Breakout Session 1

Group Presentation
Partnerships for Improving K–3 Reading Outcomes in New York City

Andrew Fletcher, Director of Early Literacy, NYCDOE
Thomas Hatch, Professor, Teachers College, Columbia University
Lynette Guastaferro, Chief Executive Officer, Teaching Matters
Barbara Taveras, Special Projects Officer, New York Community Trust (NYCT)
Shawn V. Moorhead, Vice President for Grants, NYCT

This session examines the possibilities and challenges for working with external support providers to improve K–3 reading outcomes in NYC. Learn about the number and variety of reading-related support providers in NYC; consider what researchers, funders, and educators can do to make partnerships between schools and support providers work; and explore ways that researchers, educators, and funders can work together to have a more powerful and positive impact on student learning.

Skill-building Workshop
Assessing the Relevance and Credibility of Studies of Educational Activities, Strategies, and Interventions

Maya Escueta, Doctoral Candidate, Teachers College, Columbia University
Yilin Pan, Postdoctoral Researcher, Teachers College, Columbia University
Fiona Hollands, Associate Director, Center for Benefit-Cost Studies of Education (CBCSE), Teachers College, Columbia University

Decisionmakers often face challenges in using existing research evidence to inform educational decisions because studies vary in their context and quality of design. Learn how to use the CBCSE Relevance and Credibility Indices to assess the reliability of such studies for informing decisions about educational programs and strategies in your school or district. Be prepared to apply your knowledge of the NYC context and a critical mind to use these two rubrics to evaluate a research study.

Skill-building Workshop
Using User-Centered Design to Meet Educator Needs on WeTeachNYC.org

Christina Rogawski, Director of Product Development and Analytics, Knowledge Sharing Team, NYCDOE
Natalie Pennington, Director of Communications and Strategy, Knowledge Sharing Team, NYCDOE

In September 2015, the NYCDOE launched WeTeachNYC, an online professional learning space for educators to access high-quality curricular, pedagogical, and professional resources. User-centered design was and continues to be critical in the development, design, and ongoing implementation of WeTeachNYC. During this interactive session, you will engage in a journey mapping activity and we will share some of our growing knowledge and experience with user-centered design.
Group Presentation

Strategies and Challenges in Using Research to Inform NYC’s Computer Science for All Initiative

Aankit Patel, Senior Director of Computer Science Academics, NYCDOE
Heather Wilson, Director of Research and Evaluation, NYCDOE
Cheri Fancsali, Research Director, Research Alliance for New York City Schools
June Mark, Managing Project Director, EDC

Learn about two efforts that are part of the NYCDOE’s Computer Science for All (CS4All) initiative: the NYCDOE-EDC research-practice partnership, and the NYC CS4All evaluation. Discuss strategies used to identify critical questions grounded in practice and the challenges encountered in conducting this research. Lessons learned about organizing research-practice partnerships so that they provide timely, useful evidence to inform ongoing improvement will be shared.

Group Presentation

Interrogating Disproportionality in NYC Schools through Youth Participatory Action Research

Hui-Ling Malone, Doctoral Candidate, Teaching and Learning Urban Education Program, NYU
La'Chelle Gaillard, School Counseling Manager, NYCDOE Affinity Field Support Office
Emilie Mittiga, NYCDOE Affinity Field Support Office
Demiana Rizkalla, Senior, Tottenville High School
Kay Galarza, Junior, Baruch College Campus High School
Monique Autumn Carter, Junior, Academy of American Studies
Savio Stephen, Junior, High School for Youth and Community Development

Learn about educational disproportionality through the youth perspective toward reforming education policies and practices to foster inclusive, humanizing, and critical learning environments. YTAC-D will present their findings from research they conducted through youth participatory action research in conjunction with their high schools to answer the question, “How are students experiencing disproportionality?” This participatory workshop encourages anyone invested in equity work to join the conversation.

Skill-building Workshop

No Theory, No Equity! Why Theoretical Frameworks Matter and How to Purposefully Construct Frameworks for Educational Equity

Pamela, D’Andrea Martínez, Researcher, NYU Metro Center
Evan M., Johnston, Researcher, NYU Metro Center
Leah Q., Peoples, Researcher, NYU Metro Center
Joy, Sanzone, Researcher, NYU Metro Center

Attendees will explore the importance of grounding research in theoretical frameworks that promote equity by centering students’ identities and humanity. They will learn the components of theory NYU Metro Center researchers are utilizing to investigate culturally responsive, mastery-based education in New York City.
Finally, participants will develop the skills to evaluate theoretical frameworks for their particular equity-focused educational research passions.

**Group Presentation**

**Strengthening Pre-K Experiences in NYC**

Shira Mattera, Senior Research Associate, MDRC  
Vanessa Rodriguez, Assistant Professor, Center for Early Childhood Health and Development, Department of Population Health, NYU School of Medicine  
Rachel Abenavoli, Postdoctoral Research Associate, Institute of Human Development and Social Change, NYU  
Adrienne Dominguez, Senior Executive Director of Data & Analytics, Division of Early Childhood Education (DECE), NYCDOE

In 2013, President Obama called for making “high-quality preschool available to every single child in America.” In this session, presenters will share what they are learning from research in NYC about pre-K experiences and ensuring high quality at scale. By investigating research questions of high practical relevance, these partnerships aim to provide critical information about how to strengthen Pre-K for All and support NYC’s youngest learners.

**Group Presentation**

**Career & Technical Education in NYC: A Conversation Around Research, Policy, and Practice**

John Widlund, Executive Director of Career and Technical Education (CTE), NYCDOE  
Harini Venkatesh, Deputy Executive Director of Partnerships and Strategy, CTE, NYCDOE  
Chrisann Lucchetto, Senior Director of Policy and Accountability, CTE, NYCDOE  
Samuel Kamin, Doctoral Candidate, Learning, Leadership, and Education Policy Program, University of Connecticut  
Jessica Nguyen, Co-Founder & Accounts Director, Applied Curiosity Research  
Rachel Rosen, Research Associate, MDRC  
Manish Parmar, Research and Data Manager, Research & Policy Support Group, NYCDOE

Join the DOE’s CTE team, MDRC, the Research Alliance for New York City Schools, Applied Curiosity Research, and the DOE’s Research and Policy Support Group to hear about the history and current landscape of CTE in New York City, to explore the research-practice partnerships around CTE, to learn preliminary research findings, and to discuss the benefits and challenges of research-practice partnerships among multiple agencies.

**Group Presentation**

**Social and Emotional Learning: Implementation and Teacher Well-being**

Delores Esposito, Executive Superintendent of Leadership, NYCDOE  
Michael Strambler, Assistant Professor of Psychiatry, Yale School of Medicine  
James Floman, Associate Research Scientist, Yale School of Medicine
Learn about a NYC social and emotional learning (SEL) initiative and a research plan for supporting the initiative. We share information about efforts to measure SEL implementation and educator well-being as well as the use of such data for informing decision-making. The session will consist of presentations by NYCDOE and researchers at The Consultation Center at Yale and the Yale Center for Emotional Intelligence.

**Breakout Session 2**

**Group Presentation**

**Creating Resources to Support Inclusive Elementary Math and Middle School Engineering Experiences through Researcher-Practitioner Partnerships**

*Wendy Martin,* Research Scientist, Education Development Center (EDC)
*Miriam Campos,* Educator, P.S. 206 Jose Celso Barbosa
*Babette Moeller,* Distinguished Scholar, EDC
*Marvin Cohen,* Senior Faculty Member, Bank Street College of Education

Learn how design partnerships developed high-quality mathematics and engineering experiences for all students, including those with disabilities. Math for All is a teacher professional development program that uses video case studies to engage general and special education teachers in learning to provide standards-based math education to all K–5 students. The IDEAS Maker Program is an interest-based, inclusive engineering design curriculum created to be run in informal clubs.

**Group Presentation**

**Social-Emotional Learning Programs in the NYC Schools: Learning from Partnerships to Enhance Equity, Improve Sustainability, and Generate Long-term Impact**

*Alexandra Lotero,* Director, Knowledge and Learning, Student Success Network (SSN)
*Amy Lowenstein,* Director, 4Rs+MTP Study, Fordham University
*Meghan McCormick,* Research Associate, Manpower Demonstration Research Corporation (MDRC)

Researchers from SSN, Fordham University, and MDRC will present work examining what effective SEL practices look like when implemented at scale, how best to measure them, and the short- and long-term impact of SEL programming on low-income students. Presenters will engage in open-ended discussion and pose a series of questions to attendees to help generate feedback to improve future work.

**Skill-building Workshop**

**The Promise of Behavioral Science to Improve Education Practice, Programs, and Policies**

*Rekha Balu,* Director, Center for Applied Behavioral Science, MDRC
*Rachel Leopold,* Senior Analyst, Office of Student Enrollment, NYCDOE
*Barbara Condliffe,* Research Associate, MDRC
MDRC and NYDOE’s Office of Student Enrollment will introduce a problem-solving approach that uses insights from behavioral science to design and test interventions. Participants will: 1) Learn how DOE and MDRC used this approach to create interventions to support families in the kindergarten application process, 2) Practice the approach by creating a process map for another NYC DOE application process, and 3) Reflect on ways that this approach can be applied in other areas.

Group Presentation

Playground Physics: Connecting Research and Practice in Informal and Formal Settings for Middle School Physics Learning

Harouna Ba, Director of SciPlay, New York Hall of Science (NYSCI)
Laycca Umer, Program Coordinator/Research Assistant, NYSCI
Migdalia Sanabria, Educational Specialist, MS 140

In this session, participants will learn about Playground Physics, designed to support middle school students’ engagement and learning about complex physics concepts. The program consists of a digital tool, a curriculum, and professional development activities. Researchers and practitioners will discuss the playful and rigorous nature of this program and its positive impact on diverse students’ physics learning. We will demonstrate how the app works and engage participants in fun activities.

Group Presentation

Civic Service Design Tools + Tactics in Action

Tim Reitzes, Designer, Mayor’s Office for Economic Opportunity
Matt Khinda, Service Design Fellow at the Service Design Studio, Mayor's Office for Economic Opportunity

Learn how the Service Design Studio from the Mayor’s Office for Economic Opportunity is empowering public servants at city agencies to design public services that meet the needs of the city’s most vulnerable populations. You’ll get hands-on experience applying some of the Studio’s Service Design Tools + Tactics to one of your projects, with a specific focus on framing, understanding, and communicating the real, lived experiences of the people who and use deliver public programs or services.

Group Presentation

Learning from New York City's Transformative Expansion of Teaching Pipelines: From Recruitment to Retention to Leadership

Amy Way, Executive Director, Office of Teacher Recruitment and Quality, NYDOE
Ria Mehta, Director of Strategic Partnerships, Office of Teacher Recruitment and Quality, NYDOE
Cyndi Kerr, Deputy Superintendent, NYDOE High School Districts 7, 9, and 12
Michael Rothman, Executive Director, Eskolta School Research and Design
Alicia Wolcott, Director of Program, Eskolta School Research and Design

How do you set up systems and leadership to develop a pipeline for the best teachers to enter, grow, stay, and lead in the system? Learn how Eskolta School Research and Design has collaborated with the NYDOE Office of Teacher Recruitment and Quality in their Teacher Career Pathways and Teacher School Leader (TSL) Bronx
Regional Educational Laboratory
at EDC

Human Capital Initiatives to leverage formative research findings in differentiating support to districts, schools, and teachers across the city.

Skill-building Workshop

Designing a Vision of Success: Creating & Using a Theory of Change

Jamie Litt, Director, Research and Evaluation, NYCDOE
Heather Wilson, Director, Research and Evaluation, NYCDOE
May Maani, Research and Evaluation Manager, NYCDOE
Gwen Fishel, Research and Evaluation Manager, NYCDOE

During this workshop, participants will learn about the value of a Theory of Change in program planning and evaluation, and have the opportunity to apply strategies for developing, refining, and using one. This workshop is designed for practitioners who are interested in developing Theories of Change for their programs, and researchers who are interested in learning how to use Theories of Change to deepen collaborative research partnerships with program teams.

Group Presentation

Using Student Voice from a Large-Scale Senior Survey to Influence College Access for All: High School Program Design and School-Level Interventions

Melissa De Feo, Research and Evaluation Manager, NYCDOE

Obtain an inside look into the Senior Survey – a survey of nearly 15,000 students and 250 high schools across the city (2017/18 school year) – designed to collect information from seniors about the postsecondary planning resources and supports they received, insights into their decisionmaking process, and perceived barriers they face to achieving their goals. You will get to learn hear how this large-scale survey’s results are used to inform program planning and influence school-level interventions affecting both policy and practice.

Group Presentation

Continuous Improvement and ELLs: How a Network of Schools in South Brooklyn is Improving Instruction for its English Language Learners

Sam Midler, Manager of Applied Research, NYCDOE
Anna Kavrakis, Borough Instructional Lead, Brooklyn Field Support Center
Ann Marie Lettieri-Baker, Principal, PS 177 The Marlboro

Are you interested in learning how a network of 17 schools in South Brooklyn are improving outcomes for English Learners using the principles of improvement science? Join a panel composed of central and field staff, and school leaders to hear about how their Networked Improvement Community uses teacher leaders as researchers within their schools, adapting research-based practices to their local school context, testing and refining them, and sharing their successes with the network at large. Learn about both practical and theoretical considerations for supporting a growing network, and lessons from the network’s first three years.
Breakout Session 3

Group Presentation

Data-Based Individualization to Increase Literacy Achievement for Students in Need of Intensive Intervention in Reading

Jason Borges, Director of Academic Intervention Services, NYCDOE
Douglas Fuchs, Professor of Special Education, Peabody College, Vanderbilt University
Devin Kearns, Associate Professor of Special Education, Neag School of Education, University of Connecticut
Meghan Duffy, Director of Primary Literacy Interventions, NYCDOE

Data-Based Individualization (DBI) is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. This session will provide participants with an overview of the five steps of the DBI process, protocols to support it, and findings from pilot schools in the NYCDOE in partnership with the Neag School of Education at the University of Connecticut.

Group Presentation

How Can a University Know What Schools Need? Designing and Evaluating an Impactful University-School-Community Partnership

Anna Kushen, Research Assistant, CBCSE, Teachers College, Columbia University
Catherine Hogg, Raising Educational Attainment Coalition of Harlem (REACH) Program Director, Teachers College, Columbia University
Atsuko Muroga, Graduate Research Assistant, CBCSE
Elizabeth Jarrett, Principal, PS 154

How can school leaders, researchers, and universities work together to best serve students in NYC? Join us to learn more about the design, implementation, and impact and cost analysis of the REACH Program. Together, we will investigate the ways we use empirical evidence to design programming and serve students in NYC.

Skill-building Workshop

DecisionMaker: A Cost-Utility Toolkit to Facilitate Evidence-based Decision-making

Yilin Pan, Postdoctoral Researcher, Teachers College, Columbia University
Maya Escueta, Doctoral Candidate, Teachers College, Columbia University
Fiona Hollands, Associate Director, CBCSE, Teachers College, Columbia University

Learn how to use a research-based, online tool, DecisionMaker, to facilitate evidence-based decisionmaking. Based on cost-utility analysis, DecisionMaker helps education decisionmakers articulate problems related to educational activities, evaluate solution options, engage stakeholders, and identify which solutions provide the best return on investment. Bring your laptop and engage in a hands-on experience using DecisionMaker.
Group Presentation

Research at the American Museum of Natural History: Partnering Across Multiple Institutions for Equitable Science Teaching and Learning

Preeti Gupta, Director of Youth Learning and Research, American Museum of Natural History (AMNH)
Karen Hammerness, Director of Educational Research and Evaluation, AMNH
Anna MacPherson, Senior Manager of Research and Evaluation, AMNH
Michael Chavez Reilly, Postdoctoral Research Fellow, AMNH
Rachel Chaffee, Postdoctoral Research Fellow, AMNH
Natasha Cooke-Nieves, Senior Specialist in Science and Teacher Education, AMNH
Julie Contino, Senior Specialist in Science and Teacher Education, AMNH
Elaine Howes, Senior Specialist in Science and Teacher Education, AMNH
Jenny Ingber, Director, Children and Family Learning and the Science and Nature Program, AMNH
Jacqueline Horgan, Senior Coordinator, Children and Family Learning, AMNH
Veena Vasudevan, Postdoctoral Fellow, AMNH

Are you interested in how schools and cultural institutions can partner together to advance equitable educational experiences and outcomes for teachers and children? Learn about a set of research studies of long-term partnerships between the American Museum of Natural History, the NYCDOE, and with other local cultural and informal science institutions. Examine data on youth social networks, tools targeting equitable science learning, and rubrics articulating culturally responsive dispositions.

Group Presentation

Partnering to Close the Research-Practice Gap: Lessons from the New York Early Childhood Research Network

Sherry Cleary, Executive Director, New York City Early Childhood Professional Development Institute
Lacey Peters, Assistant Professor of Early Childhood Education, Hunter College, City University of New York
Sherryl Browne Graves, Professor of Educational Foundations, Hunter College, City University of New York
Jessica Siegel, Doctoral Candidate, Psychology and Social Intervention Program, New York University (NYU)

Learn about an innovative model for conducting high-impact research through partnerships. The New York Early Childhood Research Network is a collaboration between a foundation, researchers, and city agencies in New York City that was launched to strengthen NYC’s Pre-K For All initiative. During this session, we will describe the network’s approach to partnered research, present research findings, and facilitate a discussion about research-practice partnerships.

Group Presentation

Collaborative Research Aimed at Making Educational Media Work for Teachers, Students, and Families

Janice Fuld, Associate Education Director, Kids’ Media and Education Department, WNET
Babette Moeller, Distinguished Scholar, Education Development Center (EDC)
Bill Tally, Managing Project Director, EDC
Noah Goodman, Research Associate, EDC
Learn about the value and challenges of rapid-cycle formative research to improve the quality of educational media and tools geared toward teachers, students, and families. This presentation will highlight three NYC-based projects in which researchers from EDC's Center for Children and Technology partnered with the NYC DOE's Office of Innovation, WNET NY Public Media, and NYC public school teachers in order to ensure a range of voices and stakeholders are represented.

**Group Presentation**

**College for All in New York City: Operationalizing High Schools as Organizational Institutional Agents**

Leigh McCallen, Director of Research and Evaluation, College Access: Research and Action (CARA)
Robert Schwarz, Assistant Principal, Richmond Hill High School
Karen Zaino, Researcher, Urban Education, City University of New York (CUNY) Graduate Center
Allison Cabana, Researcher, Critical Social/Personality Psychology, CUNY Graduate Center

How can high schools develop a college-going culture that promotes equity in access to higher education? In this session, attendees are invited to: explore a framework for identifying core leverage points in the development of college-going culture, engage this framework to analyze ethnographic data we collected at seven NYC high schools, and apply the concepts introduced in the session to clarify the challenges and potential solutions to supporting young people in becoming college-bound.

**Skill-building Workshop**

**Dismantling Disproportionality Using the Guardians of Equity Team Protocol**

Maria Hernández, Director, Technical Assistance Center on Disproportionality (TAC-D), NYU Metro Center
David Lopez, Project Associate, TAC-D, NYU Metro Center

Participants will be trained on The Guardian’s of Equity (GOE) Protocol, a culturally responsive data problem-solving approach that ensures equitable outcomes for every student. The GOE protocol allows districts and school buildings to engage in problem solving, researching and analyzing data in the hopes of creating systemic solutions that decrease disproportionality, particularly as it exists for students of color in their institutions.

**Skill-building Workshop**

**What Does This Mean And Why Should I Care?: Visualizing and Communicating Data**

Andy McClintock, Director of Enrollment Research and Policy, NYCDOE

Participants will recognize common pitfalls in sharing data with the public; visualize real data together as a group; compare real presentations, examining their strengths and weaknesses and walk away with resources on how to visualize and communicate data.