

First Annual NYCoRE Conference  
MARCH 20TH, 2010

VANGUARD HIGH SCHOOL  
JULIA RICHMAN EDUCATION COMPLEX

# NYCoRE Conference

The goal of the 1st Annual NYCoRE Conference is to bring educators together to explore a variety of issues within the educational justice movement. The conference will feature a diverse array of workshops designed to help educators both deepen their analysis of current injustices in education and to provide ways for educators to work together to have a transformative impact inside and outside the classroom. Workshops will be offered by community based organizations, classroom teachers, participants in ongoing NYCoRE projects, and more.

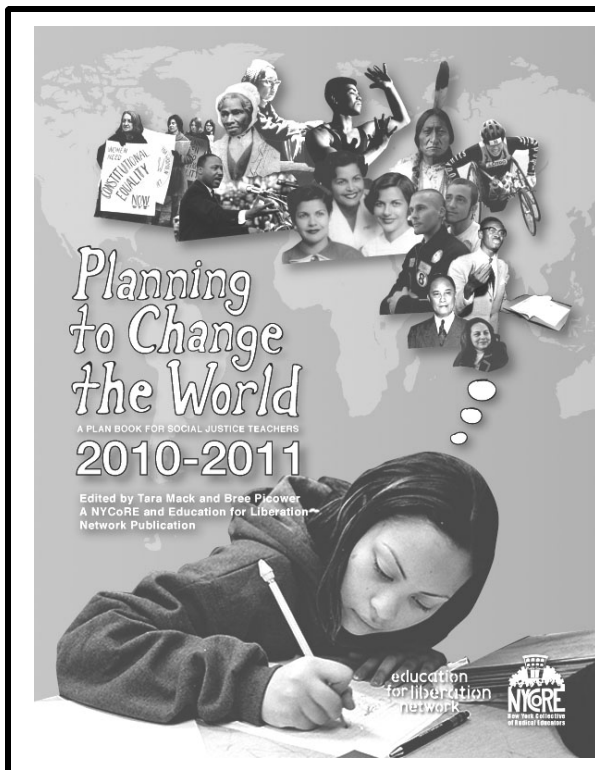


## About NYCoRE

New York Collective of Radical Educators (NYCoRE) is a group of public school educators committed to fighting for social justice in our school system and society at large, by organizing and mobilizing teachers, developing curriculum, and working with community, parent, and student organizations. We are educators who believe that education is an integral part of social change and that we must work both inside and outside the classroom because the struggle for justice does not end when the school bell rings. For more info: [www.nycore.org](http://www.nycore.org)

## Inquiry to Action Groups

Several workshops are led by NYCoRE Inquiry to Action Groups (ItAGs). NYCoRE ItAGs are study groups led by teachers and community members that link social justice issues with classroom practice. Every year, small groups meet weekly between January and March to share experiences, respond to readings, exchange ideas and develop plans of action. This year, the ItAGs culminated by presenting at the 1st Annual NYCoRE Conference.



Planning to Change the World is a planbook for educators who believe their students can and will change the world. It is designed to help teachers translate their vision of a just education into concrete classroom activities.

Find the Planning to Change the World table to pre-order your discount copy today!

[www.justiceplanbook.com](http://www.justiceplanbook.com)

Thanks from the NYCoRE Core Members!

Alanna, Bree, Edwin, Geoffrey, Keith, Natalia, Rosie, Sam, Seth

# Conference Schedule

<b>Registration &amp; Breakfast</b> JREC Lobby (1 <sup>st</sup> Floor in front of Auditorium)	9:45 – 10:30
<b>Keynote Speaker &amp; Performance</b> JREC Auditorium (1 <sup>st</sup> Floor) see page 4 for speaker/performer bios	10:30 – 11:10
<b>Workshop Session 1</b> see page 6 for descriptions	11:30 – 12:30
<b>Lunch</b>	12:30 – 1:20
<b>Workshop Session 2</b> see page 9 for descriptions	1:20 – 2:20
<b>Workshop Session 3</b> see page 11 for descriptions	2:30 – 3:30
<b>Closing Performance</b> see page 6 for speaker/performer bios	3:45 – 4:30
<b>Networking Party</b>  Phoenix Park Bar-Restaurant-Lounge 206 East 67th Street between 2nd and 3rd Ave	5:00 – 7:00
<b>Resource Fair</b>  Exhibitors, vendors, community groups	All Day

## Resource Fair Participants

Indy Kids	Live Out Loud	Coalition for Public Education
Rethinking Schools	Teachers Unite	Center for Immigrant Families
NYCLU	Teaching for Change	Voices of a People's History
Youth-Activist Youth-Allies	Drop the Rock	Planning to Change the World
Zinn Education Project	Education for Liberation	Social Justice Expo
UPROSE	Youth-Activist Youth-Allies	

# Workshops at a glance

## Workshop Session 1

11:30-12:30pm

The Brotherhood/Sister Sol: Framework for Analysis  <i>Brotherhood/Sister Sol</i> (Middle, High) Room 408	Artivism: Making Connections Between Social Justice and Art  <i>DreamYard A.C.T.I.O.N. Project</i> (Middle, High) Room 409	The “Hydra” of Privatization  <i>NYCoRE's Political Education &amp; Mobilization</i> (All levels) Room 410	Queering Our Classroom  <i>NYQueer</i> (All levels) Room 412	Understanding Racism Can Make us More Effective Teachers  <i>People's Institute for Survival and Beyond</i> (All levels) Room 406
Bringing People's History to Life in the Classroom: In Honor of Howard Zinn (1922-2010)  <i>Zinn Education Project</i> (Middle, High) Room 403	Our People, Our 'Hoods, Our Future: NYC Climate Justice Youth Movement  <i>United Puerto Ricans Organization of Sunset Park (UPROSE)</i> (Middle, High) Room 405	What Your Teacher Ed. Program Lacked: Practical Applications of Critical Theory for H.S. English and S.S. Teachers  <i>Monique Lane and Nikhil Laud</i> (Middle, High) Room 411	Connecting the Dots with Current Events: Activism Education in Elementary School  <i>Indykids &amp; PS 34 Teachers</i> (Elementary) Room 402	

## Workshop Session 2

1:20-2:20pm

Next Level Lit with Urban Word  <i>Urban Word</i> (Middle, High) Room 402	DREAM Act, Immigration Reform and our Youth  <i>Make the Road by Walking</i> (Middle, High) Room 409	Camouflaged: Investigating How the U.S. Military Affects You and Your Community  <i>NYCoRE</i> (Middle, High) Room 411	Applying Popular Education in the Classroom  <i>NYCoRE ITaG</i> (All levels) Room 406	On the Ground Resistance to Attacks on Public Education: What's Happening and How to Get Involved  <i>Grassroots Education Movement (GEM)</i> (All levels) Room 405
What Does it Mean to be a Radical Educator: A Space for Beginning Teachers to Explore and Learn  <i>NYCoRE ITaG</i> (All levels) Room 403	Equitable Approaches to Teaching & Assessment in Mathematics  <i>Kari Kokka</i> (Middle, High) Room 412	Global Citizens Stand Up: Infusing International Issues through Engaging Practices for Junior and High School Aged Youth  <i>Global Kids</i> (Middle, High) Room 408	Be the Change: Walking the Walk in your Teaching  <i>NYCoRE ITaG</i> (All levels) Room 410	

## Workshop Session 3

2:30-3:30pm

Teaching through Lies: Critical Ideology Literacy and Corporate Rap  <i>Patrick Camangian</i> (High) Room 412	ROOTS—Music & Dance from the Afro-Caribbean for Cultural Engagement & Liberation  <i>The Legacy Circle</i> (All levels) Room 411	“But They Don't Speak English”: Social Justice Education and Emergent Bilinguals  <i>Brooklyn International HS</i> (High) Room 409	African Solidarity work with Elementary School Children: Examples from Global Kids' Human Rights Activist Project  <i>Global Kids</i> (Elementary) Room 406	Revolutionizing the Classroom: Transforming Mainstream Curriculum into Social Justice Teaching  <i>NYCoRE ITaG</i> (All levels) Room 410
Restorative Justice in Schools  <i>NYCoRE ITaG</i> (Middle, High) Room 403	Teaching About Haiti  <i>Jaira Placide Marie Lily Cerat</i> (All levels) Room 402	Building a Fighting Union  <i>NYCoRE &amp; Teachers Unite</i> (All levels) Room 405	Poetry for Change: Integrating Poetry in the Classroom  <i>kahlil almustafa &amp; Miyo Tubridy</i> (All levels) Room 408	

# Keynote Speaker & Performance

## Keynote Speaker



Patrick Camangian is an assistant professor in the Department of Teacher Education at the University of San Francisco and was an English teacher for seven years at Crenshaw High School in Los Angeles. He currently teaches ninth graders at Mandela High School in Oakland. "Cam" has collaborated with groups such as California's Association of Raza Educators, the Education for Liberation national network, and San Francisco's Teachers 4 Social Justice. His research interests and areas of expertise include: critical pedagogy and transformative teaching in urban schools; critical literacy, culturally empowering education, and urban teacher development

## Keynote Performer



Born and raised in NYC, Una Aya Osato is a performer and educator. She has been a teaching artist at numerous middle and high schools for the past nine years. She has also worked in television, theater and dance since a young age and continues today by performing her latest original work. From 2004 till 2007 Una showcased her debut one woman show Keep It Movin' in colleges and theaters across the U.S. This show is an original piece born from her experience growing up the daughter of a Japanese father and and white mother. In 2005, she was the keynote performer at the National U.S. Mixed Race Conference. Her latest one woman show 'Recess' grew out of the work and conversations being had in the NYCoRE working group CACY (committee against the

criminalization of youth) that she was a part of and inspired by. Since 'Recess's' international debut at the South African National Arts Fringe Festival in Grahamstown in 2007, Una has been performing the show across the U.S. in addition to leading workshops about the issues it raises in an array of venues nationally and internationally: from theaters to classrooms to community centers and prisons. It was the winner of "Best Female Solo Show 2009" at the San Francisco Fringe Festival and nominated by the NY Innovative Theater Awards for "Outstanding Solo Performance."

Come see the show in its entirety in NYC:

Sunday, March 21st @6:15pm at the Bowery Poetry Club 308 Bowery (btwn Houston& Bleecker)

Tickets: \$10

For more info please visit: [www.recesstheplay.com](http://www.recesstheplay.com)

## Get Out The Vote



**NYC Teachers submit your completed UFT Ballot at registration for a chance to win NYCoRE giveaways.**

# Closing Performers



Embodied Evidence: Polling for Justice presents research findings on education, health and criminal justice with Una Osato! The Polling for Justice core research team includes Niara Calliste, Darius Francis, Candace Greene, Jaquana Pearson, Maybelline Santos, Isabel Vierira, Jessica Wise, Maddy Fox, Brett Stoudt, Michelle Fine and the one and only UNA OSATO!

The **Polling for Justice** project is a participatory action research project on youth experiences at the intersections of education, public health and criminal justice. The project is a collaboration of the Public Science Project of the CUNY Graduate Center, the Urban Youth Collaborative, the Annenberg Institute for School Reform and other community organizing groups in New York City, and our group is made up of high school aged young people, graduate students, academics, community members and artists. In our presentation we will share with you key findings from our survey of over 1,000 NYC youth about youth desires and dreams, frustrations and worries, and experiences of criminalization and dispossession. Our embodied, multi-media presentation is designed to leave openings for you, our audience, to participate with us in making sense of the data and generating ideas for action.



The **DreamYard A.C.T.I.O.N. Project** is a 4-year arts activism and youth development program for Bronx teenagers. Its mission is to develop young people as effective social leaders and active civic participants through challenging artistic projects. Through the A.C.T.I.O.N. Project, young people develop powerful strategies to respond to the issues that are most important to them in their communities.

A.C.T.I.O.N. participants present a performative timeline of Haiti that aims to accentuate key historical moments through images, movement, poetry, and monologues.

The purpose: to clarify historically-based reasons why the recent earthquake in Haiti is an "unnatural" disaster. We hope that people will be inspired to do research, interrogate headlines, and celebrate Haiti's tradition of resistance. A.C.T.I.O.N. will keep Haiti on people's minds through youth-led teach-ins and guerrilla art. This summer we will partner with organizations that serve young people affected by the earthquake.

# Workshop Session 1 (11:30-12:30pm)

## **The Brotherhood/Sister Sol: Framework for Analysis**

(Middle, High) Room 408

The Brotherhood/Sister Sol seeks to develop young people's critical thinking and knowledge of self through the exploration of historical and topical issues. This workshop shares a tool we use for developing and assessing our workshops to ensure they resonate with youth, expand their knowledge of the world, and consider such concepts as unity, power and transformation. The framework is relevant to teachers of any subject, though must apparently useful for those teaching the Humanities. Newer and veteran teachers might both find it useful.

*Presenters: Susan Wilcox currently has the title of Program and Professional Development, and coordinates BHSS' publications and professional development project, Liberating Voices/Liberating Minds. Enmanuel Candelario is an alumnus of The Brotherhood/Sister Sol, a Brotherhood Chapter Leader, Liberation Program Organizer and a trained facilitator of the BHSS youth development model.*  
<http://www.brotherhood-sistersol.org/>

## **Artivism: Making Connections Between Social Justice and Art**

(Middle, High) Room 409

This workshop will be lead by youth artist/activists who are part of The DreamYard ACTION Project. Youth facilitators will lead participants in an interactive workshop that explores how to incorporate visual art, poetry, and theater into a social justice issue that impacts our community. Teachers will be able to use and adapt materials and methods for the integration of arts and social justice in their classrooms or out of school activities. Participants will leave with concrete strategies for how to address a social justice issue that is important to them through three different disciplines (visual art, poetry, and theater).

*Presenters: The DreamYard A.C.T.I.O.N. Project is a 4-year arts activism and youth development program for Bronx teenagers. Its mission is to develop young people as effective social leaders and active civic participants through challenging artistic projects. Through the A.C.T.I.O.N. Project, young people develop powerful strategies to respond to the issues that are most important to them in their communities.*

## **Queering the Classroom**

(All levels) Room 412

This workshop will address how to challenge heterosexism, homophobia, and transphobia in our schools and its impact on our learning communities. We will identify strategies and best practices for creating a safer, more queer-inclusive learning community for all students, educators, and parents. Teachers will gain strategies for answering difficult questions and addressing derogatory statements related to gender, sexuality, and sexual orientation, while becoming familiar with LGBTQ related terminology.

*Presenters: Members of NYQueer, a working group of NYCoRE., Rosie Frascella, a member of NYCoRE/ NYQueer and an English teacher/GSA advisor at International High School at Prospect Heights. Alanna is an elementary school teacher of 4th and 5th graders in the dual immersion program at PS 87. Shanua Rodriguez is a fourth year special education teacher at the Foreign Language Academy of Global Studies High School (FLAGS) in the South Bronx of New York City. Liza Campbell, math teacher at the Academy for Environmental Leadership in the Bushwick High School Campus.*

## **Connecting the Dots with Current Events: Activism Education in Elementary School**

(Elementary) Room 402

The purpose of this workshop is to provide solutions for teachers looking to integrate radical perspectives into a current-events curriculum, while still educating students in reading comprehension, writing skills and vocabulary preparation. The workshop will use the experience of elementary teachers to provide a basis for an interactive brainstorming session developing a critical current-events curriculum that teaches basic literacy, reading and writing skills. This workshop aims to provide examples of critical pedagogy implemented by several New York City public school teachers using IndyKids and other non-fiction resources to engage their kids in issues of social justice. Teachers will walk away from this workshop with recourses and lesson plan ideas that combine reading comprehension and writing skills with current events.

*Presenters: IndyKids is a free newspaper and teaching tool that aims to inform children on current news and world events from a progressive perspective and to inspire a passion for social justice and learning. It is geared toward kids in grades 4 to 8 and high school English Language Learners. Nico Dautrieve from IndyKids will present with two 5th grade teachers from PS 34, Daniel Hildreth and Emily Munzer.*

# Workshop Session 1 (continued)

## **The “Hydra” of Privatization**

(All levels) Room 410

Come meet the hydra! The many headed beast of privatization! Talk about and analyze the current attacks on public education both in NYC and nationally. Some of the hydra's heads include: charter schools, merit pay, Obama's "Race to the Top", the ill-framed and misleading debates over "teacher quality" and "accountability", school closings, high stakes testing and many more. Come find out what's going on, sharpen your analysis and find out how to get involved in the fight to make public education truly public, democratic and equitable.

*Presenters: Members of the NYCoRE's Working Group: Political Education & Mobilization*

## **Our People, Our ‘Hoods, Our Future: NYC Climate Justice Youth Movement**

(Middle, High) Room 405

People of color in urban communities are severely affected by Climate Change. Come and learn more about Climate Change and what it means for low-income urban communities and how youth and adult allies can get involved in the intergenerational movement for Climate Justice. In this workshop, participants will develop a shared understanding of “Environmental Justice” and “Climate Justice” and receive resources for how to get involved in their local communities. Participants will develop practical knowledge around environmental and climate justice issues throughout NYC and take that lens back with them to their students, schools and communities and receive handouts with information about NYC-based organizations with youth programs, partnership opportunities and technical assistance opportunities that work toward environmental and climate justice.

*Presenters: Brian Gonzalez, Youth Organizer: Dedicated, Disciplined, Receptive, Thoughtful and Supportive. Heather Ramirez, Youth Organizer: Passionate, Committed to Social Justice, Friendly, Humble, Curious. Joaquin Sanchez Jr, Youth Organizing Coordinator: Receptive, Critical, Centered, Intentional, and Fabulous*

## **What Your Teacher Ed. Program Lacked: Practical Applications of Critical Theory for H.S. English and S.S Teachers**

(Middle, High) Room 411

Teacher preparation programs do not provide student teachers with examples of how critical pedagogical theories can be applied to curriculum in classrooms. Drawing from our collective 12 years of teaching high school Social Studies and English in Los Angeles schools, this presentation provides frameworks by which any teacher can bridge the gap between critical theory and the practice of teaching. Specifically, this workshop will provide teachers with a model of a Social Studies curriculum and English pedagogical practices that center content within students' lived realities.

*Presenter: Monique Lane taught English at Crenshaw HS in Los Angeles for 5 years and is currently a doctoral student in UCLA's Urban Schooling program. Nikhil Laud has been a high school Social Studies teacher in Los Angeles for 7 years and is currently teaching U.S. History and Latin American studies at Cleveland HS.*

## **Understanding Racism Can Make us More Effective Teachers**

(All levels) Room 406

The People's Institute for Survival and Beyond's Undoing Racism Community Organizing Workshops move beyond a focus on the symptoms of racism to an understanding of what it is, where it comes from, how it functions, why it persists and how it can be undone. During the course of the workshop we will demonstrate the importance of having a common definition of racism and a common language and examining racism in the United States. In addition we will begin to understand our role as educators and the impact of institutional racism on our work.

*Presenters: Tami L. Farber, brings you more than twenty years of experience in child/youth development, education and organizing for national and international government and non-governmental organizations, schools and the for-profit sector. She has been organizing with The People's Institute since 2006. Justin Freitas is a social worker/anti-racist organizer who has been presenting on a range of social justice issues for five years with peers, youth, and college students. Specifically as an intern with PISAB he worked on a city-wide initiative to address racial biases that exist in institutions of higher education; he has been organizing with The People's Institute since 2006.*



# Workshop Session 1 (continued)

## *Bringing People's History to Life in the Classroom: In Honor of Howard Zinn (1922-2010)*

(Middle, High) Room 403

This workshop will introduce educators and youth organizers to new, multimedia curricular materials for teaching “people’s history” in middle and high school classrooms as well as in non-classroom settings, such as community theaters, arts programs, and organizing groups. The goal of these materials is help educators introduce a more accurate, complex, and engaging understanding of United States history than is typically found in traditional textbooks and curricula. Materials inspired by Howard Zinn’s *A People’s History of the United States* and the primary source companion volume *Voices of a People’s History of the United States* – as well as by *The People Speak*, the new documentary film based on these books and narrated by Zinn – emphasize the role of working people, women, people of color, and organized social movements in shaping history. Students learn that history is made not by a few heroic individuals, but instead by people’s choices and actions, thereby also learning that their own choices and actions matter. During the workshop, presenters will show and describe existing, free, online and print teaching resources, including free lesson plans from the Zinn Education Project, and clips from the film *The People Speak* and from live performances, including of student readings from *Voices of a People’s History*; and will lead a discussion with educators about their experiences teaching “people’s history” in the classroom.

*Presenters: Deborah Menkart is Executive Director of Teaching For Change, which coordinates the Zinn Education Project with Rethinking Schools. Brenda Coughlin is Executive Director of Voices of a People’s History of the United States, an associate producer of The People Speak, and producer of the forthcoming interactive educational DVD-ROM of The People Speak.*

This Exposition gathers New York City, high school youth for an exhibition of their social action projects. The event will showcase the breadth and depth to which NYC youth are organizing around issues such as child labor, teen pregnancy, gun violence, housing, minimum wage laws and education.

If you are engaged in social justice register for a table today!

**Kimmel Center  
NYU**

**Wednesday  
May 5<sup>th</sup>  
12 to 3 pm**

Registration ➡ [www.edliberation.org/2010-expo-registration](http://www.edliberation.org/2010-expo-registration)  
Information ➡ [sjexpo2@gmail.com](mailto:sjexpo2@gmail.com)

# Workshop Session 2 (1:20-2:20pm)

## **Applying Popular Education in the Classroom**

(All levels) Room 406

Our workshop will introduce and model principals of Popular Education and Theater of the Oppressed. Using media, collectively-created images, and games that explore power in the classroom, we will share tools that empower students and teachers to think of themselves as "actors", as in artists, and those who act out their dreams of social justice in their community. Together we will read and interact with excerpts of Pop Ed theory and show examples of groups who use Pop Ed in schools. So come try out some of the activities we've been exploring, and together with us have fun imagining and creating ideas of ways to share and teach with your students that asks more questions, enables people to act, think and actualize other models of how learning can happen.

*Presenters: Members of the NYCoRE Inquiry to Action group on Applying Popular Education in the Classroom*

## **Global Citizens Stand Up: Infusing International Issues through Engaging Practices for Junior High School and High School Aged Youth**

(Middle, High) Room 408

How do you infuse engaging curriculum in your class to help students examine root causes of the recent disaster in Haiti, or to understand climate change with a global lens, for example? Using Global Kids' interactive learning strategies, participants will gain tools to infuse international education with high school and junior high school aged youth. Participants will create action plans that explore a global issue of interest to bring back to their students.

*Presenters: Global Kids. Tene Howard is an Associate Director of Programs at Global Kids and works at the HS for Global Citizenship. Molly Delano is also an Associate Director of Programs and coordinates the Human Rights Activist Project.*

## **On the Ground Resistance to Attacks on Public Education: What's Happening and How to Get Involved**

(All levels) Room 405

This workshop offers the opportunity to learn about some of the current issues in education that are of major concern to progressive and radical educators and community members. There will be a particular focus on charter schools taking over public schools and privatization in general. Come find out what some groups are doing to organize a city/state/nationwide fight back. You will get a sense of the education activism landscape in NY, and nationwide and learn about the many ways that you can get involved in the struggle.

*Presenters: Gloria Brandman, Lisa North, Sam Coleman. John Battis and Lydia Bellahcene are PS 15 parents in Red Hook, Brooklyn. John is a hospital administrator. Lydia is a stay at home mom and PTA co-president. Over the last year, they have both entered the world of education advocacy and activism. They both believe the parent role and voice in educational advocacy and reform is a moral imperative, not only for their own children, but for children city-wide.*

## **What Does it Mean to be a Radical Educator: A Space for Beginning Teachers to Explore and Learn**

(All levels) Room 403

This workshop is designed to explore and extend the definition of what it means to be a "radical educator" through the perspective of new teachers. The goal of this workshop is to empower new teachers with the language, skills, and mindset that it takes to transform classrooms into communities for change. Radical teaching happens not only in the content of our curriculum, but also in the way we speak about, view, and interact with the world, our community, and the students in our classroom. In both theory and practice, we wish to radically re-write the stories that our students hear about the world and tell about themselves.

*Presenters: Members of the NYCoRE Inquiry to Action group on Beginning Teachers*

## **Be the Change: Walking the Walk in your Teaching**

(All levels) Room 410

In this workshop, participants will explore the "teaching" in teaching for social justice. How does social justice impact our teaching practice? Participants will explore the "how" and "why" of creating/maintaining a socially just classroom. We will discuss strategies and best practices around five principles of social justice teaching--sharing resources, ideas, and tools for immediate implementation.

*Presenters: Members of the NYCoRE Inquiry to Action group on Walking the Walk in your Teaching*

# Workshop Session 2 (continued)

## **DREAM Act, Immigration Reform and our youth**

(Middle, High) Room 409

The workshop will focus on students who are undocumented and the difficulties they encounter. We will share a book made in a Social Justice class about youth who migrate to the US through the Mexico border. We will also have a game to talk about the limitations of undocumented and green card holders. Youth who worked in the book and are affected by this issue will co-facilitate the workshop. We will also provide hand-outs that teachers can use in a classroom with small steps for action to help pass immigration reform.

*Presenters: Make the Road by Walking: Natalia Aristizabal Betancur has been a youth organizer for five years, has co-teach a social justice class at Pan American International High School for three years and is currently co-teaching a Latin American History class in the same school. At least 2 youth will co-facilitate both undocumented and green card holder, they will be willing to share their personal story and how they are working to create change during school and after-school.*

## **Camouflaged: Investigating How the U.S. Military Affects You and Your Community**

(Middle, High) Room 411

This workshop will provide educators & activists with an opportunity to experience lessons/activities from "Camouflaged: Investigating How the U.S. Military Affects You and Your Community." 'Camo' is a model for educators to engage students in unpacking how the war and the military are affecting their communities. (inc: Dream Act, Cost of War, History of Military Recruitment Propaganda) from various disciplinary views (inc: social science, math). Participants will also examine the new Chancellor's Regulations on the presence of military recruiters in NYC Public Schools. Participants will examine materials and lessons that can be used in classrooms and other settings. A limited number of copies of "Camouflaged" will be distributed free to attendees.

*Presenters: Seth Rader is a Social Studies teacher at the James Baldwin School in Manhattan. Edwin Mayorga is a former fourth grade teacher and is currently a doctoral student in the Urban Education program at the CUNY Graduate Center. Seth and Edwin are core members of NYCORE.*

## **Next Level Lit with Urban Word**

(Middle, High) Room 402

Urban Word NYC is one of the nation's leading literary arts and youth development organizations in the nation. Founded on the belief that teenagers can and must speak for themselves, Urban Word NYC™ (UW) has been at the forefront of the youth spoken word, poetry and hip-hop movements in New York City since 1999. Urban Word NYC presents literary arts education and youth development programs in the areas of creative writing, journalism, college prep, literature and hip-hop. UW provides FREE, safe and uncensored writing workshops to teens year round, and hosts the Annual NYC Teen Poetry Slam, NY Knicks Poetry Slam, local and national youth slams, festivals, reading series, open mics, and more. UW also has a vigorous community educator and teacher training series which links inquiry-based classroom practices with the most progressive academic trends in student-centered pedagogy. This workshop will share some of their pedagogical practices designed to engage literacy, critical thinking and creative writing.

*Presenters: Michael Cirelli of Urban Word*

## **Equitable Approaches to Teaching & Assessment in Mathematics**

(Middle, High) Room 412

This interactive workshop will explore the use of Complex Instruction, a specific type of group work, in the math class and how it can promote equity. We will discuss Jo Boaler's research "Creating Mathematical Futures through an Equitable Teaching Approach: The Case of Railside School."

[http://www.sussex.ac.uk/education/documents/boaler\\_6\\_-\\_creating\\_mathematical\\_futures.pdf](http://www.sussex.ac.uk/education/documents/boaler_6_-_creating_mathematical_futures.pdf)

We will also explore Performance Based Assessment [www.performanceassessment.org](http://www.performanceassessment.org) and how it gives students authentic opportunities to demonstrate their understanding. Math teachers will learn team building activities and methods to use in the classroom as well as ideas for alternative assessment.

*Presenter: Kari Kokka is in her ninth year teaching mathematics at Vanguard High School and is an organizer for the Creating Balance in an Unjust World conference on math education and social justice.*

# Workshop Session 3 (2:30-3:30pm)

## **Poetry for Change: Integrating Poetry in the Classroom**

(All levels) Room 408

This workshop will give both classroom teachers and teaching artists a look at how to incorporate performance poetry into the classroom. Miyo Tubridy, a third-year teacher at The Renaissance Charter School (Jackson Heights, Queens) and kahlil almustafa, a teaching artist with Urban Word NYC, will present lessons from their recent collaboration - a six-week poetry unit called "Poetry for Change." This workshop will take our participants through a simulated classroom workshop while exploring the creation of a workshop series from community-building to Poetry Slam and the collaborative relationship between the in-class teacher and the teaching artist. Participants will leave with sample games, lessons, worksheets and assessments. This workshop is geared for teachers looking to integrate poetry into their classrooms, as well as teaching artists and teachers looking to develop collaborative working relationships.

*Presenters: Miyo Tubridy is a middle school English Language Arts teacher at The Renaissance Charter School (Jackson Heights, Queens) and a MA Teaching of English Candidate at Teachers College, Columbia University. kahlil almustafa is a teaching artist with Urban Word NYC. His collection of poetry, Growing Up Hip-Hop, is being used in more than forty classrooms from the elementary to the university level*

## **African Solidarity work with Elementary School Children: Examples from Global Kids' Human Rights Activist Project**

(Elementary) Room 406

In this workshop, learn about how students from Long Island City High School (LIC) have created a series of actions in solidarity with elementary school children and youth groups in Nyala, Darfur. Nisrin Elamin, Global Kids staff person from Sudan, and HRAP youth leaders, will present a range of concrete teaching and action tools including multimedia tools from their work adapted for elementary school teachers. They will also lead a discussion and discuss practical strategies to promote the concept of solidarity instead of charity between children in the U.S. and children in Darfur, Sudan. Teachers will gain practical strategies and tools to promote small action projects with elementary school students in solidarity with children outside the United States.

*Presenters: Nisrin Elamin, from Sudan, is a Senior Trainer and Curriculum Specialist at Global Kids, as well the coordinator of the Support Darfur Project.*

## **Teaching About Haiti**

(All levels) Room 402

A panel discussion presenting an engaging session where we will exchange ideas and strategies with the participants on teaching about Haiti and Haitians. In studying and learning about Haiti, students and teachers will have a greater understanding of the history of slavery in the New World that goes beyond the American slave society narratives; understand the participation and unrewarded roles Haiti played in world history. Haitian history is usually relegated to footnotes in social studies lessons yet the New York public schools boasts the largest number of Haitian-American and Haitian students and educators. This workshop will begin to help teachers be more sensitive and culturally aware of the ways Haiti is talked about/addressed, and also to view Haiti and Haitians through less paternalistic lenses.

*Presenters: Jaira Placide is the author of FRESH GIRL, a young adult novel about a Haitian American teen growing up in Brooklyn. Marie Lily Cerat is an educator and a PhD candidate in French Studies at the CUNY Graduate Center.*

## **Revolutionizing the Classroom: Transforming Mainstream Curriculum into Social Justice Teaching**

(All levels) Room 410

In this workshop, participants will explore what social justice in teaching means to them and how to achieve this in the current standards crazed context of NYC. Participants will examine mandated curriculum for opportunities to incorporate cultural relevance and social action. Teachers will work together to brainstorm how to transform their own curriculum while still reaching the required standards.

*Presenters: Members of the NYCoRE Inquiry to Action group on Transforming Mainstream Curriculum including Novella Bailey, Humanities/Performing Arts Teacher at Westside Collaborative Middle School; Emily Clark, Special Education Teacher of History & Home Arts at Manhattan High School; Alanna Howe, 4th/5th Grade Dual Immersion Teacher at PS87 in Manhattan; Pamela Flanagan, 6th Grade Math/Science Teacher at Tompkins Square Middle School; Adam Weinstock, Dean of Students at Tompkins Square Middle School; Una Aya Osato (see Keynote Performer bio)*

# Workshop Session 3 (continued)

## **Building a Fighting Union**

(All levels) Room 405

What does your membership in the United Federation of Teachers mean to you? Feelings of ambivalence toward our union is common among teachers, but the UFT wields a lot of power. Imagine being proud of how your union uses that power! Come through to examine the significance of teacher unions, understand how our local operates, and explore opportunities to challenge and transform it. Participants will be trained and supported in voter mobilization efforts for the upcoming UFT elections. Learn about your choices and get involved!

*Presenters: Sally Lee is the Executive Director of Teachers Unite, a membership organization of teachers building power for a more democratic union. Rosie Frascella is an English teacher at International High School at Prospect Heights, a member of NYCoRE, and an ex-union organizer.*

## **ROOTS--Music & Dance from the Afro-Caribbean for Cultural Engagement & Liberation**

(All levels) Room 411

From this workshop teachers will be exposed to cultural tools to help engage their students—classroom rituals and dance/drum opportunities for their students in order to establish harmony in the classroom and build a sacred space of respect. Teachers will also explore connections to Afro-Caribbean and American history and help students deepen and explore their cultural roots. Afro-Caribbean Drum & Dance workshop with an interactive discussion about the ways to integrate youth development, historical and spiritual grounding in the classroom, especially for Afro-Caribbean, Afro-Latino, African American, and African youth.

*Presenters: All participants are youth and cultural workers who perform or study Afro-Caribbean music and dance and are involved in traditional Afro-Caribbean spiritual and cultural traditions.*

## **Restorative Justice in Schools**

(Middle, High) Room 403

Evidence shows that suspensions in schools lead students on a downward spiral toward getting left back and dropping out of school. Suspensions often serve as a student's first step into the criminal justice system. This workshop will look at the theory and philosophy behind alternative systems of discipline. We will examine systems of discipline that shift the question of what the student did to what the student needs and consider the value of restorative justice approaches.

*Presenters: Members of the NYCoRE Inquiry to Action group on Restorative Justice including Emily Giles, Dolan Morgan, Rachel Schraigs, David Rosen, Lex Olbrei, Amy Greco, Melanie Groten.*

## **“But They Don’t Speak English”: Social Justice Education and Emergent Bilinguals** (High) Room 409

Through presentation of immigrant youths’ action research proposals, this workshop challenges the deficit notion that problem-posing education is inappropriate for emergent bilinguals. After student work presentations, the teacher will discuss the process used to create the final projects and students will comment about their experiences with this type of learning. Participants will receive a copy of the research proposal writing guide used to create the final project for the course and will hear from the students and teacher about the successes and challenges of an action research approach to social justice education.

*Presenters: Veronica Hurtado is from Ecuador and an 11th grader at BIHS. Mahnoor Latif is from Pakistan and a 9th grader at BIHS. Tashi Palmo is a Tibetan who grew up in India and 10th grader at BIHS. Daniel Walsh is a doctoral student in Urban Education at the CUNY Graduate Center.*

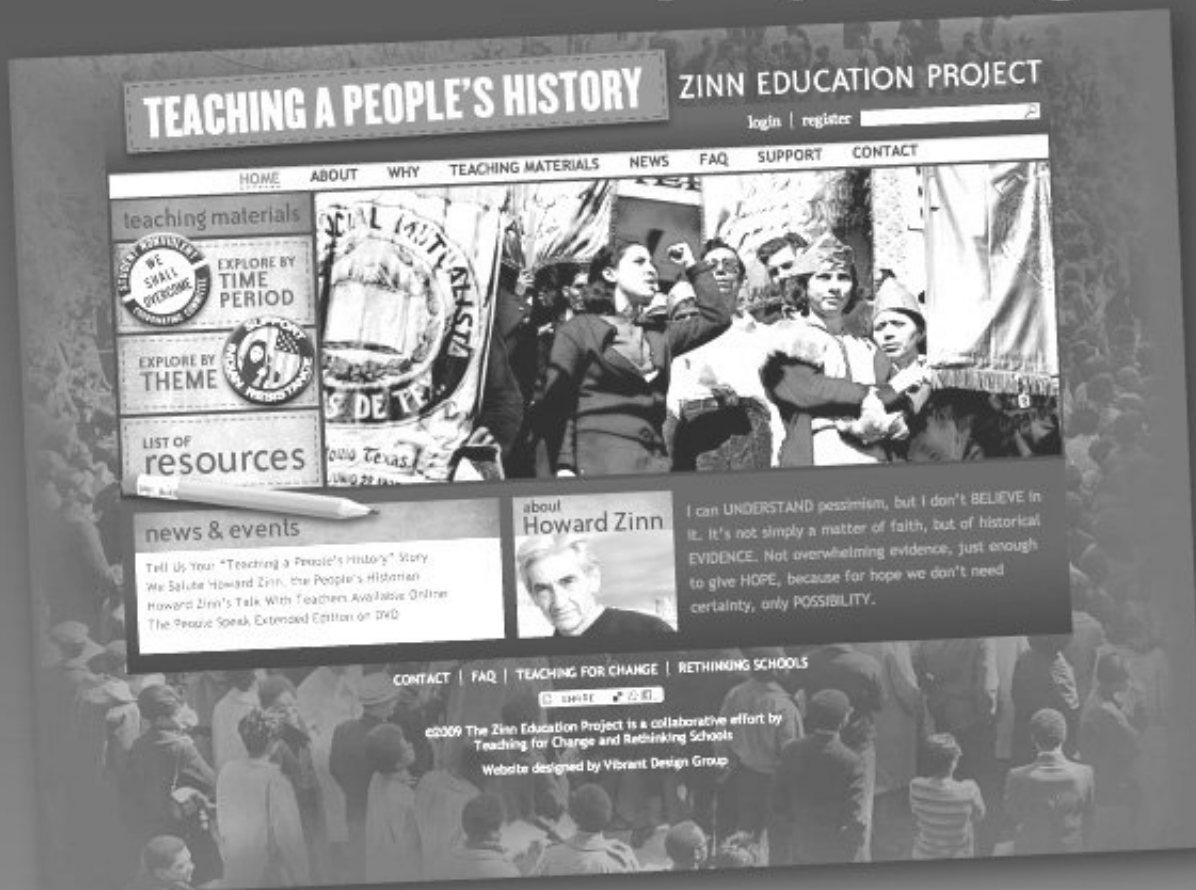
## **Teaching through Lies: Critical Ideology Literacy and Corporate Rap**

(High) Room 412

This workshop will provide teachers with classroom strategies to help their students analyze the ideological structure through which ideas of race, class and gender are constructed in the media generally, and in corporate rap music specifically. Drawing on critical perspectives for a teaching framework, this workshop offers curricular examples for preparing students to examine issues of privilege, social control, and oppression in U.S. society while fostering their intellectual prowess, academic aptitude and creating writing and voice.

*Presenters: Patrick Camangian is a high school teacher who did not finish high school, but works towards developing the type of transformative academic programs he knows would have helped him love himself, love his people, and love fighting for the liberation of oppressed people.*

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congratulates NYCORE on its  
conference day.**

**Keep up the great work!!!**

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**Join Us At the Post-Conference  
Networking Party at  
Phoenix Park  
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The Education for Liberation Network**



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## **Special Thanks**

**To the folks who made this conference possible:**

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YOU! and your continued work with youth