

### **Social Justice in Teacher Education**

In an era where NCATE standards are narrowing teacher education to mechanistic dispositions and have eliminated the social justice language from its conceptual framework, this group will come together to share how teacher educators can navigate the space within radical teaching practices that promote social justice in the world of NCATE requirements.

### **Teachers as Organizers**

This Inquiry to Action Group will provide a setting for educators to reflect on the role that educators play as organizers in their classrooms and as union members.

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

In this study group, participants will explore what social justice in teaching means to them and how to achieve this in the current standards crazed context of NYC.

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

This ItAG is designed to explore and extend the definition of what it means to be a “radical educator” through the perspective of new teachers (yrs 1 – 3). The goal of this ItAG is to empower new teachers with the language, skills, and mindset that it takes to transform classrooms into communities for change.

### **Combating the Banking Mentality: Integrating Media and Youth Culture into the Classroom**

This ItAG explores the integration of media and youth culture in the classroom to provide educators and activists the tools to create interactive spaces for engaged critical thinking.

### **Rethinking Discipline/Building Community**

How can we create truly democratic schools that empower young people and give them opportunities to collaborate in making just communities? How do we do this in the face of a reactionary school system that too all too often suspends or criminalizes young people?

### **Unveiling Islam for Greater Community Awareness**

This ItAG will examine the need for more student and teacher discussion, support and activities for those whose religious/spiritual belief practices do not coincide with the traditions, ideas and even mis-conceptions of the larger body- politic.

### **Education for Liberation: Bringing Freire & Boal's ideas into NYC Public Schools**

The group will explore Paulo Freire's pedagogy and Augusto Boal's repertoire and how they can contribute to an education for liberation in NYC public schools.

### **Making Schools Responsive to Immigrant Youth**

In this group, we will focus on the voices of immigrant youth as a springboard for exploring how to create safe spaces for these students.

### **African Diaspora Cultural Arts Education and Social Justice in the Classroom**

In this group, teachers and teaching artists will work together to learn about various cultural arts of the African Diaspora (Latin American, North American, Caribbean, and African) including music, dance, visual arts, theater, literacy and storytelling.

### **Radical Math**

In this ItAG, participants will explore the connection between social justice and math education.

### **Creating Safe Community for LGBT Youth and Straight Allies**

How can we, as educators, foster safe communities for LGBT youth?

### **Media Justice**

This ItAG will explore media's profound influence on the lives of young people as well as the ways that youth can speak back to media power.

### **Authentic Assessment in a Test Crazy Context**

In this Inquiry to Action Group, participants will explore the testing culture of the public school system—where it originated, what its ramifications are and where it's leading us. Additionally, we will consider alternative assessments, including portfolios.

### **Creating Powerful Parent/Teacher Relationships for School Change**

In this study group, participants will explore what parent involvement means to them and how teachers can create the conditions for meaningful parent/teacher relationships. Non-traditional forms of parent involvement will be examined and privileged.

### **See All That You Can See: Understanding and Teaching About the Military Industrial Complex from a Systemic Perspective**

What is the Military Industrial Complex (MIC) and how can educators committed to social justice facilitate a critical, systemic understanding of it?