

NYCORECONFERENCE

March 24, 2012



...Because the Struggle for Justice Doesn't End when the School Bell Rings!

New York Collective of Radical Educators
Third Annual Conference

The Julia Richman Education Complex

Education is a Right, Not Just for the Rich or White

Over the past year, our country and the world have witnessed increasingly visible protests against the influence of private pursuit of profit over our public institutions and interests. This spirit of protest has developed in tandem with the proliferation of spaces for critiquing the injustice of this system and organizing communities of resistance. An ongoing struggle within many of these spaces has been acknowledging the ways in which historical and ongoing racism has caused the pursuit of profit to have far more devastating effects on communities of Color than on White communities.

The annual NYCoRE conference seeks to carry out anti-racist work by addressing these disparities in the context of our education system.

Our goal is to carry forward the spirit of protest by critiquing the current profit-driven policies and culture of our school system, and specifically identify the ways in which racism is intertwined with those policies. We also seek to be a space for building something new, for taking steps toward the more just, equitable world of which we dream.

Through this conference, we seek to create opportunities for deepening our understanding of the intersection of racism and the neoliberal agenda so that we can more effectively organize against them. This is a forum for provocative questioning, for story-telling, for information-gathering, for inspiration, for developing our craft, for activism, for providing new fuel to the ongoing struggle for justice.

Support for this event was provided by the Union Square Awards, a project of the Tides Center.



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.

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SPECIAL THANKS

Conference-Planning Team

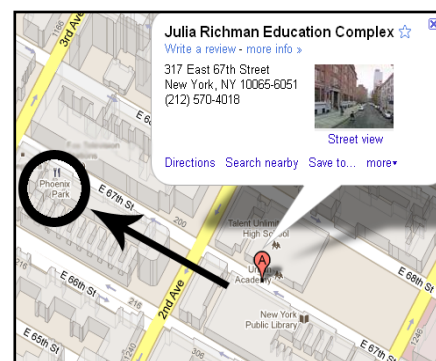
Emily Clark
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Alanna Howe
Rita Kamani-Renedo
Ariana Mangual
Edwin Mayorga
Natalia Ortiz
Bree Picower
Margrit Pittman-Polletta
Maria Ponciano
Seth Rader
Karla Tobar

And to:

DreamYard A.C.T.I.O.N Project
The Julia Richman Complex
Urban Word
Center for Immigrant Families
Teaching for Change



AFTER-PARTY

Dollar off drinks!

Phoenix Park Bar and Grill
207 East 67th Street
between 2nd and 3rd Avenue
1 BLOCK AWAY!

Conference Schedule

Registration and Breakfast Lobby (1st Floor)	8:45 – 9:30
Opening and Keynote Auditorium	9:30 – 10:45
Workshop Session 1 Classrooms (3 rd and 4 th Floors)	11:00 - 12:30
Lunch Cafeteria (5 th Floor) Youth Lunch/ Open Mic (get food in cafeteria, youth space is in Penthouse)	12:30 – 1:45
Workshop Session 2 Classrooms (3 rd and 4 th Floors)	2:00 – 3:30
Workshop Session 3 Classrooms (3 rd and 4 th Floors)	3:45 – 4:45
Closing Performance Auditorium	5:00 – 5:45
Networking After Party (Phoenix Park, 206 East 67th)	6:00 – 8:00
Exhibitor Hall (4th Floor Hallways)	All Day

Childcare is located in the 5th floor Distance Learning Room



Youth Spaces

Thanks to our collaboration with DreamYard A.C.T.I.O.N Project, this year's conference has several youth-centered spaces. Pick up a flier at the Youth Registration Table for more details.

*Youth Registration Table
Youth-led and centered workshops
Open-Mic Lunch
Interactive Art Projects
Keynote and Closing Youth Performances
Film Screenings*

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 3rd Annual NYCoRE Conference.



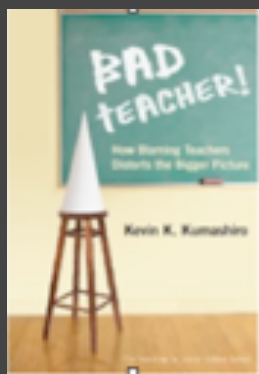
2012 Keynote Speaker and Performances



Spoken Word Performance by Urban Word Poet: Amani Breanna Alexander is a Brooklyn native, and poet from Urban Word NYC. Amani is a New York Knicks and 2011-2012 Youth Poet Laureate finalist as well as a youth mentor within the Urban Word community. Amani has recently received a full scholarship to the University of Wisconsin and will attend their First Wave program in the fall. **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



Bad Teacher on
sale
today @
NYCoRE Table



Kevin Kumashiro is professor of Asian American Studies at the University of Illinois at Chicago. He has authored/edited nine books on education and activism, including *Troubling Education*, which received the 2003 Gustavus Myers Outstanding Book Award; *Against Common Sense: Teaching and Learning Toward Social Justice*; and *The Seduction of Common Sense: How the Right Has Framed the Debate on America's Schools*. He is the founding director of the Center for Anti Oppressive Education, and the president-elect (2010-2012) of the National Association for Multicultural Education.

DreamYard's A.C.T.I.O.N. Project (Art Community Teams in Our Neighborhoods) will provide the performance component of both our opening and closing ceremony. 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. A.C.T.I.O.N. participants explore social issues through a rigorous, engaging process that focuses on the root causes of oppression guided by a strong, dedicated team of teaching artists. 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. <http://dreamyard.com/>



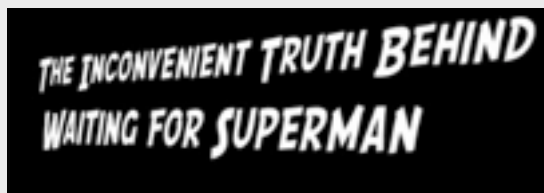
**DreamYard
Project**



Get Your
Conference
and NYCoRE
Tees:
Just \$10



Film Screenings During Sessions One and Two!



Art as a Weapon: Our Fight for Quality Education!	Room 401
<p>"Art as a Weapon: Our Fight for Quality Education!" is an interactive workshop for students, educators, and other participants to have open discussions about our experiences in education. Led by student-activists from the Bronx, workshop goers will: (1) learn about <i>The Resistance's 10 Point Plan for Quality Education</i>; (2) examine how institutionalized racism impacts our school system; (3) create and share artistic responses; and (4) generate ideas on how we can collectively demand quality education in our schools. Participants will be invited to participate in student-led public actions to demand equity and justice for all students.</p> <p>The Resistance is the oldest group of <i>DreamYard ACTION</i> participants. These participants are graduating seniors from a variety of schools and are united by a commitment to social justice and art-based activism. They have participated in public actions, street performance, guerilla art, and workshop presentations across New York City's five boroughs and in cities like Washington, D.C.; Providence, Rhode Island; and San Francisco, California.</p> <p>Facilitators: Kristy Brito, Ashley Buckingham, Freddy Castillo, Glen Hazel, Malaika Holder, Davon James, Angel Matos, Innette Reyes, and Daverson Rosario</p>	

Breaking the School-to-Prison Pipeline: Bronx Students Organizing for Dignity in Schools	Room 303
<p><i>The School-to-Prison Pipeline</i> is not a straight line. It is a winding path through under-resourced schools, racially and economically biased institutions, and the prison industrial complex. What can we as individuals do in the face of such overwhelming structural oppression? This interactive workshop will focus on tangible and palpable solutions. Facilitators will demonstrate ways in which educators can introduce their classrooms and their schools to restorative practices. Facilitators will touch on the impacts of harsh discipline but also provide tools with which to address conflicts positively and sustainably.</p> <p>Moderator: Teachers Unite</p> <p>Facilitators:</p> <p>Sistas and Brothas United, the youth affiliate of the <i>Northwest Bronx Community and Clergy Coalition (NWBCCC)</i>, is a grassroots, membership-led organization of low-and moderate-income teenagers and high school students in the Northwest Bronx, successfully operating for 12 years</p> <p>Youth Ministries for Peace and Justice has served for 17 years as a grassroots youth organization transforming both the people and the physical infrastructure of blighted South Bronx neighborhoods and changing the systems that negatively impact them.</p> <p>Teachers Unite is a grassroots membership-led organization of K-12 public school educators and allies in New York City working in coalition with parents and students to transform our public schools to best serve all New Yorkers.</p>	

Culturally Relevant Critical Pedagogy for the Elementary Classroom	Room 306
<p>This workshop will focus on teaching elementary children about injustices throughout history, examples of people that organized to fight such injustices, and how elementary children can organize to fight present-day injustices too. Participants will receive standards-based lesson plans and resources for grade-level-appropriate, hands-on, and interactive lessons on such topics as immigration, Native Americans, Spanish colonization, the Mexican-American War, slavery, Human Rights, and research projects focused on Ethnic Studies. Come check out student samples for each lesson and plan similar lessons in small groups with colleagues.</p> <p>Carolina Valdez is an elementary educator, PhD candidate in Urban Schooling at UCLA, and the Education Coordinator for the <i>Association of Raza Educators</i>, Los Angeles.</p>	

Education and Capitalism: Struggles for Learning and Liberation	Room 405
<p>This panel will provide space for a discourse on how oppression (racial, language, gender, and class) works in public education in a capitalist society. It will reexamine Marxist analysis (most prominently the correspondence theory of Samuel Bowles and Herbert Gintis) in today's context. It will also provide a space to discuss the legacy of radical struggles for educational rights and radical educators such as Paolo Freire; and, it will take up the question of what sorts of demands radical educators have successfully made and can make now and in the future.</p> <p>Megan Behrent is a public school teacher in New York City and an activist. She is a contributor to <i>Socialist Worker</i> on labor and education issues, and has published in <i>Labor Notes</i>, <i>New Politics</i>, and the <i>Harvard Educational Review</i>.</p> <p>Brian Jones is a teacher, actor, and activist in New York. His commentary and writing have been featured on <i>MSNBC.com</i>, <i>The Huffington Post</i>, <i>GritTV</i>, and <i>SocialistWorker.org</i>. Jones has also lent his voice to several audiobooks, including Howard Zinn's one-man play <i>Marx</i> in Soho.</p> <p>Michele Bollinger is a teacher in Washington, D.C. public schools and a member of the Washington Teachers Union. She has been an activist in the Washington, D.C. area for several years. In addition, she is co-editor of the forthcoming <i>101 Changemakers</i>.</p> <p>All three presenters are contributors to the recently released <i>Capitalism and Education</i>, both from Haymarket Books.</p>	

Getting Serious about Democracy: What a Human Rights-Based School System in New York City Might Look Like	Room 302
<p>Activists need to do more than rally against mayoral control and Bloomberg's puppet Panel for Educational Policy (PEP). For several years the <i>Independent Commission on Public Education</i> (iCOPE) has been exploring what a democratic human rights-based school system for New York City might look like. What structures and processes can contribute to democratic participation by all relevant players, including students? iCOPE members would like to share our thinking on this important initiative and get feedback from education activists and others.</p> <p>Sam Anderson is a retired NYC Mathematics and Black History professor and is an author of books on science, technology, and the history of slavery. He is co-chair of the Board of Trustees of the <i>Brecht Forum</i> and the <i>Malcolm X Museum</i>, and a member of the <i>Black Left Unity Network</i> and <i>Black New Yorkers for Educational Excellence</i>.</p> <p>Barbara Barnes has been an educator since the mid 1960's, worked in Kenya and Mozambique, and currently teaches at Brooklyn College and CUNY's School for Professional Studies. She also directed a ten-college consortium in Westchester County organized to improve the racial climate for learning.</p> <p>Cecilia Blewer sent her two children to New York City public schools and became increasingly involved in community building and social justice advocacy in the public school system. She holds a Masters of Divinity from Yale and did graduate work at the University of Pennsylvania.</p> <p>Ellen Raider has taught negotiation, mediation, and other conflict resolution skills to thousands of students ranging from international diplomats and corporate executives to public school leaders and graduate students. She set up the training department of the International Center for Cooperation and Conflict Resolution at Columbia Teachers College and has an MA from Temple University.</p>	

Growing Roses in Concrete: Moving Urban Youth From Surviving to Thriving	Room 403
<p>This workshop will present attendees with video produced by a youth collective that explores the impact of the social toxicity of an oppressive urban environment. Building on this reality, we explore the agency of youth and youth-support networks to confront and overcome these challenges with tenacity. The workshop explores the ways that teachers and youth workers can work with the youth to develop the conditions in their classrooms and community that promote healing and resiliency. In part, this is fostered through a pedagogy of trust, which builds strong interdependent communities working for social transformation.</p> <p>Members of the Youth Empowerment and Activism Team and High School Students in Massachusetts: Vanessa Alvarez is a senior at Doherty High School. Katrese Anderson is a sophomore at North High School. Israel Fernandez is a freshmen at North High School. Richie Isom is a sophomore at South High School. Anthony Le is a senior at North High School. He is a recent recipient of the prestigious Posse Scholarship. Karen Martinez is a junior at Doherty High School. Ymari Pyatt is a sophomore at Abby Kelly Charter School. Kandis Santiago is a sophomore at Abby Kelly Charter School</p> <p>Co-directors and mentors for youth with the Youth Empowerment and Activism: Raquel Castro works as the Program Manager of <i>Girls Choice</i>, a mentoring system designed to empower young underserved girls. She is the recent recipient of the Dr. George Storms Smith Youth Service Award and the Lewis Hine Award for her work with urban youth. Joe Corazzini is also the Assistant Project Director for <i>Community Organizing with the United Way of Central Massachusetts</i>. He is the recent recipient of the Dr. George Storms Smith Youth Service Award. Eric DeMeulenaere is the Assistant Professor of Urban Schooling at Clark University. Marianna Isalm works as the Assistant Vice President of the <i>United Way of Central Massachusetts</i>. Angelique Gonzalez-Webster is a long time community organizer and youth advocate in New York and Massachusetts where she has also worked as a filmmaker for community based organizations. Isabel Gonzalez-Webster has been a community organizer in New York and Massachusetts and more recently worked as the chief of staff for the Mayor of Worcester. Andrew Le is a youth worker with the <i>Southeast Asian Coalition</i> in Worcester, Massachusetts.</p>	

Mapping Social Networks in the Social Justice Classroom	Room 308
<p>In this session, we will view interviews of youth talking about race, class, gender, and sexuality. The videos and use of social media are pieces of a larger curriculum where students research, analyze, and take action. We will examine if and how social media amplifies student voice. We will read recent scholarship about the value of social media and map our online social and activist networks. Participants will take away leveled reading lists, a timeline for three different social justice curriculum maps, and a copy of the activist network map.</p> <p>Jamie Munkatchy is an artist, educator, and mother working in a small public high school in the South Bronx. She is also a member of the collective that organizes the <i>Social Justice Expo</i> every May at NYU.</p> <p>Jessica Taube is a social worker and community organizer at <i>Make the Road New York</i>. As the Schools Partnership Coordinator, she brings social justice education to high school classrooms and to empower young people to make change in their communities. She is a member of the <i>Social Justice Expo</i> planning collective.</p>	

Multiple Literacies: Learning and Teaching from the Gashes of our Histories	Room 412
<p>This workshop explores issues of multiple literacies in the 21st Century student as it relates to identity, agency, and activism. How are the gashes that have been inflicted by the most violent historical encounters being negotiated by the languages and dialects of our young people today? Using hip-hop, spoken word, and relevant academic resources, participants will engage in self-reflective curriculum-generating activities and dialogue to learn and teach from the gashes that we face in the classroom, in our society, and in our global community.</p> <p>Jamila Lyiscott has served as a mentor, teaching artist, and workshop facilitator at <i>Urban Word NYC</i>, <i>BrotherHood/SisterSol</i>, and the Kings Church of Christ. She is currently a doctoral candidate at Teachers College, Columbia University where her work focuses on the education of the African Diaspora.</p>	

Queer Topics: Talking Gender and Sexuality With Middle and High School Youth	Room 305
<p>If you work with middle or high school-aged young people and you are interested in sharing and/or learning activities and lesson plans that help foster discussions of gender and sexuality into your classroom, advisory, GSA, or any other student group, this is the workshop for you! Join members of NYQueer, the Hetrick Martin Institute's Sam Stiegler, and other educator-presenters for an interactive session where we will share and model what has worked (and not worked) for us in addressing gender and sexuality with youth. Our goal is to have participants walk away with ideas that can be put into practice before the end of the school year - maybe even before the end of the week!</p> <p>NYQueer is a working group within NYCoRE that focuses on gender and sexuality as they relate to school communities and young people. We believe that educators who work with all age groups and in all settings can and should address issues of gender and sexuality in addition to other questions of power, access, and inclusivity.</p> <p>Sam Stiegler is the Assistant Director for After School Services at Hetrick Martin Institute.</p>	

Skills Sessions: Using basketball to build math, land life skills.	basketball court outside
<p>Royal Basketball Academy invites participants of all ages and basketball skill levels to Skills Sessions. Participants will break into teams and earn points in four activities. During the session, participants will learn to "coach" each other through math work, passing fundamentals and teamwork, all while exploring the benefits of being in a mentorship community.</p> <p>Royal Basketball Academy and kahlil almustafa. kahlil almustafa is a performance poet and educator who works with more than 200 people each year. His collection of poems, "Growing Up Hip-Hop," is being used in more than 40 school nationally. In 2011, he began Royal Basketball Academy, a youth organization that uses basketball as a tool for character development.</p>	

Swim Down! Media Making and Organizing for Justice	Room 410
<p>What is the potential for media in our organizing as we see media access increase? We will outline the vital role media plays in maintaining and challenging dominant power in the struggle for educational justice. We will look at media to explore how racist ideologies about youth of color permeate the educational debate in this country and how youth and their allies are using media to challenge these narratives and create new ones. The workshop will be facilitated by staff and youth from G.A.P</p> <p>Teresa Basilio is an educator, artist, and activist who has always seen these identities as intertwined. She has been working at <i>Global Action Project</i> for close to 8 years, first as Program Director and now as the Director of <i>Media in Action</i> and co-facilitator of the <i>Youth Facilitator Initiative</i>.</p> <p>Chrystian Rodriguez has worked at <i>Global Action Project</i> for close to 7 years as a media educator and most recently as the Program Coordinator. He has worked in the youth media field for over 10 years and has used his experience as a youth facilitator to inspire his educational approach.</p>	

Check Out the NYCoRE and Dreamyard Interactive Art Installations!

- Sculpture by the Special Education Itag (Lobby)
- Interactive Drawing/Writing Prompts (4th Fl)
- What's the Relationship Between Racism and Neoliberalism Puzzle (Cafeteria)

Talking Back to the World: Using Poetry and Performance to Empower Students to Define Themselves	Room 304
In response to newspaper headlines, quotes, and statistics on public education and racial inequality, participants will create a collaborative poem and performance. We will explore how poets have responded to racism and inequality through their writing and will discuss how poetry can give voice to the silenced. Hands-on writing and performance activities will give participants tools to use in the classroom for motivating students to write poetry.	
Renée Watson has taught poetry and performance to students as a guest writer in public schools and community organizations for more than 10 years. She is the author of the children's picture book <i>A Place Where Hurricanes Happen</i> and the middle grade novel <i>What Momma Left Me</i> . Her articles on teaching for social justice have appeared in <i>Rethinking Schools</i> . Renée currently works at DreamYard in the Bronx.	
Nanya Goodrich teaches elementary and middle school slam poetry classes for DreamYard. She has used poetry and performance as a vehicle to teach historical and current events in the classroom. She is cofounder of Re-write(s) of Passage Ensemble Theatre Company. Re-write(s) of Passage creates original performance works by and for women of African descent.	
Teachers and Organizers: Writing for Publication	Room 411
The goal of this hands-on workshop is to give those of you who are teachers, popular educators, and education activists the skills and confidence to write your story – to describe your approaches and insights in writing that will empower and inspire others. We will look at what makes it hard to write – and what makes it easier. We will analyze excerpts of effective and ineffective writing about social justice teaching and organizing. We will brainstorm topics and explore ways to deepen reflections and organize thoughts. We will talk about how to jumpstart writing and how to write collaboratively. By the end of the workshop, everyone will at least have an opening paragraph.	
Jody Sokolower is a long-time activist, middle and high school teacher, writer, and editor. She currently co-edits <i>Rethinking Schools</i> , a progressive grassroots magazine for K-12 teachers. Jody is committed to two additional long-distance sessions to support participants through the writing and revision process, and to facilitate a virtual community of writers.	
Teaching Mathematics for Social Justice: Getting Started and Continuing to Grow	Room 408
Learning to teach Mathematics for social justice is challenging. Teachers have to navigate school and district mandates while simultaneously trying to develop innovative curriculum that ties into students' cultures, language, knowledge, and experiences – and make sure students learn both Math and learn about their world. In this workshop I will use video and student input in order to share my work developing and teaching Mathematics for social justice. In particular, I will talk about how teachers can “get started,” and, just as important, how they can continue to grow over the long term.	
Eric “Rico” Gutstein is a professor in curriculum and instruction at the University of Illinois-Chicago and focuses on Freirean approaches to critical and culturally relevant education and education policy. He has taught middle and high school Mathematics in Chicago public schools, wrote <i>Reading and Writing the World with Mathematics: Toward a Pedagogy for Social Justice</i> , and co-edited <i>Rethinking Mathematics: Teaching Social Justice by the Numbers</i> . Rico is a founding member of <i>Teachers for Social Justice</i> (Chicago).	
The Undoing Racism Training & The Anti-Racist Alliance of Educators: Building Strong Anti-Racist Organization Across the Private/Public School Divide	Room 406
This workshop will introduce participants to the approach and organizing principles of the <i>Undoing Racism</i> ™ training developed by the <i>People's Institute for Survival and Beyond</i> .. We will also explain the work being done by the <i>Anti-Racist Alliance of Educators</i> , a coalition of public, public charter, and private school educators who are organizing anti-racist education projects, and we will discuss what our future work could look like.	
Jesse Phillips-Fein teaches Middle & High School Dance at Brooklyn Friends School. Randy Clancy is the Diversity Coordinator at the <i>Cathedral School</i> and works with <i>Prepare, Inc.</i>	

Visit the Exhibitors Tables

All Day! 4th Floor Hallway
Organizations! Vendors! Books! Opportunities!

The Uses of Paulo Freire in Diverse 21st Century English Classrooms	Room 416
<p>This presentation will focus on the application of Paulo Freire's philosophy of education to 21st Century English classrooms. I will briefly explain Paulo Freire's background and how his focus on dialogue, student empowerment, authentic experience, and education for humanization has inspired 40 years of successful programs around the world. I then shift to an interpretation of Freire's ideas into core tenets of a critical pedagogy of urban secondary English. The tenets include: (1) Reading the word and the world; (2) Critical Literacy Development; (3) Youth Voice; and (4) Active Involvement in the Community. I will also share examples of how Freire has been applied to the English classrooms he taught in and studied across the country today. Some examples include the use of youth participatory action research as a problem-posing pedagogy, the use of critical memoirs and personal narratives to increase consciousness, and the creation of school-wide community action projects to bridge literacy and civic engagement.</p> <p>Dr. Ernest Morrell is the Director of the <i>Institute for Urban and Minority Education</i> (IUME) in Harlem and Professor of English Education at Teachers College, Columbia University. For almost two decades, Morrell has worked with adolescents drawing on their involvement in popular culture to promote academic literacy development. Prior to earning his doctorate from the University of California, Berkeley, he was previously an award-winning English teacher at Oakland High School in the Oakland Unified School District.</p>	

Undocumented & Unafraid! The Fight for Access to Public Higher Education and Immigrant Rights	Room 409
<p>The session will demonstrate how educators & students have united around social justice issues most affecting undocumented youth and their families in California. Examples of Freirean pedagogical methods will be demonstrated by a community-college educator while community-college students will share how their resilience to strive for higher education by any means necessary has also ignited a flame for social justice and equality for immigrant communities and for public education as a whole. The session will demonstrate the importance of honoring student voices and their struggles, both in and out of the classroom.</p> <p>Silvia Toscano Villanueva has been a community-college educator in CA for over ten years. She teaches English & Chicano/a Studies at Pasadena City College.</p> <p>Jose Alvarenga was born in Honduras in 1991 and migrated to the US. He graduated in 2009 and decided to attend Pasadena City College. Jose has become an activist against racism, sexism, and the attacks on public education and immigrant rights with organizations like <i>By Any Means Necessary</i> (BAMN), <i>San Gabriel Valley Dream Team</i>, <i>Asociacion de Padres Luchando por la Educacion</i> (APPLE), and other school organizations.</p> <p>Anais Bravo was born in Mexico City, Mexico and lived there until she came to the US at the age of 10. She later transferred to and graduated from CSULA in 2010 the first in her family to graduate from an institution of higher learning. As one of the main leaders of the <i>San Gabriel Valley Dream Team</i>, Anais continues to fight for social equality and immigrant rights in her community and at the national level.</p>	

Using Democracy Now! To Inspire Youth Action and Media Literacy	Room 418
<p>This workshop introduces strategies to use <i>Democracy Now!</i>, the independent news hour, to provide students with critical thinking skills about the media they consume. <i>Democracy Now!</i> clips depicting youth of color activism will be compared to mainstream coverage of youth. Discussion questions include: In what way does <i>Democracy Now!</i> differ from mainstream media depictions? Whose interests are served in commercial media? Afterward, workshop participants will collaborate in group activities which will include designing a <i>Democracy Now!</i> segment dealing with the school crisis in New York City, contrasting it with how mainstream media might cover the crisis. Groups will present their segments to the entire other workshop attendees.</p> <p>Simin Farkhondeh is Education Director for <i>Democracy Now!</i> and teaches courses in Media Studies and Film/Video Arts at Hampshire College, Fordham University, and School of Visual Arts. Farkhondeh is an award-winning filmmaker, artist, educator, and activist, who has directed numerous award-winning TV series such as the <i>Deep Dish TV</i> anti-war series and <i>Labor at the Crossroads (LABOR X)</i>. Among her films are <i>Who Gives Kisses Freely From Her Lips</i>, about temporary marriage in Iran and <i>Caught Between Two Worlds</i>, a documentary about the Iranian Diaspora.</p> <p>Robyne Walker Murphy is the Director of <i>Out of School Programs for the DreamYard Project</i> located in the Bronx and a member of the Advisory Board for <i>Democracy Now!</i>'s Education Initiative. Mrs. Walker Murphy received her MFA in Acting from the University of Washington, Seattle, and her B.A. in English with an emphasis in African American Literature from Clark Atlanta University.</p>	

Young Men of Color and Educational Histories: Dialoguing Our Stories to Explore Meaningful Teaching/Learning	Room 402
<p><i>The Men's Group</i> from our GED program is currently engaged in a research and action project on young men of color and formal education. Using our (the young men's) understandings and experiences as a starting point, we are dialoguing to explore the purposes of education and how to make education meaningful to us as learners, educators, parents, and activists (as well as how to work to make formal education value us as learners, educators, parents, and activists). This will be an interactive and discussion-based session as we share our experiences and collectively work to create new and different possibilities for teaching and learning.</p> <p>Noah Asher Golden is a literacy teacher and teacher educator. He is a doctoral candidate in the Urban Education program at the Graduate Center CUNY and currently works as a literacy coach and <i>Men's Group</i> facilitator for the <i>GED Plus</i> program of the New York City Department of Education.</p>	

Screening Room: "The Inconvenient Truth Behind Waiting for 'Superman'"	Room 301
<p><i>The Grassroots Education Movement</i> will present a documentary written and directed by New York City public school teachers and parents and created in response to Davis Guggenheim's highly misleading film, <i>Waiting for "Superman."</i> <i>Waiting for "Superman"</i> would have audiences believe that free-market competition, standardized tests, destroying teacher unions, and the proliferation of charter schools are just what this country needs to create great public schools. <i>The Inconvenient Truth Behind Waiting For "Superman"</i> highlights the real-life experiences of public school parents, students, and educators to show how these so-called reforms are actually hurting public education. The film discusses the kinds of real reform – inside schools and in our society as a whole – that we urgently need to genuinely transform education in this country.</p>	

Practice What You Teach: Social Justice Education in the Classroom and the Streets



Bree Picower Ph.D., Montclair State University and NYCoRE

Many teachers enter the profession with a desire to "make a difference." But given who most teachers are, where they come from, and the pressure to comply with school policies, how can they take up this charge? *Practice What You Teach* follows different groups of educators to explore the challenges of developing and supporting teachers' sense of social justice and activism. This timely resource by teacher educator Bree Picower helps support teachers to stand up for justice both inside and outside of the classroom and offers a more nuanced portrait of what the struggle to truly "make a difference" looks like.

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"This book is a must-read for anyone who believes that education is key to social justice." – Christine Sleeter

"Both practical and provocative, the book will be an essential tool..." –Charles Payne

"...this book will be an invaluable source of support and inspiration for all teachers." – Sonia Nieto

A Tale of Two Schools: Understanding the School-to-Prison Pipeline and School Push-Out	Room 411
<p>The School to Prison Pipeline is not a straight line. It's a winding path through under-resourced schools, racially and economically biased institutions, and the prison industrial complex. What can we as individuals do in the face of such overwhelming structural oppression? This interactive workshop will focus on tangible and palpable solutions. Facilitators will demonstrate ways in which educators can introduce their classrooms and their schools to restorative practices. Facilitators will touch on the impacts of harsh discipline but also provide tools with which to address conflicts positively and sustainably.</p>	
<p>Wazina Zondon, Angela Jones and Members of the "School-to-Prison Pipeline" Inquiry to Action Group</p>	

Achieving Equity, Diversity, and Transparency in School Assignment Plans and Admissions Policies	Room 301
<p>How can educators and families help create schools that reflect, respect, and serve all our communities? How can we make sure that all of our students – not just students with economic resources or "connections," or those living in particular zip codes – get great educations? What is community-controlled choice? How do the new education guidelines implemented by the Obama administration impact our work to challenge segregation and inequality and create admissions and assignment plans that are equitable, fair, and transparent? Please join us as activists, policy makers, and advocates share their experiences and perspectives on these critical issues, with an emphasis on how segregation and inequality affect educational access and real opportunity in New York City.</p>	
<p><i>Panelists will include:</i></p> <p>Ujju Aggarwal is an organizer of <i>Parent Leadership Project</i> (of the <i>Bloomingtondale Family Program & the Center for Immigrant Families</i>) and <i>Community Controlled Choice Project, NYC</i>, and a doctoral student in the Cultural Anthropology program at the CUNY Graduate Center.</p> <p>Madeline Perez is Assistant Professor of Social Work and Latino Community Practice at Saint Joseph College-Connecticut. Her dissertation examined the difference between how public high school "choice" looks for elite, White parents on the Upper East Side of NYC and, how it looks for poor Black and Latino families just 30 blocks north.</p> <p>Khin Mai Aung is the Director of the <i>Educational Equity and Youth Rights Project</i> at the <i>Asian American Legal Defense and Education Fund (AALDEF)</i>. She works on access to bilingual education, language access, anti-Asian violence in public schools, school discipline, post 9/11 and gang profiling, affirmative action, and school integration.</p> <p>Resource people: Lisa Donlan, Donna Nevel, David Tipson, Gina Chirichigno</p>	

Beyond "Neo-Liberalism" What's Marx Got To Do With It? Capitalism, Racism and Public Education	Room 401
<p>The history of public education is marked by struggle. Karl Marx and Frederick Engels were among the first proponents of public education, calling for "free education for all children in public schools" in <i>The Communist Manifesto</i>; before the American Civil War, it was a crime to teach slaves to read and write; it took a second American revolution to abolish slavery and win basic democratic rights, including the right to education for all. Today, a half century after <i>Brown v. Board of Education</i>, schools are more segregated than ever and basic rights are being destroyed. Yet the all-sided attack on African-Americans, Latinos, Asians, immigrants and teachers unintentionally opens the possibility for a revolutionary class struggle to secure quality integrated public education for all.</p>	
<p>Marjorie Stamberg teaches ESL in District 79, where teachers organized to fight back against the DOE's "reckless reorganization," marked by school closings, students abandoned, and hundreds of teachers thrown into the Absent Teach Reserve pool (ATR). She is a longtime socialist activist, a member of <i>Class Struggle Education Workers</i>, and a UFT union delegate from her school.</p> <p>Sándor John is an adjunct History professor at Hunter College, specializing in Latin American and Comparative Labor History. He is the author of <i>Bolivia's Radical Tradition: Permanent Revolution in the Andes</i>. A member of <i>Class Struggle Education Workers</i> and the <i>CUNY Internationalist Clubs</i>, he is a PSC union delegate and one of the founders of the adjunct organizing group <i>CUNY Contingents Unite</i>.</p>	

Building Your Chapter: How Do You Organize at the School Level?	Room 405
<p>The session will focus on how to build activism within union chapters to address the needs of teachers (and students). We will discuss how to: lead a school chapter, evaluate the needs of your coworkers, and develop democratic and participatory structures within a chapter. The workshop will also focus on how to run for election in a chapter in the spring Chapter Leader/Delegate elections.</p>	
<p>Peter Lamphere is a HS Math teacher and union activist currently teaching in Queens. He has been a chapter leader and delegate of the United Federation of Teachers (UFT) at a number of different schools where he has tried to develop the activism and participation of rank and file teachers in their union and in educational issues.</p> <p>Kit Wainer is a long-time UFT chapter leader at Leon M. Goldstein High School where he has helped build a democratic and participatory union chapter with his members. He has also helped lead a grassroots coalition against budget cuts in South Brooklyn.</p>	

Get the Point: The Collective Struggle for Social Justice in Hunts Point	Room 303
<p>So often schools exist as isolated fortresses in oppressed communities. This session features high school students and educators from the Hunts Point neighborhood of the South Bronx who have been striving to turn the school "inside out." Through a student-taught mini-lesson and presentation, and interactive discussion between presenters and participants, we will share concrete way our school, guided by an ethic of social justice, has utilized already existing resources in the community to research it, participate in it, and improve it.</p> <p>Mark Fusco is the 11th-grade English teacher at Hyde Leadership Charter School. Mr. Fusco is in his second year of teaching. His classes specifically focus on social justice issues.</p> <p>Matthew Hittenmark is the Director of <i>Athletics and Youth Development</i> at Hyde Leadership Charter School located in the South Bronx.</p>	

I Keep Shining Despite Many Challenges: Building from Our Experiences & Our Vision for Education Using Human Rights	Room 416
<p>How does your school help you shine? What are the biggest challenges for you in school, from elementary school to the present? What do you think racial justice means for the education systems of our city and country? These are some questions that three youth activists asked each their peers. Along with some fact-sharing and investigative reporting, the responses they got will be shared in this workshop through a tapestry of experiences, stories, ideas, opinions, and visions for an education system that builds human rights and helps ALL young people thrive. This workshop includes an interactive performance and some simple tools that educators and youth organizers can use with young people to make connections between lived experiences, educational justice, and human rights.</p> <p>Brittany is 17 and a student at the High School for Environmental Studies in Manhattan. Brittany is a passionate activist and has been a <i>Global Kids</i> leader for four years. Brittany is especially active on climate justice issues. Brittany is Dominican and from The Bronx.</p> <p>Maya Faison is a 16 year old junior at Long Island City High School in Queens. Maya has been involved in <i>Global Kids' Human Rights Activist Project</i> for two years and traveled to England for an international meeting to mobilize an international youth movement for the <i>Earth Summit</i>, or <i>Rio+20</i>, to take place this June in Brazil. Maya serves on the <i>Global Kids'</i> Board of Directors. Maya lives in Laurelton, Queens.</p> <p>Alysha Huggins is a senior at the High School for Global Citizenship in Brooklyn. Alysha has been a <i>Global Kids</i> leader for four years. She has performed, been an M.C., and helped organized <i>GK's Annual Youth Conference</i>, has organized several campaigns in the <i>Human Rights Activist Project</i>, and also serves as a Board Member for the organization.</p>	

It's Time to Change the Stakes	Room 403
<p>Many parents, students and educators agree – even those who would not call themselves "radical" – that the use of standardized tests to make high-stakes decisions about students, teachers, and schools is damaging to education. But if that is the case, why does momentum continue to move toward an increased focus on tests? One of the answers, of course, is that private businesses are making millions of dollars off the growing industry that is test (and test prep) development and production. The belief that standardized tests are an s "objective measure of learning" is central to the arguments made by corporate education reformers when pushing for changes to our education system. At this workshop, we will explore the history of high-stakes testing, its connection to corporate profits, and discuss ways to continue to build a grassroots movement to fight it.</p> <p>John Lawhead teaches high school ESL in Brooklyn. He is active with <i>Occupy the Department of Education (ODOE)</i> and writes for <i>Substance</i>.</p> <p>Liza Campbell teaches high school Math at the Bushwick High School Campus. She is active with <i>ODOE</i> and the <i>Change the Stakes Campaign of the Grassroots Education Movement (GEM)</i>.</p> <p>Lisa North is a 2nd grade teacher. She is active in <i>GEM</i> and the <i>Change the Stakes Campaign</i>.</p> <p>Jassica is an avid follower of education policy in NYC. She is active in <i>ODOE</i> and <i>GEM</i>.</p>	

Learning With the City of Big Shoulders in the City that Never Sleeps: Tangible Connections for Educational Justice in New York and Chicago	Room 304
<p>This interactive presentation provides a guide to understanding educational conditions in big cities by exploring the connections between race, class, economic crisis, gentrification, city politics, school closings, and co-locations in NYC and Chicago. The session shows how city global politics directly affect our classrooms and the relationships between educators, youth, and families. Through an examination of current educational developments and community resistance, tools and strategies for collective educational organizing will be shared.</p> <p>David Stovall is Associate Professor of Educational Policy Studies and African-American Studies at the University of Illinois at Chicago. He serves as a volunteer social studies teacher at Social Justice HS in Chicago.</p> <p>Edwin Mayorga is a parent, a doctoral student in Urban Education at The Graduate Center of CUNY, and is a core member of NYCORE.</p>	

No Justice, No Peace: Creating a Culture of Peace Through Nonviolence Education	Room 410
This is a workshop specifically for educators who work with elementary school children. We will examine the various forms of violence that overtly and covertly manifest themselves in daily life. We will explore and discuss how to introduce and break down these concepts to even the youngest of learners. Our goal is to help students identify the pervasiveness of violence and the power of nonviolence.	
Alanna Howe, Karla Tobar , NYCoRE Core members and elementary school teachers along with the members of the <i>No Justice, No Peace Inquiry to Action Group</i> .	

Not Just Child's Play: Building Class and Racial Solidarity by Integrating Critical Pedagogy in the Elementary Curriculum	Room 308
Role-plays and interactive read-alouds are more than just child's play when critical pedagogy is part of the mix! Participants will take part in critical analysis of race and class in children's literature and in historical events, using historical materialism as a tool of analysis. We will discuss ways to implement this strategy throughout the elementary school curriculum. Through participation, we will come to a deeper understanding of the ways in which critical pedagogy can be used to build solidarity across class and racial lines.	
Atasi Das has been teaching fifth grade for three years. She is a graduate of <i>World Educational Links</i> Social Justice education program at Keene State College and is a member of <i>Educational Praxis</i> , a grassroots non-profit organization consisting of teachers, musicians, health workers, community members, and students.	
Karen Saunders has been teaching elementary school children in a variety of grades for more than 25 years. She is a faculty member in Marlboro College Graduate School's MA in <i>Teaching for Social Justice</i> program as well as a member of <i>Educational Praxis</i> .	
Susan Pfadenhauer-Simonds is a paraeducator and a graduate student in Marlboro College Graduate School's MA in Teaching for Social Justice program. She is a certified Montessori teacher.	

Pushing Back to Create Space for What Kids Need	Room 406
How can you "push back" against pressures in your school that restrain you from teaching in the manner that is best for your students? How can you build support within and outside of your school? After a brief explanation of why teaching is being deskilled, participants will break into groups to identify the specific problem they want to tackle; they will then share information and work collectively to develop an action plan for immediate implementation.	
Lois Weiner is a professor of Education at New Jersey City University (NJCU) and is known internationally for her research on urban teaching and teachers unions. A former career teacher, she coordinates a Master's program in Urban Education for experienced teachers. Her current research is about the profession of teaching, public education, democracy, and how teacher education might better support teachers to resist school reforms that harm kids.	

Rap-tivism in the Classroom: Using Hip-Hop to Teach Social Justice and Anti-Racism	Room 418
This presentation will demonstrate how educators can effectively engage students through socially conscious, political hip-hop while accommodating differentiated learning styles in all core curriculum classes. This workshop will assist teachers in inspiring students' critical thinking skills utilizing hip-hop to cover standards and pedagogy. The session will work with teachers and educators by giving them the logistical and practical tools and ideas of how to implement hip-hop into their instruction. This session will cater to both those fluent in hip-hop music and culture, and to those who want to get a better understanding of the phenomenon.	
Colleen Hall teaches critical thinking, utilizing hip-hop and many other methods, in Camden, New Jersey, one of the most segregated and impoverished cities in the country. Colleen also raps occasionally under the stage name "Why," (as in why is there enough money for war but not for education?), is a hip-hop dancer and choreographer.	
Tha Truth is a conscious/political hip-hop artist and "rap-tivist" (rapper/activist) from Philadelphia, Pennsylvania, known for battling inequality, poverty, discrimination, and injustice. Tha Truth has released four underground political hip-hop albums that have been used by educators around the country to spark students' interest in social justice.	

Social Justice Mathematics for Youth Re-Engagement	Room 408
This session presents the collaboration between a teacher and a doctoral student in implementing Social Justice Mathematics lessons in a re-engagement center for out-of-school and formerly adjudicated youth. Our goal is that through lessons that engage youth in Mathematics and activities that push them to explore issues in their lives and community, they will learn the Mathematics skills and knowledge required to pass the GED examination and grow as critical and empowered members of society. In this session, we present one such activity. We will facilitate a discussion about the possibilities and challenges of using Social Justice Mathematics in alternative settings.	
Naomi Christine Leapheart teaches Mathematics, Social Studies, Science, Language Arts, and Writing in an alternative program for adjudicated youth.	
Vivian Lim is a doctoral student at the University of Pennsylvania.	

The Black, the White, and the In Between	Room 306
<p>This workshop will focus on raising awareness about the differences and similarities of those in their communities. Participants will explore the history and importance of Ethnic Studies in the educational system through engaging conversations and activities. The workshop will also provide students with the opportunity to build skills that are necessary to advocate for the implementation of Ethnic Studies in their schools. The participants will come up with a set of action steps that will contribute to the Ethnic Studies campaign.</p> <p>Fernando Rodriguez is a senior at John D. O'Bryant High School. He is the Head Youth Leader of <i>El Movimiento</i>. Luis Rodriguez is a sophomore at Fenway High School. He is a Youth Leader for <i>El Movimiento</i>. Jason Mejia is a sophomore at Fenway High School. He is an active member of <i>El Movimiento</i>.</p>	


The Exceptional Ones: Exploring the Effects of Our Socio-political Landscape on NYC's Special Education Students	Room 302
<p>This workshop will explore the effects of privatization and our socio-political landscape on special education students in NYC. Specifically, the impact of this group's educational experience will be analyzed through the lenses of: capitalism, overrepresentation of certain groups, stereotype threat, constructivism, and current special education reform. The goal is to generate ideas for a "Think Tank" to cultivate pathways toward continuing the conversation and taking precise and effective action. Participants will begin to devise a plan of actionable items that need to take place with students, parents, educators, and community organizers to address these issues.</p> <p>Patrice Fenton is a success story of Brooklyn, New York's District 13, a New York City Teaching Fellow, and a founding teacher at Fort Greene Preparatory Academy. As a 7th grade special educator, her passion lies in endowing a poorly served segment of our schools' population with the tools they need to create agency and self-actualization both within and beyond classroom walls.</p>	

Toward a Peoples Board of Education: Movement-building and Combating Mayoral Control in the NYC/NYS Public Education Struggle	Room 412
<p>A panel of public school parents, students, teachers, education workers, and community activist-organizers will discuss the practicality and transformative possibilities of developing a "Peoples Board of Education" (PBoE) in New York City. The panelists will challenge audience participants to consider the PBoE as a means of acquiring and sharing power. PowerPoint will be used to help present the PBoE as both (1) a 2012 vehicle for grassroots resistance to Bloomberg's dictatorial and divisive privatization policies; and (2) a platform for modeling (democratic) stakeholder cooperation, self-governance, and institution building.</p> <p>Sam Anderson is a revolutionary organizer, intellectual, and teacher of Mathematics and History. He is chairperson of <i>Black New Yorkers for Educational Excellence</i> (BNYEE), coordinating committee member of CPE-CEP, on the board of the <i>Brecht Forum</i> and a founding member of the <i>National Black Education Agenda</i>. Dr. Anderson's most widely published book is <i>The Black Holocaust For Beginners</i>.</p>	

Undoing the Dominant Narrative: Media as Activist Education	Room 402
<p>The neoliberal discourse on education, which glorifies the market, privatization, competition, and preparation for the "global economy," emerges from the corporate policymakers and is reinforced by the mainstream media, which regurgitates narratives of failing schools, bad teachers, and dangerous youth. This workshop explores activist media to speak back to this discourse and claim the school and community as a place for education as transformation. Participants will work together to develop a theme, narrative, and interviews for a radio show that tells their stories of radical pedagogy. Parts of the work together will be used to develop a show for broadcast on <i>Education Radio</i>.</p> <p>Chris Herland is a high school English teacher in Amherst. Barbara Madeloni is an educator and activist who teaches in the School of Education at UMass-Amherst. Hannah Mills is a graduate student at Smith College School for Social Work in Northampton. Dani O'Brien is a doctoral student in Language, Literacy and Culture at the UMass-Amherst. Deborah Keisch Polin spent ten years as an education researcher and is pursuing a PhD in Anthropology at UMass-Amherst. Tim Scott is an education activist and director of a mental health program, working towards an Ed.D in Social Justice Education. Timothy Sutton is a perpetual grad student with no plans of completing his Ph.D. in order to avoid paying back the massive loans he has accrued. Kate Way is currently working towards a doctoral degree at UMass-Amherst.</p>	

We Are Not Your Soldiers: Stop the Militarization of Our High Schools	Room 409
<p>The U.S. military has amped up recruitment, especially in areas populated by students of color. Youth are offered training, enlistment bonuses, and told they will “have a real future” by joining. The <i>We Are Not Your Soldiers Tour</i> dispels the myths of glory by telling real-life experiences of veterans and empowering youth to resist recruiters. Iraq, Afghanistan, and Vietnam war veterans go into classrooms with videos such as “Collateral Murder” and “Winter Soldier,” where veterans speak about what fighting in a war obliged them to do – civilians killed not for “freedom,” but for empire – and what war did to them morally, mentally, and physically. Open dialogue with students is an integral part of the program.</p>	
<p>A recent graduate of New York University, Samantha Goldman, has taught environmental education for two years. She is currently a graduate student in Education at Drexel University. Samantha is a member of the <i>World Can't Wait Steering Committee</i>.</p>	
<p>A long-time teacher, Sharon Pavlovich, currently tries to help her school survive Department of Education cutbacks and opposes <i>Race to the Top</i>. She is a <i>World Can't Wait</i> activist and member of <i>World Can't Wait's</i> National Office staff.</p>	
<p>Stephanie Rugoff has taught in the New York City school system for many years, primarily as a reading specialist. She currently works on staff development in literacy. Stephanie is part of the <i>World Can't Wait's</i> Office staff.</p>	

Screening Room: <i>Precious Knowledge</i>	Room 305
<p>Arizona lawmakers believe Tucson High School teachers are teaching victimization, racism, and revolution in their Ethnic Studies classes. Meanwhile <i>Tucson Unified School District's</i> Mexican American Studies Department have data showing that almost 93% of their students, on average, graduate from high school, and 82% attend college. Why is studying Mexican culture and history controversial? What is Ethnic Studies? Why is the national dropout rate so high for Mexican American youth (50%)? The <i>Dos Vatos Productions</i> team filmed a year in the classroom to find out why the Mexican American Studies program is so popular with students, why it is so misunderstood by the public, and discover what actually happens in the classroom. <i>Precious Knowledge</i> illustrates an epic civil rights struggle, as brave students and teachers battle with lawmakers and public opinion in an effort to keep their classes alive.</p>	



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Chicana/o-Latina/o Studies: Braiding Trenz as of Hope, Dignity, and Social Action in a Post-Arizona HB 2281 Climate	Room 306
<p>As the nation watches the Tucson Unified School District's (TUSD) Mexican-American Studies Program spiral into disarray, school districts in California walk in the beauty of resistance to Arizona House Bill 2281. In the spirit of Raza Studies and critical compassionate intellectual education, schools throughout Los Angeles County have used TUSD's model and philosophy of education as a springboard for classroom social change. In 2007, Pomona High School implemented the first College Preparatory "Chicana/o-Latina/o Studies" course and program in Southern California. This workshop, led by the program's founding teacher, will engage the participants to reflect on the socio-political implications of these classes in a Post-Arizona context. Additionally, the workshop will cover the frameworks in how to develop similar College Preparatory Ethnic Studies electives as well as transformative student-centered methodologies, lesson plans, and project ideas that both engage and humanize students.</p>	
<p>Cati V. de los Ríos is a critical Xicana feminist educator, former Chicana/o-Latina/o Studies High School Teacher and Curriculum Specialist in Los Angeles, current doctoral student in Curriculum & Teaching at Teachers College, Columbia University, and Research Fellow at The Institute for Urban and Minority Education (IUME) in Harlem.</p>	

Creating Spaces for Emancipatory Education in and out of School	Room 416
<p>In this workshop, I will share insights from a school, business, and youth partnership to create spaces in and out of school for students to develop critical consciousness. I will share the outcome of a critical internship project which provided immigrant high school seniors with opportunities to work in business places and compare capital across work, home, and school contexts. In this workshop, we will plan and consider how to design such in- and out-of-school opportunities.</p>	
<p>Leigh Patel is an educator, sociologist, and writer. She is an Associate Professor of Education at Boston College and has worked as a high school teacher, journalist, and policy maker. For the last six years, she has been researching and working with recently immigrated youth.</p>	

Dodging the Dumping Ground High School: How Middle School Teachers and Administrators Can Support Eighth-Graders and Their Families Navigate the NYC Public High School Admissions Process	Room 304
<p>Increased choice about which public school to attend is advocated by policy makers as a strategy for urban education reform and for improving school quality. This strategy cannot be effective if only families who already have multiple educational options are able to utilize these opportunities. This workshop will: (1) share findings from the presenter's research on how the New York City High School Admissions process is experienced differently by families and school staff across race and class lines; and (2) provide strategies for middle school teachers and administrators to better support their students and their families through this complex process.</p>	
<p>Madeline Perez, PhD, has worked in the field of family-school relations for 16 years as a social worker, community organizer, consultant, educator, and researcher. In 2005, her participatory work with a group of Bronx public school mothers in putting together a parent-designed guide to high school admissions was published. She is a faculty member at Saint Joseph College, a women's college in West Hartford, Connecticut.</p>	

Education and Youth Homelessness	Room 405
<p>Homelessness is at an all-time high in the city of New York, where the Department of Homeless Services now turns away homeless youth and families that cannot prove that they are homeless. How does this impact the educational attainment of homeless youth? Why do youth run away and "choose" a life on the streets rather than one at home and in school? This workshop will explore the intersections of poverty, racism, homophobia, transphobia, and education attainment with homeless youth. This workshop will also provide resources and ideas around how to support runaway and homeless youth with their education goals.</p>	
<p>Avi Bowie is the Outreach Coordinator at the Ali Forney Center. Avi is a radical social worker and a youth advocate. Jessica Rodriguez is a <i>queer rikan</i> community advocate, and radical educator/social worker. As a former public school teacher-turned-advocate for homeless youth, she fights for youth to have the right to a safe, liberatory space where they have all of their basic needs met including the right to housing, food, and free education.</p>	

Education is a Right – For Undocumented Students Too	Room 418
<p>Undocumented students in New York, and around the country, face multiple barriers when pursuing higher education. A Lacking the guidance necessary for navigating the process of getting into and funding college, undocumented youth find themselves marginalized by an education system that does not consider their aptitudes and dreams.. There is a need for educators and school advisors who will commit to educating undocumented students about resources, legislation that impacts them, and ways in which they can get involved in advocating for themselves.</p>	
<p>Yelky Ramos is an undocumented student (senior) at Baruch College pursuing a Bachelor of Science in Public Affairs. Passionate about the fields of education, community development, and working with immigrant communities, Yelky seeks to impact others by providing them with tools to become engaged citizens.</p>	

Parents and Educators Join Together to Discuss: What Our Children Deserve – "180 Days Well Spent"	Room 401
<p>Please join us in the screening and discussion of <i>180 Days Well Spent</i>, a film about a group of parents engaged in long discussions about the negative impact of high-stakes testing.. These parents worked together to envision what a high-quality classroom and school would look like without high-stakes tests. Soon after, these parents teamed up with educators to explore this vision of high-quality education together. This 12-minute video is intended to foster conversation and about what our children deserve and committing to acting for change. This workshop will open up for discussion after screening the video and hearing briefly from each of the panelists.</p>	
<p><i>Organized by Center for Immigrant Families (CIF) & Center for Inquiry. Panelists:</i> Lucidania Mejia, parent of public school children and teacher, <i>Bloomingtondale Family</i> program Mike Tyson, director of "180 Days Well Spent" and teacher, Urban Academy Dani Gonzalez, parent of public school children and parent leader, <i>Time Out From Testing</i> <i>Moderated by Ujju Aggarwal</i>, organizer, <i>Parent Leadership Project</i> (PLP) and long-time collective member, <i>CIF</i></p>	

School Climate and Racial Awareness: How the Discussion of Race Can Improve the Relationships Between Students and Teachers	Room 308
<p>School climate, or a student's feelings of connection to his or her school community, has been positively associated with a student's academic achievement, school success, self-esteem, and the educator-student relationship. The ability to talk with school staff about personal issues or concerns is an important aspect of the perception of school climate, particularly for students of color. Differences in the level of racial attitude and awareness between educators and students will often lead to differences in perception of both school climate and the educator-student relationship. We will discuss suggestions for anti-racist interventions,, including the importance of racial dialogues in schools.</p>	
<p>Dr. Tamisha M. Bouknight is an Assistant Professor of Counselor Education at Lehman College of the City University of New York. She received a Ph.D. in Educational Psychology with concentrations in Counseling Psychology and Counselor Education. Her research interests include multicultural counseling competence, career development interventions for K-12 urban schools, African American student academic self-efficacy, and equitable school counseling services in K-12 urban schools.</p>	

[Special] Education is a Right	Room 410
<p>This workshop, designed not only for those who consider themselves special educators, will include an opportunity for all in attendance to deepen their understanding of the history of Special Education and some of its failures to justly service our students, particularly students of color. To move the conversation about Special Education out of the margins of our classrooms, schools, and city, attendees will share their own stories of educational experiences and/or that of their students.</p>	
<p>Julia Hazel is a fifth grade ICT teacher at P.S. 24 in Sunset Park, Brooklyn. Sarah Arvey is currently working as a middle school Math and Science Special Education teacher in Jamaica, Queens, and participates in education community activism through <i>Teacher's Unite</i>, <i>Dignity in Schools</i>, and the <i>New York Collective of Radical Educators</i>. Evelyn Terry is a member of NYCORE.</p>	

Supplemental Educational Services: Another Altar of Neoliberal Language Deception and Citizen Salvation	Room 302
<p>This session involves a critique of <i>Supplemental Education Services</i> (SES), a provision under No Child Left Behind (NCLB) that provides free tutoring to low-income students at failing or "Needs Improvement," Title I schools. We will analyze this contractual relationship between private tutoring companies and the state. More families are exercising the "choice" of tutoring under the current conservative drive to school restructuring than any other form of choice.</p> <p>We turn to a critical discourse and image analysis of significant texts of SES and their enacting of social and cultural perspectives and identities. We analyze the manner in which consent is engineered and weigh in on whether or not this form of performance-contracting is conducive to the needs of a democratic social order.</p>	
<p>Dr. Ricardo D. Rosa is an Assistant Professor in the Department of Educational Leadership and Policy Studies at the University of Massachusetts, Dartmouth.</p> <p>Thad Lavallee is a student in the department of Educational Leadership and Policy Studies at the University of Massachusetts, Dartmouth.</p>	

The Harlem Renaissance Reconsidered: Teaching About The Literary Period as a People's Movement Through the Arts	Room 301
<p>It has been customary in secondary school circles to teach <i>The Harlem Renaissance</i> as a literary phenomenon divorced from the political ramifications that African American artists, writers, and intellectuals were subjected to. The early 20th Century should be taught, in truth, as the "hot and hysterical" atmosphere in which black Americans overcame an alienation that was "the natural condition of blacks in white America," and in so doing, created a truly American art form through such vehicles as painting, poetry, theater, fiction, and jazz. Using the lives and works of Paul Robeson, Claude McKay, Langston Hughes, and their contemporaries, and referencing New York City as the Renaissance's "ground zero," I hope to present a way to teach an "alternate history" of the much-celebrated, but overly-simplified and categorized period.</p>	
<p>Martin Haber is a veteran Special Education teacher, a former teacher-trainer for the U.F.T's <i>Professional Development Program</i>, and a sometime adjunct instructor in the Humanities. He has been a Fulbright Exchange Teacher, as well as a Distinguished Fulbright Teacher Research Program participant. He has presented workshops and research at a variety of education-related seminars, institutes, and conferences on alternative ways to approach, teach, and rethink core subject matter.</p>	

To Destroy a School Is To Destroy a Community	Room 403
<p>Student members of Paul Robeson High School/robesonunite will facilitate this workshop, which will recreate how our once-great school came to be a phase-out school, and the conditions under which the students are being "educated" today. As the first school to become actively involved in the Occupy Wall Street movement, we will connect our social justice work with OWS with our work to save our school.</p>	
<p>Each of the facilitators is a senior at Paul Robeson High School. They are all brilliant, talented, and creative spirits and are actively involved in leadership and social justice issues.</p> <p><i>Facilitators:</i> Sue Cho Chun, Lizabeth Cooper, Troy Ennis, Ana Leguillou, William Joyette, Carolina Lopez, and Akeem Pearce</p>	

What Does a Democratic Education Look Like?	Room 409
<p>In this workshop we will explore educational models, both internationally and in the United States, that see democracy as the centerpiece for educational practice. We will consider the success of the education systems in Finland and Cuba, and even that of the Freedom Schools that spread throughout the U.S. in the 1960s. What can we learn? What stands in our way? What would democratic education look like here today?</p>	
<p><i>Members of the "Public Education for the 99%" Inquiry to Action Group</i></p>	

Write On!: Writing for Social Justice	Room 408
<p>This workshop will explore what it means to write for social justice. Participants will engage in writing activities and discuss standards, literacies, and definitions of social justice in relationship to writing as an educational, artistic, and social act.</p>	
<p><i>Members of the "Writing for Social Justice" Inquiry to Action Group</i></p>	

TEACHING SOCIAL JUSTICE



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A master of education for people who want
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The Cambridge College Teaching Social Justice program approaches education as transformational pedagogy trusting that social justice teaching can be a liberating force for educators, social change agents and students. In this program, diverse written and visual texts from around the world will be used to address the intricate systematic structures that lead to domination and oppression. Alternative world views that can serve as a foundation for building just communities will be explored.

The program is based on the recognition that education is critical to creating a more just and sustainable world. In creating the Teaching Social Justice program, Cambridge College recognizes that there are educators and other professionals who will benefit greatly from the expertise of our faculty and

our long-standing commitment to helping people teach and learn about social justice. The hybrid format of this model, which allows students to gather in an intensive residency format to learn from each other and complete additional work using distance modalities, will be appealing to social change agents across this country.

The program is for individuals who want to create a better world and who work in:

- schools
- community organizations
- justice systems
- religious organizations
- nonprofits
- advocacy groups

Program timeline

The Teaching Social Justice program will be held in the Boston area this summer. Students will come to Boston for three weeks in July for intensive collaboration and learning. Additional work for each class will be completed using a distance learning framework. During the following academic year, students will remain engaged with their cohort through distance learning. They will return the second summer for a one week intensive residency to complete the program. Students transferring six or more credits will complete the program prior to the second summer residency.

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Cambridge College is accredited by the New England Association of Schools and Colleges (NEASC). Applicants are responsible for reading the academic catalog and getting all the information needed to make informed decisions.

Workshop Session 1				11:00 - 12:30pm		
Art as a Weapon: Our Fight for Quality Education! 401	Breaking the School to Prison Pipeline: Bronx Students Organizing for Dignity in Schools 303	Culturally Relevant Critical Pedagogy for the Elementary Classroom 306	Education and Capitalism: Struggles for Learning and Liberation 405	Getting Serious about Democracy: Human Rights-Based School System in NYC 302	Growing Roses in Concrete: Moving Urban Youth from Surviving to Thriving 403	
Mapping Social Networks in the Social Justice Classroom 308	Multiple Literacies: Learning and Teaching from the Gashes of our Histories 412	Queer Topics: Talking Gender and Sexuality with Middle and High School Youth 305	Swim Down! Media Making and Organizing for Justice 410	Skills Sessions: Using basketball to build math, land life skills. Meet at outside school yard basketball courts	Talking Back to the World: Using Poetry/Performance to Protest Injustice 304	Teachers and Organizers: Writing for Publication 411
Teaching Mathematics for Social Justice: Getting Started and Continuing to Grow 408	The Undoing Racism Training & The Anti-Racist Alliance of Educators 406	The Uses of Paulo Freire in Diverse 21st Century English Classrooms 416	Undocumented & Unafraid! The Fight for Access to Public Higher Education and Immigrant Rights 409	Using Democracy Now! to Inspire Youth Action and Media Literacy 418	Young Men of Color and Educational Histories: Dialoguing around Our Stories to Explore Teaching/Learning 402	
The Screening Room: <i>The Inconvenient Truth about Waiting for Superman</i> . Discussion with Filmmakers from GEM to follow Room 301						
Lunch: Cafeteria and Penthouse(Youth)				12:30 - 1:45pm		
Workshop Session 2				2:00 - 3:30pm		
A Tale of Two Schools: Understanding the School to Prison Pipeline and School Pushout 411	Achieving Equity, Diversity, and Transparency in School Assignment Plans and Admissions Policies 301	Beyond “Neo-liberalism”:What's Marx Got To Do With It--Capitalism, Racism and Public Education 401	Building your Chapter: How do you organize at the school level? 405	Get the Point: The Collective Struggle for Social Justice in Hunts Point 303	I Keep Shining Despite Many Challenges: Building from Our Experiences & Vision for Education Using Human Rights 416	
It's Time to Change the Stakes 403	Learning with the City of Big Shoulders in the City that Never Sleeps: Connections for Ed Justice in NY and Chicago 304	No Justice. No Peace:Creating a Culture of Peace Through Nonviolence Education 410	Not Just Child's Play: Building Class and Racial Solidarity By Integrating Critical Pedagogy in Elementary Ed 308	Pushing Back to Create Space for What Kids Need 406	Rap-tivism in the Classroom: Using Hip-hop to Teach Social Justice and anti-racism 418	
Social Justice Mathematics for Youth Re-Engagement 408	The Black, the White, and the In Between 306	The Exceptional Ones: Exploring the Effects of our Socio-political Landscape on NYC's Special Education Students 302	Toward a People's Board of Ed: Movement-building and Combating Mayoral Control 412	Undoing the Dominant Narrative: Media as Activist Education 402	We Are Not Your Soldiers: Stop the Militarization of our High Schools 409	
The Screening Room: <i>Precious Knowledge</i> . Discussion about the Attack on Ethnic Studies to follow. Room 305						
Workshop Session 3				3:45 - 4:45pm		
Chicana/o-Latina/o Studies: Braiding Trenzadas of Hope, Dignity and Social Action in a Post-Arizona HB 2281 Climate 306	Creating Spaces for Emancipatory Education in and out of School 416	Dodging the Dumping Ground High School: Helping 8th graders navigate the NYC Public High School Admissions Process 304	Education and Youth Homelessness 405	Education is a Right- for Undocumented Students Too 418	Parent and Educators Join Together to Discuss: What our Children Deserve--180 Days Well Spent 401	
School Climate and Racial Awareness: How the discussion of race can improve the relationships between students and teachers 308	[Special] Education is a Right 410	Supplemental Educational Services: Another Altar of Neoliberal Language Deception and Citizen Salvation 302	The Harlem Renaissance Reconsidered: Teaching About the Literary Period as a People's Movement Through the Arts 301	To Destroy a School Is To Destroy a Community 403	What Does Democratic Education Look Like 409	Write On!: Writing for Social Justice 408
Closing Performance: Auditorium				5:00 - 5:45pm		