GRADUATES: LY/YTD
- DREAMS: 5/2
- DSSM: 7/1
- KAISER PARK: NA/0
- MURROW: 39/13
- SCHERMERHORN: 53/11

ATTENDANCE:
- DREAMS:
- DSSM:
- KAISER PARK:
- MURROW:
- SCHERMERHORN

EMPLOYEE OF THE WEEK

STUDENT OF THE WEEK

BK NORTH EXAMINER

“INSTRUCTIONAL STRATEGY SPEED DATING”
INSTRUCTIONAL STRATEGY
“SPEED DATING!”

During our monthly faculty meeting, the staff interacted in a “Speed Dating” exercise in which they conducted mini discussions with their colleagues within four minute intervals. During this timeframe, we conducted one on one “getting to know their strategy” sessions. These strategies were randomly selected from a list as they entered the meeting. Once the four minutes was up each staff member rated the strategy that was presented while they changed partners in the “Speed Dating Fashion” All and all it was a fun filled two hours and the staff walked away experiencing 20 new strategies to add to their repertoire while also building stronger relationships with their colleagues. Their testaments below exemplify the success of the event.

Mr. Mancuso

It was great to get a chance to talk to my colleagues. It's hard to choose a single instructional strategy, but I think that Mr. Cammiso's discussion of modeling was the most useful--5's all the way. It's especially important for our students, who may not understand what we want them to do until we show them how it's done.

Mr. Fay

The speed teacher dating was awesome, or "really amazing stuff" in the words of the POTUS. I enjoyed hearing about the word wall the most and will implement it in my ESL class. Have a great day.

Mr. Murphy
Yesterday’s activity was amazing! Being new to the family, it gave me an opportunity to meet and speak to everyone that I have not had a chance to speak to. Not only was I able to introduce myself, I was able to have conversations and actually get to know my colleagues. The best part of it was seeing the enthusiasm each teacher had, to see the passion and love they have for teaching.

P.S - I can’t wait to see the pictures! And thank you for the pizza :)

Ms. J. Llanos

On Wednesday, October 11th I had the privilege of attending the PD staff meeting with my fellow coworkers. Mr. Mancuso presented a creative way in which both Teachers and support staff could utilize Instructional Strategies using the speed dating model. I got the opportunity to learn more about different strategies that are used amongst the Teachers and strategies that I could also apply when conducting groups. It was informative and I look forward to utilizing these techniques.

Mrs. Greenaway

Yesterday was really fun. It was really interesting to pick the teacher's brain on the various strategies, and their methods of implementing. My strategy was music and songs, so I am pretty sure it was funny for them to see how I would implement the strategy from a non-teacher perspective.

Mrs. E. Llanos

After the Pathways to Graduation: Brooklyn North’s PD, I saw the meeting as a wake up call. By listening and talking about lesson planning and strategies with “teachers”, I had even more respect for them. I figured teachers had it difficult already but after yesterday I had little knowledge of what it really takes place behind the scenes. Now I don’t know if I am for sure going to become a teacher when I’m done with college, but I do know that I want to be a part of the Department of Education. So, by going through that experience, I might be leaning more towards teaching, but who knows. All I can say is that it was a great experience, I’m glad I participated in it.

Mr. Vasquez
My favorite was Accountable Talk, learning how it can give you a better understanding of relevant ideas, opinions and just being able to talk to each others and making you think!

Mrs. Jacob

On Tuesday, we met with our Brooklyn family to discuss instructional strategies. Our AP, Mr Mancuso, had us do a “speed dating” of different strategies with our colleagues. We reviewed a strategy and recalled how we have implemented it in our classes and then shared our strategy with our partner as if we were trying to “sell it to them.” The best part about the speed dating format for discussing the strategies was the opportunity to hear the expertise of my colleagues and their professional and insightful experiences of how to implement the strategies for different students. Everyone had a smile and the conversations were intelligent, informative, and fun!

Mrs. Bethea

Today’s meeting was very productive!! I learned how other teachers successfully engage their students with different strategies. i cant wait to implement so of these ideas in my classroom :)

Mrs. Marcinczyk
CONSTITUTION ROLE PLAY:

On Thursday, Mr. Cammiso’s Social Classes undertook and new and exciting activity: Constitution Role Play. This activity asks students to think critically about a number of issues that confronted the original framers of the Constitution. But the role play adds a twist: instead of including only the bankers, lawyers, merchants, and plantation owners who attended the actual Constitutional Convention, the activity also invites poor farmers, workers, and enslaved African Americans. This more representative assembly gives students a chance to see the partisan nature of the actual document produced in 1787.

Fulfilling their assigned role, student propose to address the important and controversial issues of those day. In addition to the historical and informative foundation of the exercise, student were given a list of primary rules

MENTAL TOUGHNESS AT DREAMS

Mental Toughness Empowers Students to Meet High Expectations
This week at DREAMS, students spent 4 days of training with motivational gurus Brother Lyle and Brother Al from Respect for Life. Think of the Mental Toughness training as "team building on steroids." Unity and responsibility are the major themes that drive young men and women to look within for their power to learn and grow. As Pathways students, participants will be ready to accept responsibility to use their own gifts to succeed on the TASC and in life.

Mr. Bray, Mrs. Grell & Chief
from Robert’s Rules of Parliamentary Procedure. This elevated the "convention" from a discussion among classmates to a more formal discourse of diplomacy and strategy. The two-day activity was thoroughly enjoyed by all of the students and Mr. Cammiso was thrilled with the outcome.

Mr. Cammiso

Stop Cyberbullying Now!

Sena, Jinglin, Angie, Ruhul, Sophiana, and Masam have a mission: they want to discourage and stop cyberbullying. They created "Stop Cyberbullying Now!" poster for the P2G Schermerhorn Street computer room. Cyberbullying is inappropriate behavior on social media. It can be sending people insults, mean messages, threats, faking a profile, posting personal or false information about someone, or impersonating someone else online. It’s all wrong and hurtful and can make big trouble for all concerned. Nowadays, social media use is exploding in popularity among young people, so they must use it correctly, show "netiquette" (good internet manners). Never troll, flame, exclude others with out reason, harass, out, diss, catfish, trick, frap, or cyberstalk other netizens! Never message anybody anything would not say to their face! Be one whole person with integrity and honor online and off. End cyberbullying now!

Mr. Murphy

The students in Ms. Hoffmann’s HSE classes identify the argument and notated the evidence from the texts for their essay outline

Mrs. Hoffmann
PEER TEACHING:

During our professional development staff meeting, my instructional strategy was #34 Peer Teaching/Collaboration. Peer teaching/collaboration learning is the idea that knowledge is a social construct. Collaborative activities are often based on the four principles:

• The learner or student is the primary focus of instruction.
• Interaction and "doing" are of primary importance.
• Working in groups is an important mode of learning.
• Structured approaches to developing solutions to real world problems should be incorporated into learning.

Peer teaching involves students working in small groups to discuss and find solutions to real problems. The use of this method allows for students to take responsibility of their learning by reviewing, organizing and combining what they have learned, their own research and what they've learned from their peers in order to fully grasp and master the topic taught. Students being able to learn from each other increases learning for the student helping and the student being helped. Students spend a lot of time speaking to each other during class, they should at least be learning and gaining knowledge from their conversations. An example of peer teaching in the classroom reminds me of what Mr. Mancuso said about Ms. Gillis classroom. Ms. Gillis taught a topic then one of her students who had the most knowledge of the topic leads her peers in discussion and finding the right answer.

If you're still not sold on the idea of peer teaching/collaboration, according to OpenColleges.edu below is a list of the main benefits of peer teaching:

The main benefits of peer teaching include, but are not limited to, the following:

• Students receive more time for individualized learning.
• Direct interaction between students promotes active learning.
• Peer teachers reinforce their own learning by instructing others.
• Students feel more comfortable and open when interacting with a peer.
• Peers and students share a similar discourse, allowing for greater understanding.
• Peer teaching is a financially efficient alternative to hiring more staff members.
• Teachers receive more time to focus on the next lesson.

If you're now sold on this strategy below are 10 Tips on how to pull off peer
teaching. For more details please visit the site below:

https://www.opencolleges.edu.au/informed/features/peer-teaching/

10 Tips on How to Pull Off Peer Teaching:

1. Be sure your tutors are trained.
2. Use a reward system.
3. Emphasize confidentiality, positive reinforcement, and adequate response time.
4. Choose the learning exercise and the appropriate vehicle for it.
5. Use group strategies: Buzz Groups, Affinity Groups, Solution and Critic Groups, “Teach-Write-Discuss”.
6. Use role playing and modeling.
7. Emphasize the importance of active learning.
8. Teach instructional scaffolding.
9. Explain directive versus non directive tutoring.
10. Explain how to provide feedback.

Ms. Beaubrun
EVENTS:

› 10/16 SS Peer Inter-Visitations
› 10/17 Family Night @ Schermerhorn St.
› 10/24 ORT
› 10/25 TASC
› 11/3 POST TABE
› 11/6 MOCK ORT
› 11/7 Chancellors Conference Day
› 11/10 Jupiter Ed report cards
› 11/13 Cycle #2 Begins
THE MELTING POT
Immigrant Services Newsletter

Vol. 1 Issue 1 October 2017 Garcia & Singh

Upcoming Immigration Legal Service Events

Brooklyn
**Wednesday, October 18th, 2017**
ActionNYC Legal Clinic
9am-5pm
69 Schermerhorn St
Brooklyn, NY 11222
*Appointment only
**Contact: Natasha Singh**
NSingh16@schools.nyc.gov

Manhattan
**Thursday, October 19th 2017**
NYLAG Legal Clinic
11am-6pm
269 West 35th St
New York, NY 10001
*Appointment only
**Contact: Evelyn Garcia**
Egarcia56@schools.nyc.gov

Immigration Policy Update

District 79 has officially partnered with the New York Legal Assistance Group (NYLAG) and the Mayor’s Office of Immigrant Affairs (MOIA) ActionNYC to provide free, ongoing immigration legal assistance and Know your Rights workshops for students and families! As you may be aware, there are multiple policy changes affecting immigrant populations including the cancellation of DACA and new restrictions on travel from Chad, Iran, Libya, North Korea, Somalia, Syria, Venezuela and Yemen. All District 79 students and their family members who have questions about their immigration status, work authorization, citizenship, family petitions, and/or travel restrictions should meet with an immigration lawyer. Note, we had over 80 students enrolled in P2G from Yemen last school year so please keep this population in mind.

SPOTLIGHT IDNYC
OCTOBER

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If you have questions about IDNYC, would like to refer a student for legal services, or request a workshop:

Please contact your borough Outreach Coordinator for Immigrant Services

Evelyn Garcia
Egarcia56@schools.nyc.gov
BRONX, MANHATTAN

Natasha Singh
NSingh16@schools.nyc.gov
BROOKLYN, QUEENS, STATEN ISLAND