Going into my 2nd academic school year:

Going into my 2nd academic school year, I wanted to be more helpful at Schermerhorn. One of the opportunities that I was given, was making the
Pathways to Graduation Student IDs for Schermerhorn. I must say that this process has been a lot of fun so far. I worked all Summer long trying to find the perfect representation of the School’s hard work in one photo; to use as a ID background.

I ended up using this photo…

To some this photo may just represent some Graduates throwing up their graduation hats, during a graduation ceremony. But to me, this represents something “OUR” students can accomplish. I hope they look at this every time they feel down, every time they’re upset thinking they can’t finish school. But the fact of the matter is that every one of “OUR” students can be like the students in this picture. All it takes for you to believe in yourself…

Mr. Vasquez

THINK, PAIR AND SHARE WITH BAKER!

Students in Ms. Baker’s class are excited about working on a Think-Pair-Share exercise in conjunction with our modern culture theme. We read about James, a Native American, and Kaya, an African and Irish American who faced issues of discrimination and stereotyping. Working together students examined and discussed the characters and the problems they encountered. Each recorded their findings on the graphic organizer. They will be collaborating and ultimately sharing their thoughts, and a resolution to the class.

Mrs. Baker
KAISER PARK: THE FUTURE IS NOW!

Plans for the newest P2G Brooklyn North site, located in Coney Island, reached full speed this week. As always, Ms. Robinson’s model of commitment to all Brooklyn’s young adults (not to mention her offering every resource we ask for!) makes us feel safe and secure, allowing us the confidence to dive into the venture. As Mr. Mancuso continues to handle the task of securing our physical location, Mr. Bray and Ms. Llanos (one of our two new family members) have been developing curriculum and community outreach foundations.

We send our special thanks to Murrow’s Ms. Logozzo, who has been training Ms. Llanos to effectively communicate with students and family; her example results in attendance rates near the top in all of District 79. Thank you Ms. L!! Finally, Mr. Bray would like to say THANK YOU to the entire family for your interest and support for our venture. Together, we have an opportunity – and the honor - to join an underserved community in Brooklyn.

Mr. Bray

ENL Students Conduct Student Survey

The intermediate ENL students at P2G Schermerhorn conducted a student survey this past week, on 13th & 14 Sept., to get pupil input on ways to improve our program. Students were asked how often they are absent and late, the reasons, how teachers can improve their teaching, and what instructional methods young adults prefer. ENL pupils Sena, Sophian, Gurse, Gurgit, Karam, Jinglin, Angie, and Ruhul enthusiastically queried the kids, recorded the comebacks, and tabulated the responses. Each student was polled once by one of the ENL students. Staff at P2G are keen to understand why students come
Lessons From Geese

Fact 1: As each goose flaps its wings it creates an “uplift” for the birds that follow. By flying in a “V” formation, the whole flock flies 71% greater flying range than if each bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Fact 2: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

Lesson: If we have as much sense as a goose, we stay in formation with those who are headed where we want to go. We are willing to accept their help and give our help to others.

Fact 3: When the lead goose tires, it rotates back into the formation and another goose flies the point position.

Lesson: It pays to take turns doing the hard tasks and sharing in leadership. As with geese, people are interdependent on each other’s skills, capabilities and unique arrangements of gifts, talents or resources.

Fact 4: The geese flying in formation honk to encourage those up front to keep up their speed.

Lesson: We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one’s heart or core values and encourage the heart and core of others) is the quality of honking we seek.

Fact 5: When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then they launch out with another formation or catch up with the flock.

Lesson: If we have as much sense as these geese, we will stand by each other in difficult times as well as when we are strong.

“Lessons from the Geese”, was written in 1972 by Dr Robert McNeish of Baltimore. Dr McNeish, for many years, a science teacher before he became involved in school administration, had been intrigued with observing geese for years and first wrote the piece for a sermon he delivered in his church.

www.DunreithFarm.com

Creating a Fishbone Diagram

How to create a fish diagram:

• Create a head, which lists the problem or issue to be studied.

• Create a backbone for the fish (straight line which leads to the head).

• Identify at least four “causes” that contribute to the problem. Connect these four causes with arrows to the spine. These will create the first bones of the fish.

• Brainstorm around each “cause” to document those things that contributed to the cause. Use the 5 Whys to keep the conversation focused.

• Continue breaking down each cause until the root causes have been identified.

to class, how they like to learn, and what will motivate them to attend every day on time. Regular and prompt attendance is the key to success on the TASC test, and teachers wants students to enjoy their education. Students responses are being compiled and will be used to improve teaching and learning at P2G! More to come! If you are a student, and were not polled by an ENL kid, come to Mr. Murphy's room, 301, to complete the survey.

Mr. Murphy
Representation Matters

While reading through collegeboard.org to better prepare myself for college related workshops and individual sessions, I noticed that a lot of the information and resources for educators were geared towards the traditional high school students. There were little to no resources for students in nontraditional school settings like the ones we serve. It’s as if they didn’t know they existed, they didn’t think college was also an option for them or they know little to no information about our students to generate resources for them. I eventually got off the site because I realized that I wasn’t going to find specific resources and I would pretty much have to customize or build off what I found. I could imagine a student like ours trying to navigate through the college process on their own and becoming discouraged because they can’t find enough information on how to go to college/the steps to take as a GED/HSE student. While I was in high school going to college and while making the decision to transfer into a four-year school, I did the entire process on my own without much help. I could do this because of all the resources I found online, especially on Collegeboard.org. Luckily our students have amazing college and career coaches who will support them through the college process, find resources or create resources that cater to them and most importantly will advocate for their students needs. By the end of this week or early next week, I’ll be working with CCRC Coordinator Karim to create a “steps to college” map that will be based off College board’s own map but this map will cater to and represent our student population.

Ms. Beaubrun

“Roll It”- Rounding game!

It was a great and very productive week in our math class at Murrow! Students were playing excellent game to help practice the concept of rounding. It created meaningful discussion between students.

I have seen them showing improvements behaviorally and academically because games keep them on task.

That was fun, and great way to have students develop not only rounding skills, but strategies and critical thinking!!

Ms. Marcinczyk
Philosophical Chairs: Directions for Students

Students with opposing views on the issue sit facing each other across the center of the room. Students who do not have a position sit in the “neutral zone,” the bottom of the U formation.

**All students:**

- Address each other by first names.
- Think before you speak. Organize your thoughts. Give verbal clues to your Listeners (“I have three points.”)
- Address the ideas, not the person.
- Listen when others are speaking—don’t interrupt.
- Move if your view changes based on the arguments you hear.

**Students on the sides of the U:**

One student will begin by explaining why he/she is taking the pro/con position. The conversation will then go back and forth from side to side. Keep in mind these rules:

- Before beginning your own comments, you must briefly summarize the previous speaker’s points to that speaker’s satisfaction.
- After you speak, you must wait until two other students on your side have spoken before you can speak again. Be sensitive to getting all students on your side an opportunity to speak.

At the end of the discussion, one student from each team will summarize the viewpoints presented during the discussion by his/her team.

**Students in the neutral zone:**

- Students in the neutral zone must take notes on both sides of the argument.
- You can also ask questions during the discussion. At the end of the discussion, you will be asked to explain what arguments, if any, caused you to change your position.

Mr. Mancuso

Philosophical Stand Gets Students Excited About Social Studies

At the beginning of each school year, I like to start off with practicing expectations and routines. This year, it’s a goal of mine to infuse much more student-led discussion, which requires a lot of scaffolding, modeling, and calling out of protocols to set up. One strategy that I enjoy a lot because it’s fairly simple and the students often buy into it really easily is Philosophical Stand (google “Philosophical Chairs”). An arguable statement is provided and then students are prompted to physically move to one side of the room to show their agreement or disagreement with the statement. They are literally and figuratively “taking a stand.” My second period class got a chance to practice it on Wednesday and their collective response was “more of this!!”

Mrs. Bethea
While I was teaching my students LONG DIVISION at DREAMS, I realized some mistakes that some of us as teachers make while delivering math lessons. As I was teaching Long Division, one of my student could not understand how I arrived at the answers. I tried with no success to show her how I arrived at the answers. She insisted for me to write down on the chalkboard the step by step explanations on how to solve Long Division problems. Attached is the step by step explanations I gave her and the rest of my students that helped them clearly master how to solve Long Division problems. **As teachers, we should always listen to our students and try to understand why they are having problems assimilating the lesson we are teaching.** This also falls in line with our last PD workshop at DC37 on the 5th of September 2017.

**CHIEF**

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**ENL Math courses had an exciting week back.**

We began our semester with a review of Numbers Operations by converting between fractions, decimals, and percents. Using these skills we analyzed the TASC and ORT and calculated unit rates to know how many questions per minute each student should keep as a Testing Pace. This is the first of many testing strategies we are going to apply as the year progresses to build endurance, stamina, speed and effectiveness. Each student has chosen an ideal testing speed to stay focused and determined to succeed during the tests used to evaluate their growth. Beginners spent additional time learning academic vocabulary of math and were starting the year strong writing algebraic expressions from word phrases. We also had some students already advance in class levels and we are proud of their successes. This is going to be an incredible year of growth!

Mr. Nowar

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**Percent Conversions - Summary**

- **x 100 / 1 and simplify**
  - Add a % Sign
- **Divide by 100**
  - Move up 2 to the left
  - Zero Fill any Gaps
- **Put /100**
  - Remove % Sign
  - and simplify
- **Multiply by 100**
  - Move down 2 to the right
  - Add a % Sign

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Since it is not possible for 61 to go into 1 or 15, we consider how many times 61 goes into 157. Our answer here is 2. By multiplying 61 and 2 together, we get 122. We can place this value under the first number and subtract. Here we get 157 - 122 = 35. And bring down the next digit (9). We now consider how many times 61 goes into 359. This gives 5, since 61 * 5 = 305. When we place this value under the first number and subtract, we get 54. We bring down the next digit (9) and repeat this procedure. We...
I have been a teacher for many years, and every year when September comes I look forward to going back to my classroom and experiencing the joy of teaching. This September was not different from all the previous ones. First the staff got together, and a couple of days later we met the students. It was a delight to see some familiar faces and also some new ones. This year we are implementing a “new curriculum.” The district is expecting that there will be more reading, writing and conversation in every lesson. I used the Step-by-Step strategy, which demands that students write each step when solving math problems. This is a little challenging because students are often reluctant to write in math classes. Teaching is very rewarding, because we help students learn their subject matter and help them attain their goals. I hope to celebrate with many more graduates this year!

Mrs. Grell

Mr. Lima
Making observations & Inferences

The students, in science class, were walking the halls on the 4th floor making qualitative and quantitative observations as well as inferences based on these observations. Students then peer shared their observations and culminated this lesson by completing a lab write up.

Mrs. Cummings

Taking the Doors Off the Classroom Through Collaboration
by Jason Perez

Isolation can be a side effect of becoming a teacher. It is very easy to get caught in the trap of walking into a classroom, shutting the door, and tending to your own students. This is how many schools function, with educators sharing nothing more than a parking lot. Some people like it this way, but an effective teacher is someone who wants to grow in the profession. An effective teacher wants collaboration.
What is collaboration?

Each day teachers gather in hallways, lounges, or other communal locations to talk. They talk about their families, movies they watched, difficulties they’ve had with students. Some would define this type of collegial discussion as collaboration. While these discussions are crucial to maintaining the morale and sanity of any faculty, do they help anyone grow as an educator?

Professional Learning Communities co-creators Rick DuFour, Rebecca DuFour, and Robert Eaker would define collaboration as teams of teachers who work interdependently to achieve common goals — goals linked to the purpose of learning for all — for which members are held mutually accountable. This type of definition seems to take all the fun out of teacher planning time, but it is exactly what needs to be in place in order to build strong students and strong teachers.

How does it begin?

When opening Heritage Trails Elementary in 2010, I had the opportunity to interview some of the very best teachers in my school district. The very first question I would ask each applicant was, “What is your ideal school environment?” The overwhelming answer was an environment where people could share ideas and learn from each other. This proved to me that the majority of educators wanted collaboration. This would become the vision for the school: collaboration with a purpose.

Although there is a willingness to work together, few teachers have direct experience with quality collaboration. This can lead to power struggles and frustration if there is not an understanding of the stages of team development. Educational researchers Parry Graham and William M. Ferriter labeled these stages forming, storming, norming and performing.

1. Forming

This is the easiest stage where a team comes together with a sense of excitement and anticipation. People begin to learn about each other and develop processes for how their group will function. It is not unusual for a few dominant personalities to try to lead the discussions.

2. Storming

Teaching styles and practices can be a very sensitive and personal area for many educators. Those who are used to working in isolation can find it difficult to share ideas or have their practices questioned. This can sometimes lead to conflict within the collaborative team. It’s not unusual for members to feel defensive or overloaded in this stage. There has to be a realistic expectation that not all groups will function at the highest level from the very start. Working together can lead to conflicting views of educational practices and team goals. Keep in mind that through conflict, growth will occur.
3. Norming

As educators continue to collaborate, they begin to see the positive side to collaboration. Teams begin to see an increase in productivity, interpersonal relationships improve, and meetings begin to focus on achieving consensus through shared input.

4. Performing

When a team reaches a high level of functioning, the academic and professional growth goes through the roof. When teammates disagree about a topic, they can discuss it with a sense of collegiality and an understanding that the ultimate goal is an improvement of the learning environment for everyone. Regardless of the stage of development, progress is easy to identify as long as collaboration exists.

Why does it matter?

Collaboration is not always a concept that is greeted with open arms. Educators who have had success working in isolation may view this process as an invasion of their pedagogy and a waste of time. Harry K. Wong, a well-known educational author, states that the trademark of effective schools is a culture where all teachers take responsibility for the learning of all students. The key to strong collaboration is recognizing that a student shouldn’t be the responsibility of only one teacher, but of all teachers.

Not only will effective collaboration improve teacher performance, but it also will improve student performance. Educational environments such as Waggoner Road Junior High and Baldwin Road Junior High in Reynoldsburg, Ohio, experienced a 20 percent increase in math scores from students whose teachers participated in constant collaboration. How does this happen? Increased effective collaboration exposes teachers to improved practices, which leads to stronger pedagogy. The more effective a teacher is, the more a student will benefit.

Teacher interaction can no longer be defined by the parking lot they share or the idle discussions in the lounge. A professional culture requires teachers who are willing to share, support, and explore together. Developing a collaborative culture will result in reducing teacher attrition, improving student learning, and creating the type of school that everyone searches for when they decide to become an educator.
EVENTS:

› WEEKLY SUBMISSIONS FOR NEWSLETTER BY 8:00 AM; EVERY FRIDAY

› 9/19 D79 Mandatory emergency readiness pd

› 9/20 Meeting #1 for P2G Brooklyn North @ Schermerhorn st. 2:00 pm start time!

› 9/26 ORT

› 9/27 TASC

› 10/2 JUPITER ED PROGRESS REPORTS

› 10/9 Columbus Day: no School

› 10/11 Meeting #2 for P2G Brooklyn North @ Schermerhorn st. 2:00 pm start time!

› 10/24 ORT

› 10/25 TASC