassy, who was an aspiring assistant principal from the start of the fellowship. One of the goals of the Cahn's program is to raise the next generation of leaders, as we better and sharpen our own leadership practices. I was very lucky by the midway point of the fellowship to see Rachel transition to an Assistant Principal position at Susan Wagner High School. I was also very lucky by having an equally amazing second ally in Kristen Fusaro, who is also an aspiring Assistant Principal, with a promising prospect that may arise before the conclusion of the 2018-2019 school year. Seeing one colleague grow, flourish, and fulfill her goal is amazing and makes me very happy. To see both of my allies fulfill a major career goal by receiving the special gift that it is to become an education leader would make me feel truly blessed. I am so proud of them both and feel lucky and blessed to have had them in my lives. They're exceptional people and leaders, and will be immensely successful in their immediate and future professional roles. Activating both Rachel and Kristen's potential through this fellowship has been a truly rewarding experience for all of us, collectively.

Lastly, one of the most important lessons I learned about myself through the Cahn's Fellowship program is that I need to take better care of myself through health and wellness best practices, learn to say no, and not take every opportunity that is presented to me. I have discovered and realized that by being a perfectionist, I have misprioritized where my family and health reside among the work and lifestyle I live. I came to learn early on that I didn't only want to be identified by the person who people know me to be by my association with Staten Island Technical high school. It's a process I am still working on through an ongoing practice of Mindfulness and Meditation. I am still working on getting better at not saying yes to everything and not having to bring every work product I create to a point beyond excellence.

ALLY REFLECTION - KRISTEN FUSARO-PIZZO

I am honored to have had the opportunity to join the Cahn Fellows Program as an ally to my principal, Mark Erlenwein. I started in December 2018, taking over the role as ally for my friend and colleague, Rachel Elfassy-Bartsch. Anticipating her potential growth as a leader from teacher to assistant principal, both Mark and Rachel included me on their work with the Culturally Responsive Inquiry Team starting in September 2018. Prior to joining Cahn, I involved myself in the Beyond Diversity training and implicit bias training offered by NYC District 31's Field Support Center. Once I became involved in Cahn, I found a context and space for how to make the work I was doing actionable.

Inspired by Tony Wagner's *Change Leadership*, I started by conducting the inquiry data study of our marginalized student population. Contrary to the data from New York City's Department of Education which purports young black men as academically marginalized, the data I studied for Staten Island Tech continuously led to the same point: statistics don't tell the full story. Our lowest-third is comprised of mostly white males, but their academic scores did not highlight their struggle as the lowest academic average is a 78 (B-). Over the course of the

last three years in school, I studied anecdotal feedback from their teachers, analyzed their participation in athletics and extra-curricular activities, and I found the trend: there is a deep disconnect between the student and the school, indicating their lack of partnerships with faculty and highlighting the need Staten Island Tech has to grow as social-emotional educators.

Part of my work on the statistical inquiry, plus the work on Culturally Responsive Education, led to our mid-course correction on focus groups and defining partnerships. The anecdotal data we collected during the various focus groups all supported our initial hypotheses on the disconnect for some students and schooling in our building.

The journey with Cahn has been empowering and motivating to me as I grow and search for a position as an assistant principal. It helped me realize the power of surrounding yourself with individuals who want to support your work, will help you ask the right questions, and will productively challenge you. I have especially learned from my principal, Mark, about the power of distributed leadership and supporting faculty with creative ambition. He has developed an arena where a teacher can test new practices and concepts with a trusting partnership which allows the teacher to be honestly reflective. Working together on this project has given be an excellent reflection for my future aspirations as a school leader.

ACKNOWLEDGEMENTS

I would like to thank all of the people listed below. Each of them contributed to my development as a person and leader on this continuous 22 year journey. Each of these people have inspired, supported, and shaped me into the person I am today. I'm grateful, indebted, and looking forward to the continued growth as my path continues.

- Stacy & Mark Erlenwein, Wife and Son
- Mom, Dad, and Sister
- Kristen Fusaro-Pizzo, Ally
- Rachel Elfassy-Bartsch, Ally
- Students, Parents & Faculty at SI Tech, Christa McAuliffe and our D31 Feeder Schools
- Chuck Cahn, Chair - Cahn Fellows Program for Distinguished Principals
- William Bassell, Cahn Fellows Mentor
- Moses Ojeda, Cahn Fellows Mentor
- Randy Asher, Cahn Fellow
- Edward Seto, Principal / Superintendent Emeritus
- Vincent Maniscalco, Principal Emeritus - Staten Island Technical High School, Cahn Fellow
- Joy Nolan, Mastery Collaborative – NYC DOE
- Barbara Mckee, Director - Cahn Fellows Program for Distinguished Principals
- Dr. Ellie Drago-Severson, Prof of Education Leadership, Teacher College, Columbia Univ
- Dr. Carolyn Riehl, Associate Professor of Sociology and Education Policy, Teacher College, Columbia Univ
- Dr. Jeffrey Young, Professor of Practice in Leadership, Teacher College, Columbia Univ
- Lisa Sahulka, National Director of the Cahn Fellows Program
- Lily Din Woo, Director Emeritus - Cahn Fellows Program for Distinguished Principals

APPENDIX

Figure 1.

	Year	White	Black	Asian	Hispanic	Other	Total
Screened Admissions (1986 - 2005)	2000	76%	2.94%	15%	5.3%	0.3%	714
	2001	77%	2.96%	14%	6.2%	0.3%	710
	2002	82%	1.91%	11%	4.8%	0.0%	732
	2003	82%	1.91%	11%	4.8%	0.0%	732
	2004	83%	1.20%	12%	4.1%	0.0%	747
	2005	83%	0.94%	13%	3.5%	0.0%	748
Specialized High School Admissions Test (2006 - Present)	2006	83%	0.76%	13%	3.4%	0.0%	788
	2007	76%	1.11%	19%	4.3%	0.0%	900
	2008	74%	1.64%	21%	4.2%	0.0%	912
	2009	69%	2.09%	24%	4.4%	0.2%	958
	2010	64%	2.17%	29%	4.9%	0.2%	1015
	2011	63%	1.67%	30%	5.1%	0.3%	1020
	2012	61%	1.09%	32%	5.3%	0.5%	1104
	2013	62%	2.00%	29%	5.0%	0.5%	1190
	2014	57%	1.14%	36%	5.4%	0.3%	1233
	2015	52%	1.00%	41%	5.0%	0.3%	1247
	2016	48%	1.00%	46%	3.7%	0.23%	1313
	2017	45%	0.76%	48%	2.7%	1.00%	1314
	2018	42%	0.68%	50%	2.1%	4.0%	1333
NYC	2018	16%	22%	17%	41%	4%	

Figure 2.

What is CRE? In her 1994 book *The Dreamkeepers*, Dr. Gloria Ladson Billings defined these 8 culturally responsive principles:

1. Communication of High Expectations
2. Active Teaching Methods
3. Practitioner as Facilitator
4. Inclusion of Culturally and Linguistically Diverse Students
5. Cultural Sensitivity
6. Reshaping the Curriculum or Delivery of Services
7. Student-Controlled Discourse
8. Small Group Instruction

The “Mastery Collaborative” defines a **Mastery-Approach as Culturally Responsive**, as follows:

- **Transparency:** path to success is clear and learning outcomes are relevant to students' lives and interests. Shared criteria reduce opportunity for implicit bias.
- **Changing power dynamics:** Facilitation shifts refocus the roles of students and teachers to include flexible pacing, inquiry-based, collaborative approach to learning. Student drive their own learning, and teachers coach them.
- **Positive learning identity:** growth mindset and active learning build agency and affirm students' identities as learners (academics, race, ethnicity, gender, sexual orientation, etc.)

Figure 3.

READY for RIGOR

A Framework for Culturally Responsive Teaching

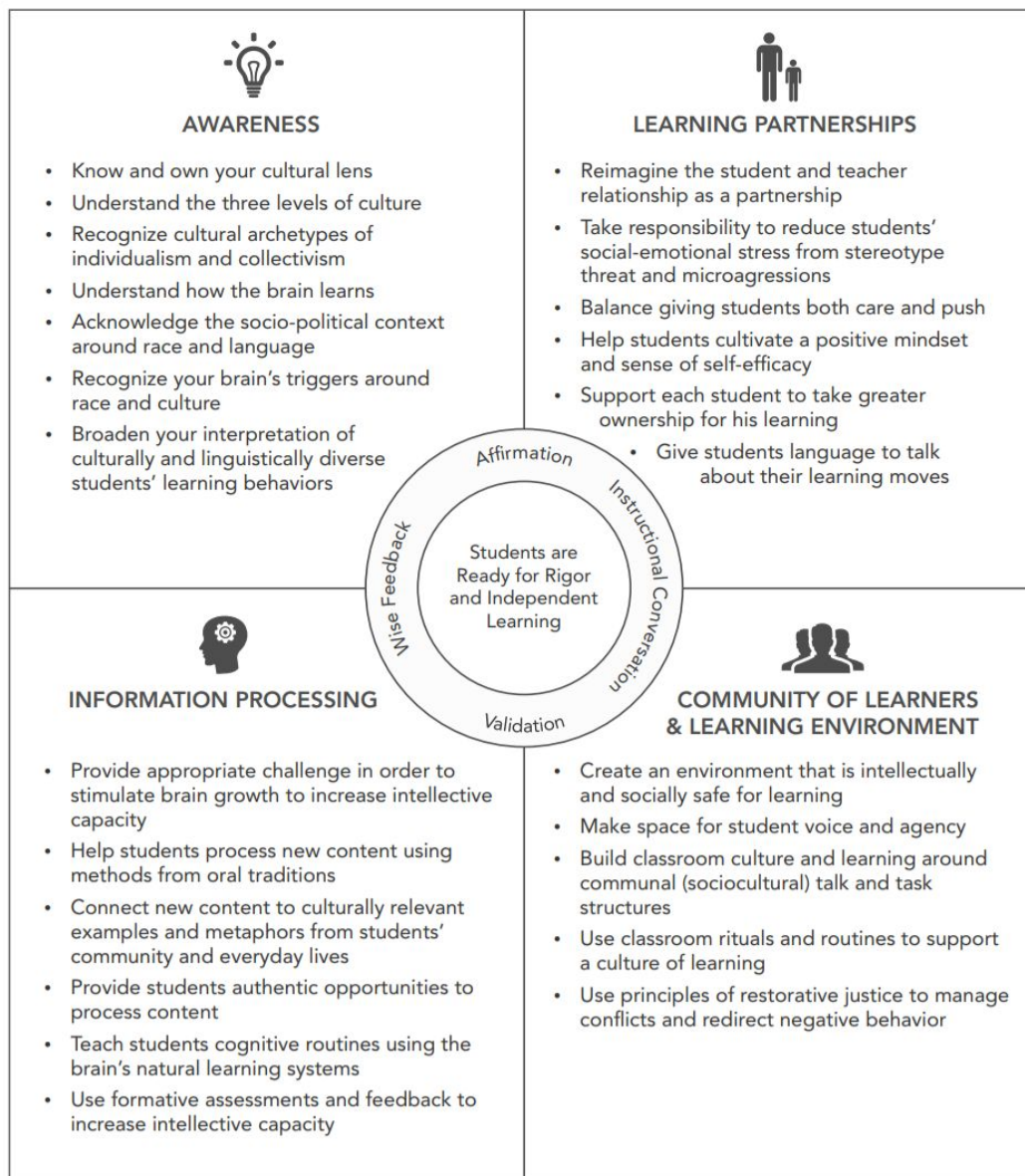


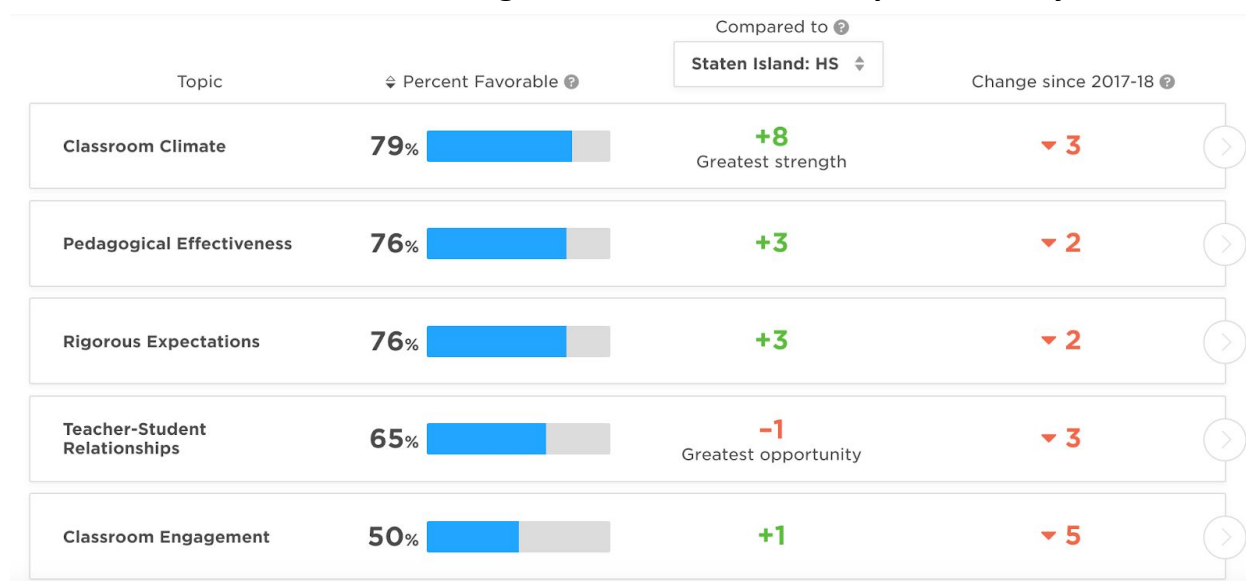
Figure 4.

District 31 - Staten Island Public Middle School Acceptances

D31 Middle Schools	2019		2018		2017		2016		2015		2014	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
IS 2	6	1.8%	4	1.2%	4	1.2%	9	2.7%	8	2.3%	17	5.0%
IS 7	17	5.0%	11	3.3%	11	3.2%	16	4.7%	32	9.3%	19	5.5%
IS 24	18	5.3%	17	5.0%	14	4.1%	22	6.5%	27	7.9%	28	8.2%
IS 27*	4	1.2%	13	3.8%	10	2.9%	12	3.6%	9	2.6%	10	2.9%
IS 34	4	1.2%	8	2.4%	6	1.7%	7	2.1%	15	4.4%	9	2.6%
IS 48	7	2.1%	3	0.9%	3	0.9%	7	2.1%	0	0.0%	0	0.0%
IS 49*	0	0.0%	2	0.6%	2	0.6%	2	0.6%	4	1.2%	3	0.9%
IS 51*	1	0.3%	5	1.5%	2	0.6%	1	0.3%	4	1.2%	1	0.3%
IS 61*	1	0.3%	0	0.0%	0	0.0%	0	0.0%	3	0.9%	5	1.5%
IS 72*	10	3.0%	11	3.3%	11	3.2%	9	2.7%	26	7.6%	18	5.2%
IS 75	27	8.0%	37	10.9%	26	7.5%	36	10.7%	26	7.6%	33	9.6%
Home School	0	0.0%	1	0.3%	3	0.9%	1	0.3%	1	0.3%	0	0.0%
IS 63 (Marsh)	3	0.9%	6	1.8%	6	1.7%	7	2.1%	3	0.9%	3	0.9%
IS 861 (Civic Ldshp)*	2	0.6%	3	0.9%	3	0.9%	1	0.3%	1	0.3%	0	0.0%
Petrides	2	0.6%	0	0.0%	0	0.0%	5	1.5%	4	1.2%	5	1.5%
Total Acceptances	308		338		345		338		343		343	
D31 Public + Private / Parochial	173	56.2%	151	44.7%	156	45.2%	199	58.9%	196	57.1%	216	63.0%
D31 Public	102	33.1%	121	35.8%	101	29.3%	135	39.9%	163	47.5%	151	44.0%
D31 Private / Parochial	71	23%	30	9%	55	16%	64	19%	33	10%	65	19%
Non-District 31	135	43.8%	187	55.3%	189	54.8%	139	41.1%	147	42.9%	127	37.0%

Figure 5.

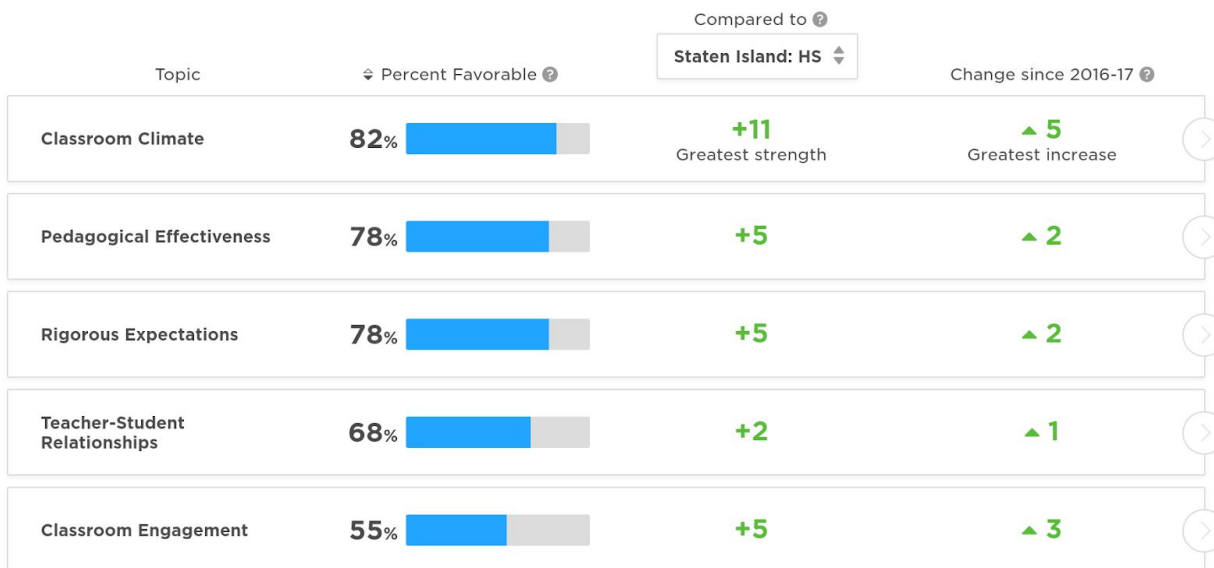
18-19 Staten Island Technical High School Teacher Perception Survey



17-18 Staten Island Technical High School Teacher Perception Survey

Grades 6-12
1,755 responses

Save as PDF



17-18 Staten Island Technical High School Learning Environment Survey

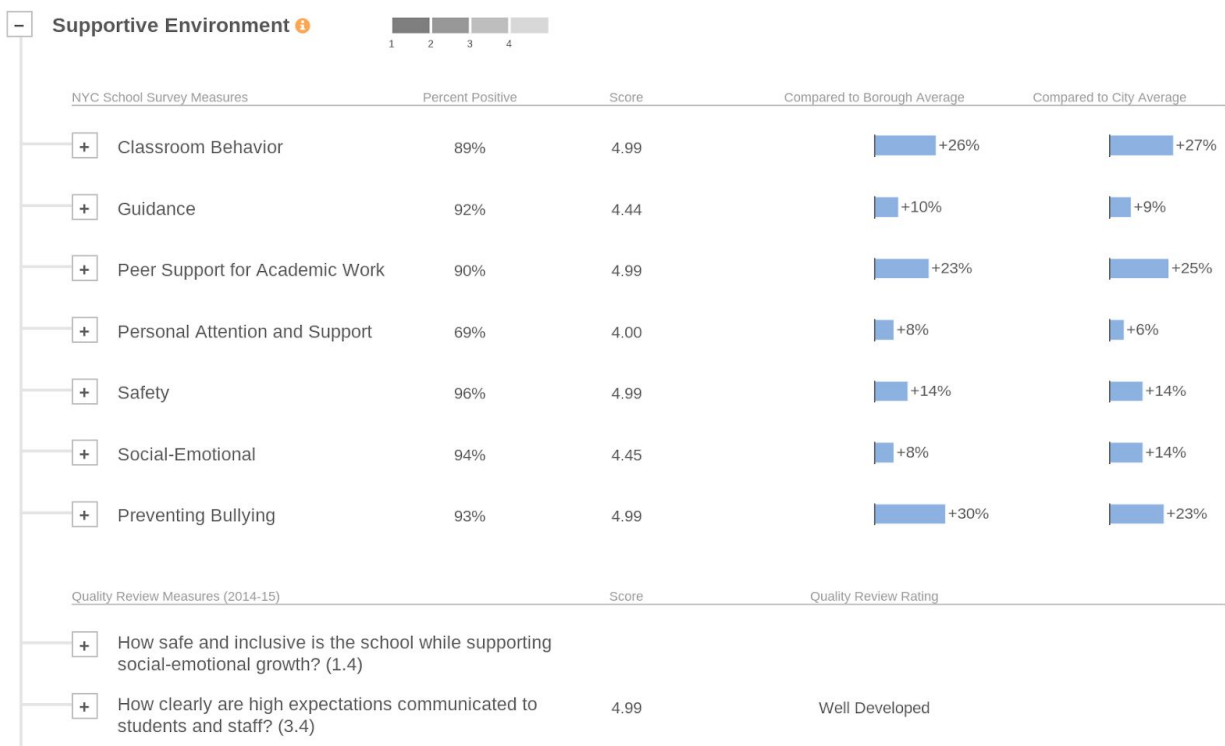
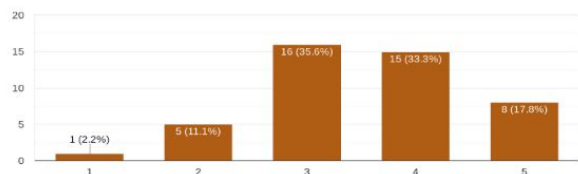


Figure 6.

Survey Results : AWARENESS (1=GROW, 5=GLOW) (Total of 45 Responses)

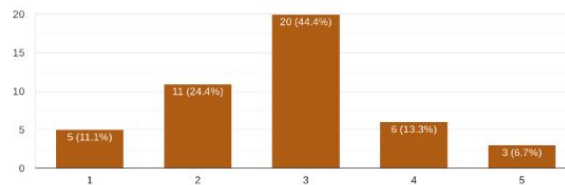
Know and own your cultural lens

45 responses



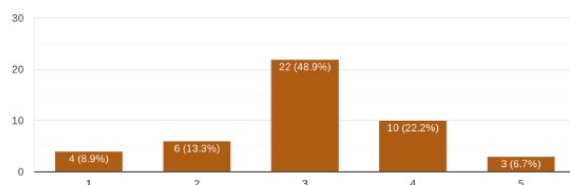
Understand the three levels of culture

45 responses



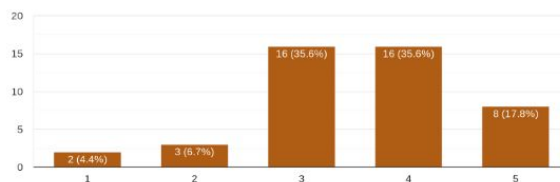
Recognize cultural archetypes of individualism and collectivism

45 responses



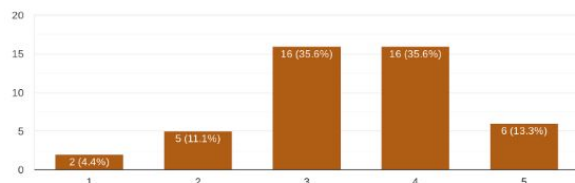
Understand how the brain learns

45 responses



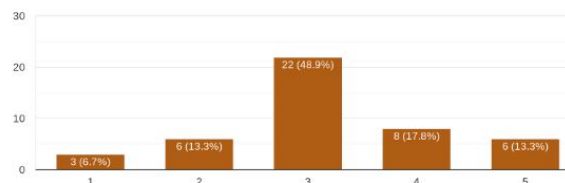
Acknowledge the socio-political context around race and language

45 responses



Recognize your brain's triggers around race and culture

45 responses



Broaden your interpretation of culturally and linguistically diverse students' learning behaviors

45 responses

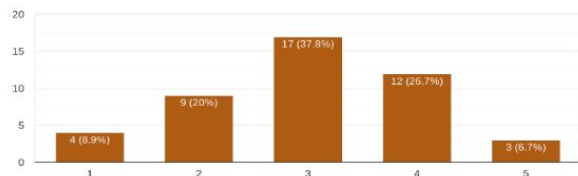
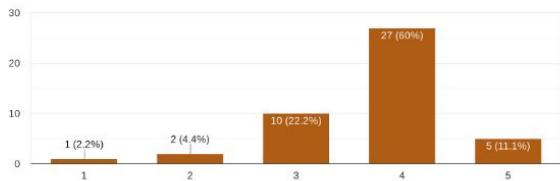


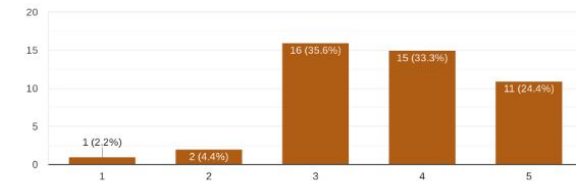
Figure 6 cont'd.

Survey Results : LEARNING PARTNERSHIPS (1=GROW, 5=GLOW)

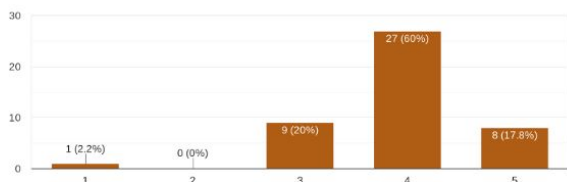
Re-imagine the student and teacher relationship as a partnership
45 responses



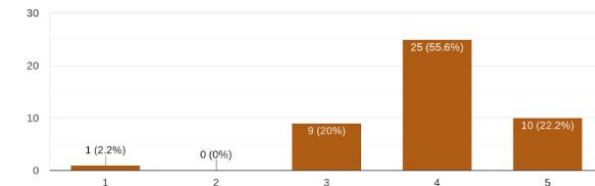
Take responsibility to reduce students' social-emotional stress from stereotype threat and micro-agressions
45 responses



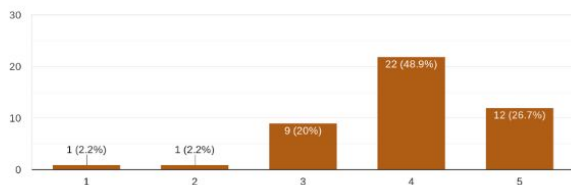
Balance giving students both care and push
45 responses



Help students cultivate a positive mindset and sense of self-efficacy
45 responses



Support each student to take greater ownership for his/her learning
45 responses



Give students language to talk about their learning moves
44 responses

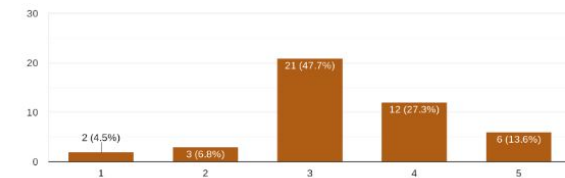


Figure 7.

Professional Development Session: Cultural Responsiveness

October 25 & 26, 2018

Cahn Fellowship Project Guiding Question:

“How can we be more culturally responsive to better align curriculum, instructional practices and the student experience to better understand the diversity and culture of student learning?”

- **Why:** With the NYC’s E3 (Education, Equity, Excellence) initiative and the Mayor / Chancellor’s push to desegregate the NYC school system, we need to be proactive and conduct a deep inquiry to evaluate SITHS’s level of cultural responsiveness.
- **Who:** Mastery Collaborative Team (Plus one representative from each Department)
- **What:** Use Zaretta Hammond’s Book, “Culturally Responsive Teaching & the Brain” as a guide to conducting the inquiry work.
- **Where:** Within a smaller committee of teachers representing each department on an afterschool basis. / As part of the conversation during our weekly departmental meetings.
- **When:** Alternating Monday’s after school using Mastery Collaborative Funding / During weekly Dept. meetings.
- **How:** For the 2018-2019 school year, we’re learning and analyzing where we school currently stand as a school, from a Cultural Responsiveness standpoint.

Cultural Responsiveness (Definition as based upon Zaretta Hammond book):

An educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective **information processing**. All the while, the educator understands the importance of being in relationship and having a social-emotional connection to the student in order to create a safe space for learning.

QUESTION: From your experiences in and out of the classroom:

- What does / or do you think this looks like?

Dependent Vs. Independent Learner

Figure 1.1 Many culturally and linguistically diverse students are “dependent learners” who don’t get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.

The Dependent Learner	The Independent Learner
<ul style="list-style-type: none"> • Is dependent on the teacher to carry most of the cognitive load of a task always • Is unsure of how to tackle a new task • Cannot complete a task without scaffolds • Will sit passively and wait if stuck until teacher intervenes • Doesn’t retain information well or “doesn’t get it” 	<ul style="list-style-type: none"> • Relies on the teacher to carry some of the cognitive load temporarily • Utilizes strategies and processes for tackling a new task • Regularly attempts new tasks without scaffolds • Has cognitive strategies for getting unstuck • Has learned how to retrieve information from long-term memory

QUESTION: How does this idea of Dependent versus Independent Learners, align and connect with our Instructional Focus for the 2018-2019 school year:

2018 -2019 Instructional Focus: If the SITHS faculty incorporates instructional practices which cultivates 21st Century Global Skills (Communication, Collaboration, Creativity & Critical Thinking) in & outside of the classroom, then all students will be empowered to successfully engage in rigorous and relevant learning experiences that promote academic success and longstanding college, career and life readiness skills.

Figure 7 cont'd.

As you review the Ready for Rigor Framework, use the link <https://tinyurl.com/SITHS-CRT> to indicate areas where you feel where we as a school GLOW & need to GROW.

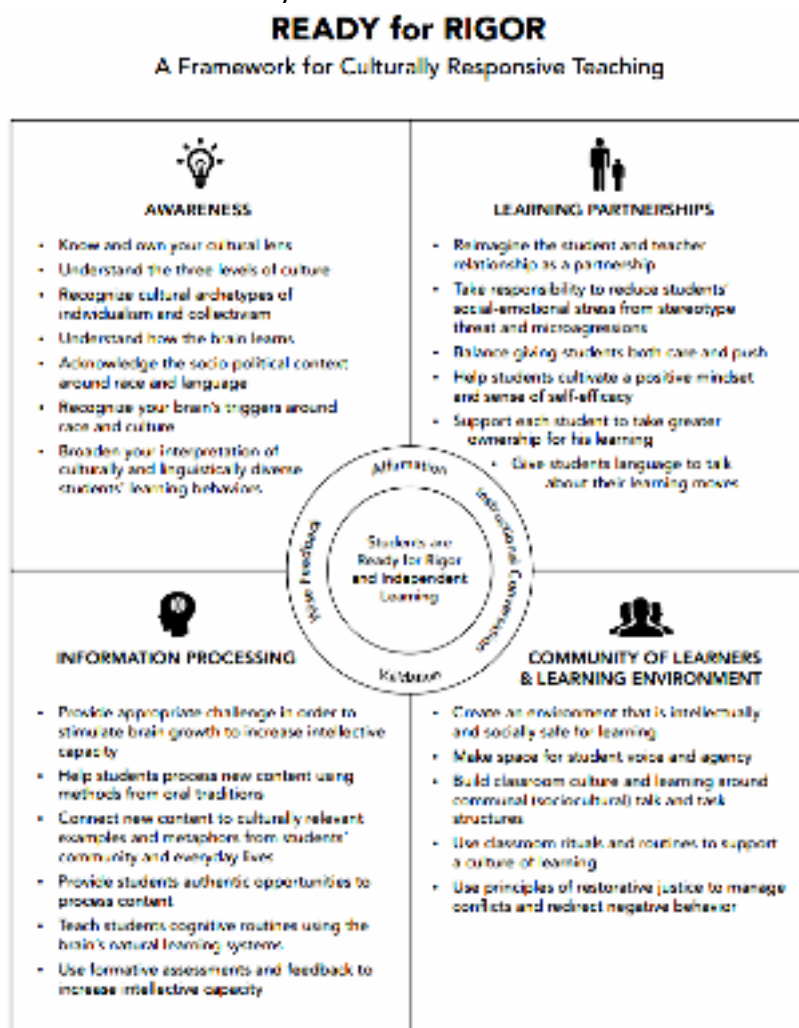


Figure 8.

1. How do you define partnership? How do you create partnerships with all of your students and families?
2. What strategies do you feel you use in your classroom to make students feel comfortable?
3. How do you build rapport in your classroom?
4. How do you feel you create ownership of learning for students in your classroom?
5. Do you feel trust and respect in the building? Have you ever felt disrespected? If so, please explain.
6. What are the most prominent challenges you feel you have as a teacher? What steps have you taken to overcome these challenges?
7. In what ways do you feel supported in the building?

[Link](#) from teacher feedback

Figure 9.

Parent Focus Group Questions:

- A) How do you define the idea of a partnership? Do you see your relationship with the school as a partnership?
 - a) Please clarify - State an example with a specific faculty member with whom you have had an interaction, which exemplifies your partnership with our school?
- B) What steps are you taking & what steps is the school taking, to create an environment in which the partnership is built on the unique needs of your child and family?
- C) How do you define dependent and independent learning?
- D) What do you feel you have done to encourage your child to transition from a dependent learner to an independent learner? What have the faculty and administration done to contribute to your child’s development as an independent learner?

Links to Parent Focus Group Notes:

1/4 Parents [1/17 Parents](#) 2/14 Parents
[3/19 Parents](#) [3/21 Parents](#)

1. How your child spends time: During the Week: Home Schedule / Routine (Student / Parent / Family)

Use a "Highlighter" to indicate the period of time in which your child conducts the following tasks:

(8 AM -- 3 PM) 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8

Education ---SITHS---
 Sleep
 Meal
 HW
 Travel (School-Student)
 Activities (School)
 Activities (Non-School)
 Work (Job-Paid/Unpaid)
 Recreation (Student)
 Recreation (w/ family)
 Par/Guar at Home
 Distractions
 Please elaborate on any distractions: _____

2. How your child spends time: During the Weekend: Home Schedule / Routine (Student / Parent / Family)

(8 AM -- 3 PM) 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8

Education ---SITHS---
 Sleep
 Meal
 HW
 Travel (School-Student)
 Activities (School)
 Activities (Non-School)
 Work (Job-Paid/Unpaid)
 Recreation (Student)
 Recreation (w/ family)
 Par/Guar at Home
 Distractions
 Please elaborate on any distractions: _____

3. How your child spends time: During a Break: Home Schedule / Routine (Student / Parent / Family)

(8 AM -- 3 PM) 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8

Sleep
 Meal
 Activities (Non-School)
 Work (Job-Paid/Unpaid)
 Recreation (Student)
 Recreation (w/ family)
 Par/Guar at Home

Student Focus Group Questions:

- A) How you define the idea of a partnership? Do you see your relationship with your teacher’s as a partnership?
 - a) Please clarify - Is it most of your teachers? Some of your teachers?
 - b) If you have a particular teacher in mind- can you describe what that partnership looks like?
 - c) Does your connection to this teacher have more to do with the subject area, or with the teacher?
- B) Do you feel supported by your teachers? Have you ever felt hurt or offended by your teachers? Do you feel respected by your teachers? What are you doing to create an environment of respect?
- C) What do you feel has been done by your teachers / the school to help you take on more ownership of your learning (becoming an Independent Learner)? What do you feel you have done to take on more ownership of your learning? What have your teacher’s done? What has the administration done?
- D) What are the attributes of a “Good Student” at Staten Island Tech?

[3.5.19 Student Focus Group Notes](#) [3.6.19 Student Focus Group](#) [3.11.19 Student Focus Group](#)
[3.13.19 Student Focus Group](#) [3.18.19 Student Focus Group](#) [3.22.19 Student Focus Group](#)

1. How do you and your family spend time:

During the Week: Home Schedule / Routine (Student / Parent / Family)

Use a "Highlighter" to indicate the period of time in which your child conducts the following tasks:

(8 AM -- 3 PM) 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8

Education ---SITHS---
Sleep
Meal
HW
Travel (School-Student)
Activities (School)
Activities (Non-School)
Work (Job-Paid/Unpaid)
Recreation (Student)
Recreation (w/ family)
Par/Guar at Home
Distractions
 Please elaborate on any distractions:

2. During the Weekend: Home Schedule / Routine (Student / Parent / Family)

(8 AM -- 3 PM) 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8

Education ---SITHS---
Sleep
Meal
HW
Travel (School-Student)
Activities (School)
Activities (Non-School)
Work (Job-Paid/Unpaid)
Recreation (Student)
Recreation (w/ family)
Par/Guar at Home
Distractions
 Please elaborate on any distractions:

3. During a Break: Home Schedule / Routine (Student / Parent / Family)

(8 AM -- 3 PM) 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8

Sleep
Meal
Activities (Non-School)
Work (Job-Paid/Unpaid)
Recreation (Student)
Recreation (w/ family)
Par/Guar at Home

Figure 10.

Tweeted Video of 9th grader interview sessions:

<https://twitter.com/Erlenwein/status/1082458588063375365>



Mark Erlenwein

@Erlenwein



Bkfst/Pizza with the Principal. This week I'm "Networking" with all @SITech_HS 9th graders, practicing 1st Impression & #oracy skills. Each student will share an important personal fact, something they love & wish for at @SITech_HS. @SIBOD31 @voice21oracy @SITechPTA @vgallassio



1:49 122 views

9:06 PM - 7 Jan 2019 from [Staten Island, NY](#)

Figure 11.- cont'd on the following pages.



**Staten Island Technical High School:
District 31 High School Awareness & Readiness Initiative**

VISIT: A year-round K-12 pipeline via partnerships with District 31 elementary & middle schools, the College of Staten Island and S.I. Tech to promote High School Readiness & College Awareness, while providing students with an immersive High School Articulation Experience.

VISIT - School Year

SI Tech's **V.I.S.I.T. Program** (Visit Inside Staten Island Tech) is our District wide K-12 Pipeline Program, in which 5th and 7th graders from corresponding feeder elementary and middle schools, visit SI Tech for a 4-hour STEAM experience (which includes an SHSAT overview and Spec HS Admissions session). The VISIT is facilitated by 9th grade SI Tech student ambassadors who are alumni of the visiting elementary and middle Schools. The VISIT program enables 5th + 7th + High School students to interact and inspire one another, realizing the K-12 pipeline, increasing High School awareness / readiness, while familiarizing students with the Specialized High Schools / SHSAT admissions process.

2018-2019 Schools Served via SITHS VISIT:

26 Elementary Schools:

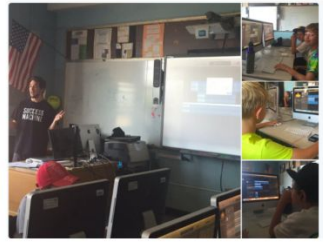
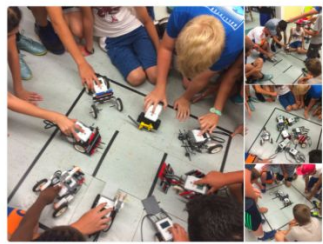
- 1, 3, 4, 11, 13, 16, 18, 19, 20, 21, 22, 38, 39, 42, 44, 46, 48, 50, 52, 53, 54, 56, 57, 65, 74, 78

14 Middle Schools:

- 2, 7, 24, 27, 28, 34, 49, 51, 61, 63, 72, 75, 861, New World Prep

VISIT - Summer

SI Tech's VISIT program is now a part of the United Activities Unlimited (UAU) summer program at SI Tech. The VISIT component of the UAU summer camp is the STEAM Camp. The STEAM Camp offers students an opportunity to get involved in project-based learning in Computer Assisted Design (CAD), Robotics/Coding, Television Production and Music Production, alongside traditional summer camp activities. SHSAT Test Prep is available for those students who are interested in attending a Specialized High School.



Summer Camp July 8th - August 16th 9AM - 3PM
Doors open at 8AM
Extended Day Available 3PM - 6PM

Staten Island Technical High School and UAU have teamed up to offer a fun, creative, innovation, and educational 6 - week summer camp experience for children between the ages of 5 - 13. Campers will have the option of a STEAM (Science, Technology, Engineering, Arts, Math) Camp (ages 10 - 13), the traditional UAU Camp (ages 5 - 13), or a combination of both. In addition, we are offering SHSAT Prep for those students who plan on applying to Specialized High Schools (ages 10 - 13).

Amazing Activities - PS4 Tournament, Arts & Crafts, Superstar Athletes, Wii Gaming, Field Day Events, Robotics, Video Production, Music Production, 3D-Modeling.

Special Events - Summer Carnival, Zumba, Magicmasters, Games, Party on the Wild Side Zoo, Comedy Show, Water Fun, Pizza Fridays, Ice Cream, Celebrations, Team Colors, Scavenger Hunts, Holly Rock Entertainment, Magic Shows.

Registration & Pricing - <http://unitedactivities.org/summercampinfo/>
Questions - Dr. Jared Jax - jjax@schools.nyc.gov
Eric Lundell - eric.lundell1525@gmail.com

Figure 11 - Cont'd

Staten Island District 31 High School TOUR Initiative Schedule

	TOUR Program	# of Seats	Date
Port Richmond High School	Performing Arts: The WIZ	500	3/20 9:30am - 12:30pm
	Culinary Arts/JROTC	60	2/26 9:30am-12:30pm
	Institute of Business, Technology, and Entrepreneurship/STEAM	60	2/27 9:30am - 12:30pm
	The Academy of Television, Visual and Performing Arts	60	3/5 MOVED 3/7 9:30am - 12:30pm
	Medical Technology/STEAM	60	2/12 MOVED TO 3/11 9:30am-12:30pm
McKee High School	Graphic Design	30	4/10 9:30am - 11:30am
	Virtual Enterprise	30	4/10 9:30am - 11:30am
	Automotive	30	3/20 9:30am - 11:30am
	Software Engineering	30	3/20 9:30am - 11:30am
	Electrical Installation	30	4/10 9:30am - 11:30am
	Carpentry	30	3/13 9:30am - 11:30am
	Architectural Drafting	30	3/13 9:30am - 11:30am
Wagner High School	Performing Arts: Music Man	700	4/11 9:30am - 12:30pm
	AFJROTC	50	3/12 9:30am - 12:30pm
Tottenville High School	Institute, JROTC Dental, Music	50	3/12 9:00am - 11:00am
Eagle Academy	Liberal Arts	25	3/21 9:30am - 11:00am
New Dorp High School	Future Teachers Academy	50	2/14 9:00am - 11:00am
	AFROTC	50	3/13 9:00am - 11:00am
Curtis High School	International Baccalaureate & SIS/IB CP	60	2/11 9:30am-11:30am
	Nursing	60	2/28 9:30am-11:30am
	Human & Legal Studies	25	3/19 9:30am-11:30am
	Performing & Visual Arts	25	3/19 9:30am-11:30am
	Business & Media Studies	25	3/19 9:30am-11:30am
Petrides HS	Creative Writing - Blackbox Theater	50	3/21 9:00am-12:00pm
	Drone / Computer Science	50	3/28 9:00am-12:00pm

Figure 11.- cont'd

The VISIT Program Video: <http://bit.ly/2DzqOSa>



The VISIT Program from www.silive.com: <https://youtu.be/wSx5qeTt1r0>

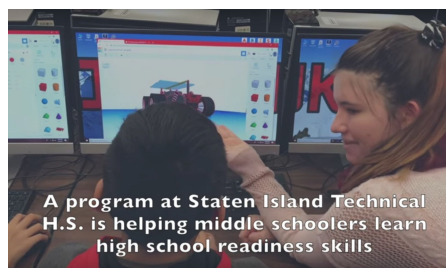


Figure 12 - cont'd on next page.

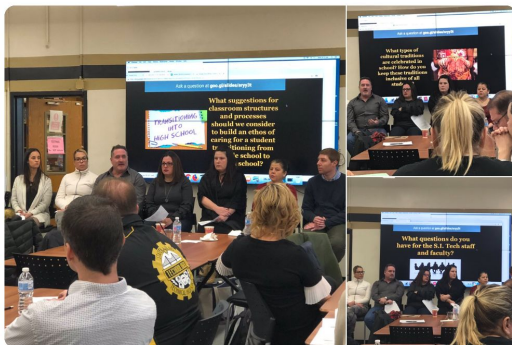
Tweet of IS 187 Christa McAuliffe Intervisitation to Staten Island Tech:

<https://twitter.com/Erlenwein/status/1089902904666927104>



Mark Erlenwein
@Erlenwein

What an exciting day of Professional Development & Sharing. We welcome the faculty of IS 187 - The Christa McAuliffe School. IS187's students comprise of 1/5th of @SITech_HS's student population. Today's topic #HighSchoolReadiness best practices. @SIBOD31 @District31R @vgallassio



10:07 AM - 28 Jan 2019 from Manhattan, NY

Figure 12 - cont'd on the next page.

Agenda from January 28th Chancellor's PD Day Session with IS 187 at SI Tech HS



SCHEDULED SESSIONS

8:45 AM - 10:00 AM Panel Discussion - Library (Entire Faculty)

IS 187 Christa McAuliffe School: 1/3 th of Staten Island Technical High School's Student Population

Topic: "The successes and challenges students face both academically and socially in transition to Staten Island Technical High School as freshman."

IS 187 Christa McAuliffe School Faculty:

Mina Sadiki	-	Assistant Principal
Tina Loccisano	-	English
Christina Luca	-	English
James Coccaro	-	English / Staff Developer
Stephanie Passaro	-	Math
David Ceci	-	Social Studies / Librarian
Sellama Djaghrouri	-	Science
Michael Sylvester	-	Physical Education / Team Building
Jeff Feil	-	Dean / Law
Courtney Bishop	-	SAPIS Counselor

Creating Community Partnerships

1. What suggestions for classroom structures and processes should we consider to build an ethos of caring for a student transitioning from middle school to high school?
2. How do you define partnership? How do you create partnerships with all of your students and families?
3. What strategies do you feel high school teachers should implement to better transition students?
4. How are time management and study skills being taught in class?
5. What types of cultural traditions are celebrated in school? How do you keep these traditions inclusive of all students?
6. What are your best practices for increasing public speaking, participation, and communication? (Oracy)
7. What, if any, are the most prominent challenges of working your student/family population? What strategies do you have in place to overcome those challenges?
8. How do you determine which Regents exams are taken in the 8th grade? How are students selected to take Regents courses and exams?
9. What Social Emotional Learning (SEL) steps is your school taking to increase student wellness?

10:15 AM - 11:15 AM Departmental Breakout (Rooms Listed Below)

English (Room 329)	History (Room 327)	Math (Room 225)	Science (Room 256)	Tech / For Lang Perf Arts / Phys Ed (Library)
Tina Loccisano Christina Luca James Coccaro	David Ceci	Stephanie Passaro	Sellama Djaghrouri	Mina Sadiki, Courtney Bishop, Jeff Feil, Michael Sylvester
Sanguinedo, Federico, Fusaro, Mannino, Murphy, Terrusa	Pagliaro, Finkelshteyn, Hansalik, Tarangelo	Polizzi, Lang, Partnow, Scavo	Davis, Brandon, D'Anna, Ferrigno, Labora, Spellacy	Kirschbaum, Sokolovski, Ushakova, Rams, Whalen

Figure 12 - cont'd.

Tweet of Video of Staten Island Tech Intervisitation to IS 187 Christa McAuliffe:
February 26th visitation to IS 187 Christa McAuliffe.

<https://twitter.com/Erlenwein/status/1100961108465205250>



February 26th visitation to IS 187 Christa McAuliffe.

SI Tech Faculty

Mark Erlenwein, Principal
Peter Dellegrazie, Math
Margaret Ferrigno, Guidance
Kristen Fusaro, English
Patrick Misciagna, English

James McCarthy, Phys Ed
Katya Ratushnyuk, Russian
Jennifer Toner, Science
Lauren Zerega, History

Focus of Visit:

School Outcomes--What skills and content area are foci for the school/grade levels in order to best prepare and build upon that progression? How has staff been able to create synergy in the building towards any collective/common outcomes, projects, initiatives?

Instructional Differentiation--How do teachers address differentiation in the class in order to challenge gifted students and inspire struggling students?

Technology Implementation--What role does technology play in the school? To what extent does it impact instruction?

Academic Policies and Mastery--Has the school shifted at all away from traditional, number grading towards more competency, standards-based instruction? How, if at all, has McCauliffe

fostered a culture of learning given the citywide exams looming every year [much like we contend with the presence of Regents and AP exams]?

High School Readiness --What is the personal expectation of what high school is from the middle school student and teacher perspective. (*We're interested in knowing the framework created for students regarding "this is what you'll see in high school."*)

Perception of Specialized High Schools -- What is the perception of specialized high schools (SHS). Who do the students think SHS are for? Do they see themselves at SHS? Why / why not?

SHSAT -- Who is encouraged to take the SHSAT? How do teachers/counselors decide who to encourage to sign up for the test?

Algebra Regents -- What is the vetting process to decide which students take the Algebra I Regents?

Learning vs Grades -- How does McCauliffe work with an overachieving population, and achieve getting the students to focus more on their learning versus the grade earned?

Extracurricular Activities -- What types of after school events does McCauliffe offer and how does McCauliffe deal with having a student population from Staten Island impact student & parent involvement?

Arista -- What does McCauliffe's Arista screening and induction process look like?

Russian Language -- How does the fact that SI Tech only offer's Russian as a foreign language impact the decision making process of potentially attending Staten Island Tech? How does McCauliffe address concerns or inquiries regarding the Russian Language being offered at SI Tech?