

## ***Why Good Work Works***

Structuring for Value, Implementing for All

### **DAY AT A GLANCE**

- 9:00           **Coffee and Registration** – Auditorium, 1<sup>st</sup> floor
- 10:00           **Welcome/Overview** – Auditorium, 1<sup>st</sup> floor
- 10:15           **Morning Plenary Sessions** – Auditorium, 1<sup>st</sup> floor
- New Eyes and a New World – Confidence, Synergy and Serendipity in a Successful Residency (10:15-10:45)
  - Structured for Value – Aligning Support with Intention, a two-part panel discussion (10:45-12:15)
- 12:30           **Lunch** – Museum of Jewish Heritage – Events Hall, 2nd floor (12:30-1:30)
- 1:45           **Afternoon Sessions\*\*** – 7<sup>th</sup> floor (1:45-2:45)
- Cameras – A Universal Technology for Learning - Room 705
  - From the Inside Out – Spoken Word in the Special Ed Classroom - Room 703
  - Universal Design for Learning (UDL): Planning for and Teaching Diverse Learners - Room 710
  - Collaborating for Success - Room 709
- \*\* Please attend the hands-on and informational session that you registered for.  
    This will ensure adequate attendance and ample space.
- 3:00           **Afternoon Sessions\*\*** – 7<sup>th</sup> floor (3:00-4:00)
- Cameras – A Universal Technology for Learning - Room 705
  - From the Inside Out – Spoken Word in the Special Ed Classroom - Room 703
  - Universal Design for Learning (UDL): Planning for and Teaching Diverse Learners - Room 710
  - Collaborating for Success - Room 709

**PLEASE NOTE** that photographs will be taken throughout this conference. Your likeness may be used for documentation purposes, reporting, or appear on our website. Only presenters or panelists will be identified. No compensation will be received, given or expected by any party. If you have objections to having your photo taken, please make that known to the conference chairs.



## Morning Session Descriptions

### **New Eyes and a New World – Confidence, Synergy and Serendipity in a Successful Residency**

*Presenter Richard Jenkins*

Three students with learning disabilities. 19 ESL students, seven of whom spoke no English. Master Teaching Artist Richard Jenkins shares his experience with this class as it participated in a cartooning and drama residency to create fictional stories. This unique situation required a thoughtful collaboration between the teaching artist and the ESL and special education teachers. In the process, each partner's view of what is possible in the classroom, within themselves and – most importantly – for their students was expanded.

#### **Presenter**

*Richard Jenkins* is a cartoonist, writer and educator. In 1996, he began his cartooning career as the co-creator and illustrator of the “*SKY APE*” series, creating four graphic novels. He is currently writing and illustrating his latest graphic novel entitled “*TOIL*.”

Since 1997, Richard has also worked across the country as a Teaching Artist. He teaches a wide range of students, including Youth-at-Risk, ESL, and students with disabilities. His student-centered teaching focuses on building up creative and cognitive capacities.

In 2000, Richard began working as an Arts & Education Consultant, training educators in arts integration and arts inclusion strategies. His primary focus is to develop classroom teachers' creative and pedagogical faculties. 2008 marked the release of his first teacher's book, “*Comics in Your Curriculum*.”

In 2009, for his exemplary work with special needs students, Richard was awarded the *Teaching Artist Fellowship* from VSA Arts International. Currently, Richard also serves as a field reporter for the Teaching Artist Journal, writing about his use of visual arts, cartooning, and story-making to engage diverse learners.

### **Structured for Value – Aligning Support with Intention**

A two-part panel discussion

Working with special learners requires us to think out of the box, forge new partnerships, expand current ones and re-conceive support mechanisms. Join us for a look at two ground-breaking New York City initiatives – Manhattan New Music Project's *Everyday Arts for Special Education* (EASE) and the Solomon R. Guggenheim Museum's *Guggenheim for All*. Both offer long-term, multi-tiered, coached, professional development – the former to District 75 classroom teachers and arts teachers; the latter to an ongoing professional learning community of teaching artists and museum educators working in non-District 75 inclusion settings.

Learn how these programs are structured, hear representatives from both initiatives – trainers, trainees, project designers – discuss their work.

#### **Panelists**

*Jenny Bevill* holds a BFA from Parsons School of Design and an MA from Teachers College. She has been collaborating with NYC teachers to integrate visual arts into the classroom since 1992. Before joining the Guggenheim Museum's Learning Through Art program in 2004, she worked with the Brooklyn Museum, the



Center for Arts Education, and the DOE's Sites for Students program. Jenny has worked in inclusion classrooms throughout her career. She is passionate about designing projects that help students connect with each other, and value one another's contributions.

*Greer Kudon* is the Senior Education Manager, Learning Through Art at the Guggenheim Museum. She oversees the *Guggenheim for All: Training Educators in Inclusive Practice* initiative, which provides professional development to museum educators and teaching artists who work with ICT (Integrated Co-Teaching) classes. Previously, Greer worked as the Senior Manager for School Programs and Outreach at The Jewish Museum and was the Head of School Programs at the Whitney Museum. She also was a bilingual (Spanish) elementary school teacher in the New York City public schools. Greer has her BA from Washington University in St. Louis and MA in Arts Administration from New York University.

As Instructional Specialist for the Arts, District 75, *Katherine London* coordinates District 75's curriculum implementation and all related activities in each area of the arts (visual arts, music, dance, theater), in accordance with the New York State Education Department standards and the New York City Blueprint for Teaching and Learning in the Arts curriculum strands and benchmarks. She provides technical assistance to staff on arts education programs, standards-based practices, professional development, resources and learning events, and related issues. Ms. London currently serves as Project Director for District 75 and Manhattan New Music Project's i3-funded collaboration, *Everyday Arts for Special Education* (2010-2015). As Project Director, she brings an ongoing relationship with, and understanding of, the needs of District 75's arts teachers, as well as extensive knowledge of special education instructional practices specific to the arts for Alternate Assessment students. Ms. London has been with District 75 since 1992.

*Joan Merwyn* has worked with general education students and special needs populations since 1983. As a movement and theater specialist, she conducts artist-in-residencies, professional development (PD) seminars for educators and teaching artists, and mentoring services. An original co-creator of *Everyday Arts for Special Education* (EASE), Joan is a Lead Teaching Artist for Manhattan New Music Project. She has also served special needs populations extensively through Hospital Audiences, Inc. With Marquis Studios, Joan offers PD in autism spectrum classrooms through the *Teaching Artist Training Institute* (TATI). Joan is committed to bringing innovative, multi-arts PD training to communities of all ages, disabilities and cultures. Her students have included professional performers, teachers, TAs, parents, college students, homeless families, mentally ill adults, developmentally and cognitively challenged people of all ages, and children in public schools.

Joan Merwyn is an award winning and critically acclaimed performing artist, choreographer and stage director. For more information, visit [www.JoanMerwyn.com](http://www.JoanMerwyn.com).

*Shannon Murphy* holds a BFA in photography from the Rhode Island School of Design, and is an MA candidate at the City College of New York. She works as an educator at a number of New York City art museums, including The Guggenheim, The Museum of Modern Art and The Noguchi Museum. She encourages close looking and conversation in the galleries, and experimentation for groups of all ages in the art studio.

*Jennifer Raine*, Director of Special Programs, Manhattan New Music Project, has created and implemented multidisciplinary arts programs in public schools since 1995. As MNMP's Director of Special Programs, Dr. Raine designs the curriculum of several large-scale professional development initiatives for teachers of special needs populations, English language learners, and general education students. Programs focus on integrative arts-based teaching and the creation of original student work across all arts disciplines, specifically drama, music, movement, visual arts and creative writing. The programs Jennifer has created have been awarded over \$10 million in public and private funding.

As a teaching artist, Jennifer works with children and adults of all ages, leading classes and workshops in music, theater, poetry, and movement. In addition to her extensive work within the New York City public school system, Jennifer conducts student and professional development workshops throughout North America. Jennifer



holds a Doctor of Musical Arts degree from Manhattan School of Music.

*Diana Rocklin*, an art teacher for children on the autism spectrum at PS 255Q, has created a dedicated arts program that ensures her students exposure to a high quality arts curriculum based on the Blueprint for the Visual Arts. A trained EASE teacher, she wrote the original proposal for her school's inclusion in the project. Diana believes every child should have access to the transformative power of the arts. Her students consistently receive awards for the citywide P.S. Art Competition and Very Special Arts. Two students' illustrations were recently published in the children's book, All You Can Be: Learning & Growing Through Sports, by Curtis Granderson (Triumph Books).

Currently pursuing a School Leadership degree from Bank Street College of Education, Principals Institute, Diana holds a B.A. in Art History (St. Olaf College), a Masters in Special and General Education (Queens College), and a certificate in Autism and Severe Disabilities (Pace University).

*Stephen Yaffe* is an arts and education consultant and former professor. His professional development work has been praised by the Director of Education Programs for the Corporation of Public Broadcasting as being "brave, visionary, smart." He has mentored classroom teachers, teaching artists and arts administrators nationally, served as the VSA Teaching Artist Fellows coach, and has led professional learning communities in inclusive practices and Universal Design for Learning.

He has evaluated numerous arts-in-education programs – general and special ed – and conducted many needs assessments, including one of NYSCA's Arts-In-Education Program, and one of special needs students and the arts in NYC Public Schools, K-12 (under the auspices of VSA).

Stephen helped design parts of and is Lead Coach for the *Guggenheim for All* initiative. He is Chair and co-founder of The Arts in Special Education Consortium.

## **The Programs**

*Everyday Arts for Special Education (EASE)* is a teaching methodology designed to improve student achievement in communication, socialization, academic learning, and arts proficiency through integrated, arts-based approaches. This methodology, created by Manhattan New Music Project (MNMP) over the past decade, is currently being researched through funding from a US Department of Education's Investing In Innovation (i3) award; in 2010, EASE was one of 49 projects selected for funding from 1700 applications nationwide.

In this research model, MNMP provides training workshops and extensive in-school support for participating teachers in ten District 75 treatment schools, who learn skills and strategies across multiple arts disciplines (music, dance, visual arts, and theater) to integrate the arts into their classroom instruction. Training is also currently provided for paraprofessionals, parents, clinical and related service providers, and teachers throughout District 75. EASE focuses on increasing student engagement through arts integration, thus providing multiple entry points to learning for students with diverse educational needs.

*Guggenheim for All: Training Educators in Inclusive Practice* is a two-year program funded by the National Endowment for the Arts, Learning in the Arts for Children and Youth. Launched last fall, the initiative provides specialized professional development (PD) in working with ICT (Integrated Co-Teaching) and 12:1:1 special education classes to 34 museum educators and teaching artists offering residencies and gallery experiences to NYC public school students.

The project includes two components – a PD series for Sackler Educators and Learning Through Art teaching artists held at the Museum every other month; and coaching for a smaller group of these educators and artists to provide them additional, in-depth and individualized support. The PD workshop series focuses on important approaches and strategies for working with students in inclusion settings, notably Universal Design for Learning (UDL) and differentiated instruction. The coaching includes observations of artists and educators at the school



and the Museum, monthly seminars to discuss their teaching practice, and a private web forum to post and share reflections and receive further mentoring and feedback.

### **Panel Moderator**

*Ronnie Shuster*, a former paraprofessional and classroom teacher, is principal of P94M, a K-8, District 75 public school. Her entire career has been spent in special education. P94M is committed to tapping into each child's fascination in order to help him/her learn and be productive. Dedicated to the arts, her middle school site ensures that every pupil is involved in both visual and performing arts. Following this vision, her school has developed a mission – Every student, through academic rigor infused with the visual and performing arts, will become a productive member of his or her community. In 2011, Ronnie received a Mayor's Award for Arts and Culture for providing students on the special education spectrum quality arts education.

## **Afternoon Session Descriptions**

### **Cameras – A Universal Technology for Learning**

*Presenters Erica Rooney and Nancy Volante*

Cameras capture memories, stimulate thought, encourage learning through social interactions. Join us to explore this universal technology and its great utility in the special ed classroom. See how cameras can be used to identify, classify, sequence, create stories, foster respect and deeply engage learners. Whether you're using digital image, or glossy print, the world and curriculum take on rich, new access points and meaning for students across a range of abilities. Includes discussion and Q/A.

### **Presenters**

*Erica Rooney* is a licensed Creative Arts Therapist and Teaching Artist. For many years she was a scientific illustrator and writing teacher. As a TA, her interest is special ed populations. Her work in the classroom is decidedly multi-modal, since her background includes music, Japanese dance and poetry, as well as the visual arts. She is currently involved in two ongoing initiatives – one with Marquis Studios, one with The Manhattan New Music Project – that train teaching artists and classroom teachers in adapting the arts to special ed populations. She is a founding member and serves on the Steering Committee of ASEC, a group whose mission is to bring together the many people – including parents – who have a stake in bringing arts curricula to students with special needs. Erica has an MFA in Poetry from Cornell University and an MPS in Creative Arts Therapy from Pratt Institute.

*Nancy Volante* received an MFA in Interdisciplinary Arts from Goddard College in Vermont. Her concentration of study and expertise is in theatre, dance, writing and video. Nancy has been teaching in New York City, Los Angeles and Boston for twenty years. She works in many different communities throughout New York City, cultivating and co-founding programs in public schools. Nancy has extensive experience in facilitating professional development for teachers, administrators, and teaching artists, with a particular focus on the arts in special education. She also creates arts curriculum for special education populations in Manhattan New Music Project's CASTA and EASE programs. As a teaching artist, Nancy leads theater, writing and movement residencies for students of all ages. Nancy's creative practice is community-based and uses the artistic disciplines of theatre, dance, writing and video interchangeably. She is currently working on a video and writing essays about living, teaching and connecting in a grandiose society.

**From the Inside Out – Spoken Word in the Special Ed Classroom**

*Presenter Samara Gaev*

Explore an art form anchored in the self that can offer special needs students – even non-verbal and non-reading ones – multiple, powerful entry points to communicate an often hidden “I.” In this interactive workshop, participants will learn how to make stories and poetry come to life using the body, voice, music, media and imagination, and how to provide students with creative pathways to language, literacy and self-expression. Includes discussion and Q/A.

**Presenter**

*Samara Gaev* is a New York based activist, educator, and performer. She has been working as a teaching artist and educational consultant in the New York City schools, shelters, transitional programs and community centers for over ten years. She is the Education Director for Question Bridge, a Board Member of Project Rhythm, Curriculum Writer for Hurricane Season, and Co-Director of In Transition Hip Hop Theatre Co. She serves as a lead teaching artist at the Brooklyn Academy of Music, and runs performance and media programs with The Media Spot. Her active involvement in progressive social change has taken her beyond the classroom and the stage, and towards actualizing the change she wishes to see. Samara earned her BA from NYU’s Gallatin School of Individualized Study, with a degree in *performance as a tool for cross-cultural education and social change*, and her MA in Performance Studies from NYU’s Tisch School of the Arts.

**Universal Design for Learning (UDL):  
Planning for and Teaching Diverse Learners**

*Presenter Richard Jenkins*

Facing students with varying degrees of cognitive, behavioral, or physical abilities; with divergent learning styles; with different cultural and linguistic backgrounds? UDL begins with the knowledge there is no *one-size-fits-all* solution, and offers practical, brain-based means to design curriculum for a wide range of learners. In this introductory workshop, participants will examine Universal Design for Learning’s core precepts, its intersection with Differentiated Instruction and ways to incorporate UDL principles in their work.

**Presenter**

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**Collaborating for Success**

*Presenters Lisa Dennett and Scott Diamond*

Always important, collaboration is particularly significant in the special education classroom where sharing expertise can insure responsiveness to student needs, timely adaptations, and appropriate planning both pre- and mid-residency. Examine these issues and others in a session that focuses on a successful partnership between a theater teaching artist and school music teacher working together on a theater residency at the Lavelle School for the Blind. Leave with collaborative tools that can maximize success – across populations, ages and art forms.

**Presenters**

*Lisa Dennett* is the founder/executive director and a teaching artist of Interactive Drama for Education and Awareness in the Schools (I.D.E.A.S.), recognized in 2011 by the Mayor's Office for People with Disabilities for using drama as a teaching and learning tool with students with disabilities. Lisa inaugurated drama classes for blind youth at the Lighthouse, as well as taught drama classes for adults there weekends and evenings for 16 years. She earned a BA degree in Theater and a Specialized Masters Degree in drama for people with disabilities. She is former co-chair of ASEC and a current member of the Steering Committee. Lisa is past NYC chapter president of the NY State Theater Education Association and a nationally certified Sign Language Interpreter and continues to work as an actress.

*Scott Diamond* holds a Masters of Science in Music Education from Queens College. He teaches music at the Lavelle School for the Blind. He strives to bring out the music in every student. He has collaborated twice with Lisa Dennett at Lavelle and had a great time doing so. He loves to write original music and his next project will be recording individualized songs for each student in the school. He has written a yet-to-be-published book of songs for students with special needs.



**We wish to extend our thanks and appreciation to the following organizations and individuals for their support and help**

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