CONFERENCE AGENDA

7:30 - 8:15  Breakfast & Networking                      Multipurpose Room

8:15 - 8:45  Welcome                                    Student Center Theater
             JOHN LEWIS, ASSOCIATE DEAN, HOFSTRA UNIVERSITY
             DR. ROBERT DILLON, SUPERINTENDENT, NASSAU BOCES
             ROGER TILLES, NEW YORK STATE REGENT

8:45 - 9:45  Keynote                                     Student Center Theater
             DR. BILL DAGGETT, ICLE
             “20/20 FORESIGHT: WHY TALK ABOUT 2030 NOW?”

9:45 - 10:40 Featured Speaker                          Student Center Theater
             DAWN MASTROIANNI, CTE TAC OF NY
             “THE NEW MIDDLE SCHOOL REGULATION’S INSTRUCTIONAL IMPACT”

10:40 - 11:05 Coffee Break                             Multipurpose Room

11:10 - 12:00 Breakout Session 1                       See Session Schedule

12:05 - 12:50 Lunch & Networking                      Multipurpose Room

12:50 - 1:30  Featured Luncheon Speaker                 Multipurpose Room
              TIM OTT, CTE TAC OF NY
              “EXPANDING CTE - NYSED’S AGENDA”

1:35 - 2:25  Breakout Session 2                        See Session Schedule
Virtual Enterprises Firms at our mini trade show

Please visit the Virtual Enterprises Firms who are exhibiting at the conference. The students will share information about their firms and be delighted to have you spend money with the VE checks you received at registration.

$$$$ Spend your virtual dollars and enable students to hone their business skills! $$$$

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<tr>
<th>SCHOOL</th>
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<td>Baldwin</td>
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<td>Carle Place</td>
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<td>Carle Place</td>
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<td>East Hampton</td>
<td>East Hampton Eco-packs</td>
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<td>Nancy O'Connor</td>
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<td>West Hempstead</td>
<td>At Your Service</td>
<td>Michael Silberman</td>
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<td>West Hempstead</td>
<td>A Helping Hand</td>
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Appreciation to Michael Silberman from West Hempstead High School for assisting with the coordination of the Virtual Enterprises Trade Show.

Please also visit the Exhibit Tables of:
CTE Technical Assistance Center of New York
International Code Council (ICC)
Citizens for Long Island Manufacturing and Business (CLIMB)
# Breakout Session Schedule

(Session Descriptions on Pages 6-9)

## Breakout Session 1

### 11:10 - 12 Noon

<table>
<thead>
<tr>
<th>Title</th>
<th>Speaker/s</th>
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<td>Buffalo Schools</td>
<td>Room 142</td>
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<tr>
<td>Middle School CTE: Discovering Passions and Options in Business Education</td>
<td>Nancy O’Connor</td>
<td>Wantagh High School</td>
<td>Room 143</td>
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<td>Middle School 2 High School CTE Partnership</td>
<td>Moses Ojeda and Patrick Burns</td>
<td>Thomas A. Edison HS and Robert A. Van Wyck Middle School</td>
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<td>A Middle School Model: The Innovative Redesign of CTE at Farmingdale</td>
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<td>Mapping FACS and Technology - Creating Connections to High School</td>
<td>Max Grundy</td>
<td>Buffalo Schools</td>
<td>Plaza East</td>
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<tr>
<td>The Power of Digital Portfolios - The What and How</td>
<td>Iris Blanc and Nick Chapman</td>
<td>Virtual Enterprises</td>
<td>Plaza West</td>
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## BREAKOUT SESSION 2

### 1:35 - 2:25

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<td>Understanding the CDOS Credential and Related Pathways</td>
<td>Connie Spohn</td>
<td>CTE Technical Assistance Center of NY</td>
<td>Greenhouse</td>
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<tr>
<td>CFM Curriculum Framework Update: What you Need to Know!</td>
<td>Marsha Iverson</td>
<td>CTE Technical Assistance Center of NY</td>
<td>Room 141</td>
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<td>Dick Jones</td>
<td>CTE Technical Assistance Center of NY</td>
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</table>
KEYNOTE DESCRIPTIONS

20/20 FORESIGHT: WHY TALK ABOUT 2030 NOW?
BILL DAGGETT, ED.D.
FOUNDER AND CHAIRMAN, INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION
Dr. Daggett’s Keynote Presentation will cultivate meaningful discussions about what needs to change in today’s schools to prepare our students for success in the year 2030. His remarks will cover topics such as artificial intelligence, enrollment and cultural shifts, staffing needs, instructional technology and much more.

THE NEW MIDDLE SCHOOL REGULATION’S INSTRUCTIONAL IMPACT
DAWN B. MASTROIANNI
CTE TECHNICAL ASSISTANCE CENTER OF NY
Students experience their first formal introduction to career and technical education (CTE) when they enter the middle school. The current middle-level CTE regulation provides school leaders flexibility for making decisions about the CTE experiences their students will have. High-quality, relevant, CTE learning experiences encourage middle-level students to pursue personal interests; engage in school and community activities; explore potential futures and careers; and begin to develop the social, interpersonal, and life skills needed to live full and productive lives. So, how will we design middle-level CTE instruction to maximize the benefits for our students?

EXPANDING CTE - NYSED’S AGENDA
TIM OTT
CTE TECHNICAL ASSISTANCE CENTER OF NY
The Board of Regents (BOR) and the New York State Education Department (NYSED) have taken significant steps to help expand both the quantity and quality of CTE across the state. This session will summarize the state’s agenda to expand CTE and provide information on CTE’s connection to the Every Student Succeeds Act (ESSA), Perkins V reauthorization, middle-level regulation changes, teacher certification, and the CTE Program Approval Process. Participants will learn how the CTE-TAC is supporting these initiatives and how their local actions can align.
Breakout Session Descriptions

A Conversation with Bill Daggett
Bill Daggett, Ed.D.
Founder and Chairman, International Center for Leadership in Education
Student Center Theatre

This session is designed as a follow-up to Dr. Daggett’s Keynote presentation. Participants will have an opportunity to ask questions regarding school change and to discuss potential strategies to deal with the impact of technology.

Reimagining Middle School - How You Get There
Dawn Mastroianni
CTE Technical Assistance Center of NY
Greenhouse

This session will focus on strategies and resources for implementing middle-level CTE utilizing the flexibilities permitted under current regulation. Decisions around instruction, staffing, scheduling, and acceleration will be considered. Participants will examine the assets and obstacles present in their systems in terms of their schools’ visions for middle-level CTE.

The NYS CTE Program Application Process - Making It Happen
Ellen Palazzo and Rie Posillico
CTE Technical Assistance Center of NY
Room 141

NYSED’s CTE Program Approval Process has raised the quality and rigor of courses that prepare students for employment and post-secondary study. Still wondering how to transform a series of CTE electives into a CTE approved program? This session will provide you with that knowledge.

CTE and ESSA: An Advantage for Students and Districts
Katherine Heinle
Buffalo School District
Room 142

This session will address how Buffalo Public Schools’ Career & Technical Education Department is taking advantage of the new ESSA regulation to engage and strengthen relationships with building administrators and CTE programs they oversee. The session will provide real-world solutions on how to electronically track information required to validate attainment of the CDOS Credential and 4+1 Pathways in a large district setting.
MIDDLE SCHOOL CTE: DISCOVERING PASSIONS AND OPTIONS IN BUSINESS EDUCATION
NANCY O’CONNOR
WANTAGH SCHOOL DISTRICT

Explore an established, exciting middle school business education program. Learn what it takes to “create a spark and ignite a passion” for your high school business education program in the middle school. Nancy will share three middle school business education electives offered at Wantagh Middle School: 6th grade Computer (10 weeks), 8th grade Business Management (20 weeks), and 8th grade E-Business (20 weeks). Learn how to build a thriving school store and Entrepreneurship Club in the middle school. Recruitment ideas will also be shared. Start them early!

MIDDLE SCHOOL 2 HIGH SCHOOL CTE PARTNERSHIP
MOSES OJEDA, THOMAS A. EDISON HIGH SCHOOL
PATRICK BURNS, ROBERT A. VAN WYCK MIDDLE SCHOOL PRINCIPAL

Join us as we describe our experience in developing a successful middle school (Grades 7 and 8) CTE program that introduces students to their career of interest, resulting in relevance for learning, an increase in student engagement which in turn supports High School program recruitment and retention. The middle school to high school partnership can lead to early exposure to careers and the World of Work, a rise in graduation rates, and post-secondary enrollment rates.

A MIDDLE SCHOOL MODEL: THE INNOVATIVE REDESIGN OF CTE AT FARMINGDALE
STANLEY PELECH AND MICHAEL KING
FARMINGDALE SCHOOL DISTRICT

This session will review the changes implemented in the grade 6-8 CTE program at Howitt Middle School which now provides all middle school students with 17 different CTE experiences. Discussion about the goals that were set, the process that was implemented, and how the foundational CTE Theme Modules provided were chosen will be explained. The model insures that the new certification pathways help build clear bridges for students from middle school to high school.

MAPPING FACS AND TECHNOLOGY - CREATING CONNECTIONS TO HIGH SCHOOL
MAX GRUNDY
BUFFALO SCHOOL DISTRICT

This session will address how Buffalo Public Schools’ Career & Technical Education Department provides a seamless transition for its students from middle school to high school CTE programs. Participants will learn about a series of activities which include interactive Careers Fairs and High School Ahead events. Middle School curriculum has been reworked to map classroom activities to High School CTE programs all of which help students and their parents make an educated decision about their high school CTE choices.
THE POWER OF DIGITAL PORTFOLIOS - THE WHAT AND HOW
IRIS BLANC AND NICK CHAPMAN
VIRTUAL ENTERPRISES

Virtual Enterprises International in collaboration with business/industry leader Deloitte developed the "VEI Career Readiness Framework" to help define "Career Ready" competencies. In this session you learn the application of this framework in the JV VE experience and the high school VEI experience, supports each student’s development of a personal online portfolio, thus laying the basis for his/her professional dimension development. This directly aligns with the new CTE middle level theme module “Career and Community Opportunities”. It helps students discover how to showcase themselves and their work as they learn to articulate and cultivate their personal attributes, experiences and goals through an evolving digital portfolio.

UNDERSTANDING THE CDOS CREDENTIAL AND RELATED PATHWAYS
CONNIE SPOHN
CTE TECHNICAL ASSISTANCE CENTER OF NY

This session will review and compare the components of the CDOS Credential, and the CDOS and CTE Pathways. These options increase graduation rates for all students. The work-based learning and CTE coursework requirements of the CDOS Credential and the CTE Pathways will be explained. Participants will be encouraged to ask questions to gain insight into these options for students.

CFM CURRICULUM FRAMEWORK UPDATE: WHAT YOU NEED TO KNOW!
MARSHA IVERSON
CTE TECHNICAL ASSISTANCE CENTER OF NY

Career and Financial Management is a required semester course for all students in CTE programs. New regulations now permit middle school students to take the course for high school credit. The CFM curriculum can also be used for students with special needs pursuing a CDOS Credential. NYS released the CFM Curriculum Framework in June, 2018. In addition, a Resource Guide has been created as a companion document. This session will provide the update — and highlight interactive ideas to deliver the CFM instruction.

THE COMMUNITY: A NECESSARY INGREDIENT FOR SUCCESS
JEFF CHETIRKO AND PETE MALINOWSKI
URBAN ASSEMBLY HARBOR SCHOOL, NYC

New York Harbor School and Billion Oyster Project educate students in Marine fields through the restoration of oyster reefs to New York Harbor. Pete Malinowski, Executive Director of Billion Oyster Project and Jeff Chetirko, Principal of New York Harbor School discuss innovative programs and funding aimed at providing students authentic, hands-on practice through CTE Programs. Outreach and meaningful relationships with the community makes it happen!
STRATEGIES FOR ASSESSING AND GRADING STUDENT BEHAVIORS
DICK JONES
CTE TECHNICAL ASSISTANCE CENTER OF NY

Hands-on, project-based learning is the common element of all CTE courses across middle and high school levels. It is through these projects that students apply and receive feedback on developing the work habits that prepare them for future careers. Life/Career Abilities is the learning domain of behaviors and “soft skills” that significantly contributes to student career readiness and leads to future job success. CTE has always focused on teaching relevant work habits and must be a showcase for other educators seeking to address the growing recognition of acquiring positive behaviors. In this session, discover the best practices and resources to be intentional and systematic in giving feedback, assessing and grading Life/Career abilities.
Dr. Robert R. Dillon

Dr. Robert R. Dillon is District Superintendent of Nassau BOCES, the largest Board of Cooperative Educational Services in New York State. He is also a regional representative for the New York State Commissioner of Education. Dr. Dillon has been an active leader in education for 36 years, 25 as a superintendent. Dr. Dillon served as the Executive Director of Reform Educational Financing Inequities Today (R.E.F.I.T.), a consortium of school districts dedicated to fair and equitable education for all students. He was also the Executive Director of the Mid-Hudson School Study Council and a member of the Board of Directors for the National School of Development Council.

A scholarly author, Dr. Dillon has written extensively on the improvement of education. Dr. Dillon has been named Educator of the Year by Phi Delta Kappa and was presented with the Leaders in Education Award from St. John’s University.

Roger B. Tilles

Roger B. Tilles has been the Regent for the Tenth Judicial District, since 2005. Regent Tilles graduated in 1968 from Amherst College with a Bachelor of Arts degree and from the University of Michigan College of Law in 1971. He became Director of Law and Legislation for the Michigan Department of Education, was elected to the Michigan State Board of Education, and in 1975, he became the Executive Secretary to the Speaker of the Michigan House of Representatives. During this time in Michigan he taught at University of Michigan, Michigan State, Eastern Michigan and Central Michigan Universities’ Schools of Education. He returned to Long Island in 1983 and became the Director of the Tilles Investment Companies.

He is a member of the New York, D.C. and Michigan Bar Associations. He was Chair and a founding member of the Association for a Better Long Island, past acting Chair of the Long Island Regional Planning Board, served as Chair of the Long Island University Board of Trustees, served on the Boards of WNET/Channel 13 and WLIW/Channel 21 and has been Executive Vice Chairman of the Tilles Center For The Performing Arts, in addition to serving on the Board and Executive Board of the Long Island Association. He has also worked to form the Long Island Arts Alliance, attempting to bring together the cultural institutions of Long Island.

Roger Tilles was born and educated in Great Neck in their public schools. He and his wife, Jerry, and their daughters, Eliana and Hanaleah, still reside in Great Neck where their children have graduated from the Great Neck public schools.
Dr. Bill Daggett

Bill Daggett, Ed.D., Founder and Chairman of the International Center for Leadership in Education, is recognized worldwide for his proven ability to move pre K-12 education systems towards more rigorous and relevant skills and knowledge for all students. For 25 years, he has crisscrossed our nation, as well as the industrialized world, to lead school reform efforts to effectively prepare students for their future.

While an avid supporter of public education, he also challenges all of us to be more focused on our children’s future than on maintaining the schools of our youth. His insights and leadership have caused nearly every major education association in the country, hundreds of school districts, numerous political and business leaders, publishers, and others to seek out his advice and guidance.

Before founding and now serving as Chairman of the International Center for Leadership in Education, Dr. Daggett was a teacher, local administrator, and a director with the New York State Education Department.

He is the creator of the Rigor/Relevance Framework which has recently become the cornerstone of much of the nation’s school reform efforts. He is also the author of numerous books about learning and education, textbooks, research reports, and journal articles.

Dr. Daggett has been recognized as a distinguished alumnus by both Temple University and the State University at Albany.

Dr. Daggett has a special commitment to individuals with disabilities. He and his wife, Bonnie, volunteer their time and lend their support to Wildwood Programs in upstate New York. Wildwood serves the needs of people of all ages who, like their daughter Audrey, have neurological impairments/learning disabilities or autism, by enabling them to become the best that they can be.

Dawn Mastroianni

Dawn Mastroianni is a Senior Consultant with the Career and Technical Education Technical Assistance Center of New York (TAC) where she is project coordinator for the NYS Middle-level CTE Curricular Guidance project.

Prior to this role, Dawn was the Family and Consumer Sciences Associate on the Career and Technical Education team at the New York State Education Department where she provided leadership for CTE initiatives at the state level. Dawn began her career as a high school teacher and department chair for Family and Consumer Sciences in the Scotia-Glenville School District. She holds a Bachelor of Science degree in Home Economics Education/Consumer Economics from the State University College at Oneonta, and holds Master’s Degrees in both Developmental Reading and Educational Administration and Policy Studies from the State University of New York at Albany.

Dawn concentrates her efforts on connecting CTE professionals across the delivery continuum. She works with pre-service teachers, middle-level teachers, high school teachers, BOCES teachers, teacher educators, national colleagues, and related business leaders to advance the philosophy, goals, and importance of CTE to a wide array of internal and external audiences. Dawn believes that meaningful connections across the continuum are the key to the successful future of Career and Technical Education.
Ms. Palazzo is the Director of the Long Island Region for Virtual Enterprises International. She has spearheaded this vibrant network, which has grown to include 60 schools and 95 firms in 8 years. Ellen co-developed a Family and Consumer Sciences Master of Education program at Hofstra University and serves on the Board of The Rosa Lee Young Childhood Center.

Ellen Palazzo

Ellen Palazzo has spent her career designing and promoting educational programs that engage learners in challenging applied academic learning opportunities which promote self-discovery, motivation and interconnect learning and goal setting. She has been an advocate for Career and Technical Education throughout her career, in the Valley Stream Central High School District and in her current role as the Long Island Field Associate for the CTE Technical Assistance Center of NY. Ellen works across Long Island with school districts, BOCES Centers, post-secondary institutions, and business and industry leaders to improve the quality, access, and delivery of CTE and pathway programs resulting in more rigorous, relevant opportunities for all students.

Ms. Palazzo is the Director of the Long Island Region for Virtual Enterprises International. She has spearheaded this vibrant network, which has grown to include 60 schools and 95 firms in 8 years. Ellen co-developed a Family and Consumer Sciences Master of Education program at Hofstra University and serves on the Board of The Rosa Lee Young Childhood Center.

Rie Posillico

Rosemarie (Rie) Posillico began working at the CTE Technical Assistance Center of NY in 2016 after 38 years of teaching/administrative experience in the Capital Region. As a Center Specialist, Rie assists schools as they work to improve the quality and expand access of CTE programs for all students.

Prior to retiring, Rie most recently was the K-12 Director of CTE and Health Education, and Coordinator of the Career Exploration Internship Program (CEIP) in the Burnt Hills-Ballston Lake School District. She began her career teaching Home Economics at Shaker High School in the North Colonie School District and later was the Department Administrator for Family & Consumer Sciences and Health Education in the Shenendehowa Central School District. She has also been a consultant for NYSED in the areas of curriculum and assessment since 1987. Rie holds a BS Degree in Home Economics from SUNY Plattsburgh, an MS Degree in Curriculum Planning & Development from the University at Albany, and an MS in Educational Administration & Supervision from The College of Saint Rose.
Katherine Heinle  
Kheinlie@buffaloschools.org

Katherine Heinle is the Director of Career & Technical Education for the Buffalo Public Schools. Kathy serves as the Board member for ACTEA as the Big 5 representative, Niagara Frontier Industry & Education Council, Erie Community College Perkins Board and several local not-for-profits. Kathy has devoted her professional career to advancing Career & Technical Education and ensuring that all students have access to a career focused learning environment. She successfully secured over $10 million of grant funding for her school district both through state and federal opportunities which has helped to drastically increase the amount of programs offered within her district.

Nancy O’Connor  
oconnorn@wantaghschools.org

Nancy O’Connor has been teaching Business Education in the Wantagh School District for 27 years. She holds a Master’s Degree in Secondary Education from Hofstra University. Nancy currently serves on the executive boards for the Business Teachers Association of NYS, Long Island Business Teachers Association, the Eastern Business Educator Group, and Hofstra’s Paralegal Advisory Board. At Wantagh, Nancy teaches HS Virtual Enterprises, MS Business Management, MS E-Business, and MS Computers. Currently, she is also the advisor to the Entrepreneurship Club, Computer Science Club, STACK (Students Teaching Adults Computer Knowledge), Yearbook, and Class of 2024.

Moses Ojeda  
Mojeda3@schools.nyc.gov

Moses Ojeda, Principal of Thomas A. Edison Career & Technical Education (CTE) High School has spent nearly 25 years at Thomas Edison, as a student, teacher, assistant principal and now principal. He is a graduate of NY City College of Technology (Bachelor of Science in Career and Technical Education) and Adelphi University (Master’s in Educational Leadership and Technology.) Moses has been instrumental in revitalizing CTE and college readiness programs needed to serve the community/city. Currently, the school offers 12 CTE programs the latest additions being Cyber Security, Medical Assisting and Drone Engineering. Moses shares his vision for CTE with aspiring principals of new schools and helps them to develop and implement three-year CTE programs. Moses is the recipient of the following awards: UFT CTE Teacher of the Year 2005, Champion of Digital Literacy by Certiport 2012, and The Center for Woman of NY “Good Guy” Award 2015.
Patrick Burns

Patrick Burns has served as principal of Robert A Van Wyck Middle School 217 for ten years. Prior to being appointed principal he has served the students of NYC as a mathematics teacher, dean, and assistant principal. As principal Patrick has led the implementation of a one-to-one laptop environment for all 1,687 students at MS217Q. He has collaborated with his colleagues to bring global skills to his school community through partnerships with Thomas Edison High School, The Young Women’s Leadership School of Astoria, NYU, Apple, and Google. Under his leadership MS 217 has placed digital boards in all classrooms, moved to real time standards driven instruction, and is focused on student authored content. MS 217 has participated in the beta testing of numerous EdTech applications, and has been a pilot for several NYCDOE iZone short cycles. He has presented at city and national conferences sharing the successes of his school community. In addition to serving as Principal, Patrick is one of six mentor principals in the city of New York to mentor aspiring assistant principals in the Advanced Leadership Program for Assistant Principals (ALPAP), is a NYCDOE LEAP mentor principal, a model principal in the NYCDOE Learning Partners Program, and was recently awarded the NYCDOE Tech Leadership award. Patrick serves as the Director of Professional Development for the Middle School Principal Association, and vice president of the Catholic Teachers Association. Patrick is grateful to his colleagues and to his supportive wife and two daughters.

Stanley G. Pelech II is the Director of Integrated Academic and Technical Studies for Farmingdale Public Schools. He has over 24 years of experience as an Assistant Superintendent for Educational Services, middle school principal, high school associate principal, special education department chair, middle school dean, elementary school coordinator, teacher and coach. His philosophy of leadership is simple: “Higher Expectations = Higher Outcomes.” He firmly believes public education must prepare students equally to enter college or the workforce after high school with confidence and skills that will make them successful. Mr. Pelech earned a M.A. in Educational Administration from The College of Saint Rose and a B.S. in Elementary Education from the State University of New York College at Oneonta. He was a recipient of the 2009 Stony Brook University Phi Delta Kappa “Friend of Education” award for his work as Principal of Bellport Middle School.

Michael King

Michael King is currently a library media specialist at Weldon E. Howitt Middle School in Farmingdale. Mr. King finds himself in a unique role, oftentimes working across disciplines and alongside administration to help optimize and update school programs and curriculum. He has a deep love of technology, programming, and providing students with opportunities to see these new exciting technologies in their everyday lives. In 2017 he was presented with the School Librarian of the Year Award from Nassau BOCES. Additionally, he won the Ellen Swallow Richards Award for contributions to the Family and Consumer Sciences program. Mr. King received his BA from Binghamton University and then two Masters Degrees from Long Island University, a Masters in Library and Information Science and a Masters in Information Studies. He was also chosen to be part of the American Library Association’s NeXT Wave program for school librarians striving to get their doctoral degrees. Mr. King has run multiple workshops and presentations on topics ranging from Makerspaces to 3D Printing.
Max Grundy

Max Grundy is a Supervisor of Career & Technical Education in the Buffalo Public Schools. Max’s primary focus in the district is the continuing development of the middle school CTE programs and their alignment with the current and expanding high school programs. Max’s background is in English and Social Studies, but has found a true calling in helping to develop pathways for student success through the career and technical fields. He is excited to help bring Career and Technical Education back into the mainstream conversation, and promote it as a desirable option for students.

Iris Blanc

Iris Blanc is the Executive Director of Virtual Enterprises International, a national educational non-profit that provides a multidimensional, experiential learning model for global business, entrepreneurship, finance and technology to schools across the U.S.

Ms. Blanc spearheaded the development of VEI for the New York City Department of Education, where the program was piloted and launched in seven of the city’s high schools in 1996, and has since led its expansion and transition to a national non-profit serving over 15,000 students in 19 states. She has developed a broad range of support for the program by establishing partnerships with the business community, state agencies, institutions of higher learning and other non-profit organizations.

During her 35 years working at all levels of public education, Ms. Blanc served as a teacher, assistant principal, and central district administrator prior to directing the development and implementation of Virtual Enterprises for the Department of Education. For nearly two decades since launching the program in New York City public schools, she has witnessed its power to change lives through innovative and relevant learning models. Her team continues to explore and develop new strategies for providing real-world learning and opportunities for all students.

Ms. Blanc began her professional career in marketing research in the advertising industry. She has also authored numerous technology application textbooks and reference guides.

Nick Chapman

Nick Chapman is the President of Virtual Enterprises International. For over 20 years, VEI has been a national model for developing the national talent pipeline, serving 450 middle and high schools nationwide. In his role, Nick has the opportunity to travel the country and the world interacting with students, educators, and business leaders from a multitude of backgrounds and perspectives. Nick’s work with state and national leaders in education, business and industry uniquely position him to contribute to the national conversation around career preparation from a diversified point of view. A regular presenter at regional and national conferences, Nick attempts to put clarity to these topics as he speaks to various audiences and backgrounds.
Constance Spohn  connie@spnet.us
Constance Spohn serves as the Assistant Director of TAC. She retired from the position of Director of Special Programs at Fonda-Fultonville Central School, Fonda, NY. Her education includes a B.S. and M.S. in home economics education from the State University College at Oneonta, NY. She holds a Ph.D. in Educational Administration and Policy Studies from the University at Albany, and permanent certification as a teacher and school district administrator. Dr. Spohn's work experience includes teaching career and technical education and special education students. She is an adjunct professor teaching on-line courses for the Vocational Teacher Preparation program at SUNY OSWEGO. Dr. Spohn has experience in professional organization leadership on local, state and national levels. She has been state president of the NYS Home Economics Teachers Association and the NYS Occupational Education Association and served on the National Tech Prep Network Advisory Board.

Marsha Iverson  marsha@spnet.us
Marsha Wilsker Iverson was a Business Educator, Curriculum Coordinator, and Administrator in the Valley Stream High School District. She retired from Valley Stream after 37 years. She is the co-author of three published textbooks and numerous professional publications in various areas of Career and Technical Education. In addition, Marsha was the President of the Business Teachers Association on New York State and continues to serve on their Board. She was a recipient of the Clinton A. Reed Award. After retiring from Valley Stream, Marsha was an interim administrator in three school districts. In addition, she was Director of Adult and Continuing Education and Test Preparation for SCOPE Education Services on Long Island. In addition to her work as a Field Associate for the CTE Technical Assistance Center, she is an Associate Professor and Program Director at Hofstra University. Marsha directs the Business Education, Family and Consumer Sciences, and Work Based Learning programs. Supervising prospective teachers enables her to continue to make a difference in many classrooms.

Jeff Chetirko  jchetirko@newyorkharborschool.org
Jeff grew up in Queens, NY and attended Queens College and St. John's University, earning his Ed.D. in Educational Leadership. He has worked in the New York City Department of Education for over 15 years as a Reading Specialist, Assistant Principal and Principal. He has been the proud principal of the Urban Assembly New York Harbor School since 2015, working in partnership with Pete Malinowski and the Billion Oyster Project.
Pete Malinowski

Pete grew up farming oysters with his parents on the Fishers Island Oyster farm. After graduating from Vassar College, he began working at the New York Harbor School where he founded the Aquaculture and Oyster Restoration Programs. After 5 years as a public school teacher, Pete left Harbor school in 2014 to develop Billion Oyster Project where he is now Executive Director.

Dick Jones

Hands-on, project-based learning is the common element of all CTE courses across middle and high school levels. It is through these projects that students apply and receive feedback on developing the work habits that prepare them for future careers. Life/Career Abilities is the learning domain of behaviors and “soft skills” that significantly contributes to student career readiness and leads to future job success. CTE has always focused on teaching relevant work habits and must be a showcase for other educators seeking to address the growing recognition of acquiring positive behaviors. In this session, discover the best practices and resources to be intentional and systematic in giving feedback, assessing and grading Life/Career competencies.

Dick has varied and extensive education experience working with educators for five decades in all 50 states developing the commitment to school change and skills necessary to better prepare students for the future. Dick served in several leadership capacities in the New York State Education Department, worked in the private sector developing technology applications for schools, an adjunct professor of education leadership and the creative force behind several of the resources developed by the NYS CTE Technical Assistance Center. He has authored fourteen books on instruction and leadership. His philosophy is “To be an educator, you must never stop being a student.”
HELPFUL LINKS


Increased Flexibility in the Middle Level Program Requirements: http://www.regents.nysed.gov/common/regents/files/P-12%20Increased%20Flexibility%20in%20the%20Middle%20Level%20Program%20Requirements.pdf

CTE Technical Assistance Center of New York: www.nyctecenter.org

New York State Education CTE Department: www.p12.nysed.gov/cte

SPECIAL THANKS

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