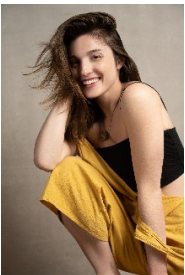




Creative Curriculum Institute (CCI): CCI creates the time and place for participants to learn directly from experts in the field of Culturally Responsive Teaching and Learning. CCI is made up of 90 minute sessions that meet on Tuesdays from 4:00-5:30. Start with the Arts, offers participants the opportunity to nurture the creative self while in experiencing the arts with YA teaching artists. Each Creative Curriculum Institute Workshop Series meets for three 90 minute sessions on Tuesdays from 4:00-5:30. The first two sessions are developed and facilitated by experts in the field, and provide participants with relevant history, research and recommendations for teaching and learning strategies. The third session serves as a community gathering to discuss ways to apply learning to a YA Creative Curriculum Project Residency.

Creative Curriculum Institute Start with the Arts					
The Choreographic Process with a Deaf/Hard of Hearing Lens					
October 4, 2022	4:00-5:30	Creative Curriculum Institute:	Culturally Responsive Arts Education & SEL	CCP teaching artists & teachers	Registration
Program Description	<p>The Choreographic Process with a Deaf/Hard of Hearing Lens In this virtual Creative Curriculum Institute Start with the Arts session Anna Gichan will deepen our awareness of the ways lights, color, reflections, and vibrations in spaces have shaped her lived experiences, and creative practice. Participants will experience Anna's work as a professional dancer and choreographer and explore her creation process. Anna will guide participants through several movement experiences giving people the chance to step into a world of reflections and vibrations, teach a little bit of her choreography and choreographic process, and share a selection of ASL signs. Time will be created for participants to engage in reflections and questions.</p>				
	<p>Born deaf and raised hearing, Anna Gichan (she/her) is a performing artist and choreographer. Anna grew up as a competitive gymnast and contemporary dancer and received a BFA in Dance from Rutgers University Mason Gross School of the Arts alongside a year of study at the Jerusalem Academy of Music and Dance in Israel. Currently Anna is on the Movement Research Accessibility Advisory Team, a Ballet22 choreographer in residence (summer 2022) Brooklyn College CDI artist in residence (2021-23), recipient of Dance.NYC Disabled Artist Residency with Gibney (winter of 2022), Moving Women Artists Resident at Gallim Dance (summer of 2021) and Artist Professional Learning Institute Teaching</p>				

	Residency (2020-21). As a freelancer Anna currently performs with OMNIUM Circus, a circus focused on inclusion and access.		
Learning Intentions	<ul style="list-style-type: none"> • Experience the work of Anna Gichan • Engage with movement • Learn several ASL signs • Explore and communicate about Anna's creative practice and creation process 		
YA Connections	NJSLS-VPA: Artistic Process; Creating; Anchor Standard 1: Conceptualizing & Generating Ideas NJSLS-VPA: Artistic Process; Responding; Anchor Standard 7: Perceiving and Analyzing Products	Culturally Responsive Practice Social Emotional Learning	Professional Standards for Educational Leaders Standard 3: Equity & Culture Standard 4: Curriculum, Instruction & Assessment

Creative Curriculum Institute Series 1					
Disability Equity with Kade Friedman					
October 18, 25, November 8, 2022	4:00- 5:30	Creative Curriculum Institute: Disability Equity with Kade Friedman	Disability Equity and Culturally Responsive Arts Education & SEL	CCP teaching artists & teachers	Session 1 Registration Session 2 Registration Session 3 Registration
Program Description	UDL in Practice Many of you have heard about Universal Design for Learning and have some idea of what it means, particularly when it comes to Universal Design in architecture. In this workshop we will dive into examples of UDL in the classroom and think about how we can design learning experiences that meet your students' needs. You will come away with practical tools you can use tomorrow to strengthen your lessons and ensure they reach all of your students. As teaching artists and creative educators, you've probably incorporated some aspects of UDL just by being you. In this workshop you'll learn all facets of UDL and how to intentionally design curriculum for all of your students.				



Kade is a non-binary, white, New York City-based educator with 20 years of experience working with neurodiverse and neurotypical humans, from pre-K through adulthood. Kade’s pronouns are they, them, theirs.

During Kade’s childhood, they were bullied for being too boyish, too skinny, and too interested in learning. The adults in their school and community didn’t have the tools to support them. Kade became a kindergarten special educator to ensure that young children, from the time they enter school, would not experience what Kade did.

In Kade’s educational consulting practice, they coach teachers to co-create class communities with their students where differences are celebrated, social and emotional skills are explicitly taught, and the student’s voices matter. The goal is for students to see that they are essential in creating and upholding their communities.

Over the last decade, Kade has been teaching and learning in educational settings across the globe, focusing on learning communities that want to be more inclusive of disability and gender.

Kade teaches at NYU, focusing on viewing disability through the lens of neurodiversity, co-creating class communities with students, and using educational technology to augment and assist all learners, not just those with diagnosed disabilities.

Recently, Kade’s work has expanded to DEI practice with teachers and school leaders, thinking about inclusion in a broader sense. Kade helps teachers uncover their implicit biases, explore their gender, and think about their own experiences with disability, gender, race, religion, culture, and language. Only then can they truly build inclusive classroom communities.

<p>Learning Intentions</p>	<ul style="list-style-type: none"> • Engage with examples of UDL classroom practices • Identify UDL practices for your teaching and learning • Create a UDL plan for that helps all student engage • Take time ask clarifying questions 		
<p>YA Connections</p>	<p>NJSLS-VPA: Artistic Process; Creating; Anchor Standard 1: Conceptualizing & Generating Ideas NJSLS-VPA: Artistic Process; Responding; Anchor Standard 7: Perceiving and Analyzing Products</p>	<p>Culturally Responsive Practice Social Emotional Learning</p>	<p>Professional Standards for Educational Leaders Standard 3: Equity & Culture Standard 4: Curriculum, Instruction & Assessment</p>

Creative Curriculum Institute Series 2

Restorative Practice

November 15,22,29	4:00-5:30	Creative Curriculum Institute: Restorative Practices	Culturally Responsive Arts Education & SEL	CCP teaching artists & teachers	<p>Session 1 Registration</p> <p>Session 2 Registration</p> <p>Session 3 Registration</p>
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Program Description

Restorative Practice is an in-depth art-based experience for the staff, teachers, and community members. During this training, participants will gain practical tools for creating restorative practices in learning spaces. The training includes the following four areas.

- Holistic preventive and proactive tools for building community.
- Moving from a punishment framework when addressing harm to a restorative discipline model.
- Strategies to help participants create safe and courageous learning spaces before and after harm has been caused by a student, staff, or community member, focusing on agreements rituals, and boundaries. For example, examining practical tools within teaching practices that deepen agreement setting and what to do when agreements are broken.
- Examining words and the power they have to create spaces that are anti-racist, empathetic, compassionate, and rooted in dignity.



Nia Eubanks-Dixon is the founder and creator of Creative Praxis. Mrs. Eubanks-Dixon is an international master trainer/facilitator, counselor, professional dancer/storyteller, teacher, and a therapeutic restorative community artist. Mrs. Eubanks-Dixon is certified in life coaching, brief therapy counseling, crisis intervention, the dialogic process, restorative practices, interactive mediation, restorative arts, trauma healing, trauma informed spaces as well as de-escalation techniques.


In 2002, she received her BFA in Dance Education from the University of the Arts in Philadelphia. In 2017 she received her Master’s Degree in Urban Studies with a concentration in Community Arts from Eastern University.

Mrs. Eubanks-Dixon has worked with and trained national and international organizations including The American Friends Service Committee where she is currently working as the Youth Director for International and US programs. She has also worked with District

	<p>1199C Training and Upgrading Fund, Jill Scotts Blues Babe Foundation, Jobs for the Future, and Urban Bush Women.</p> <p>Mrs. Eubanks-Dixon has had the opportunity to study under master facilitators and teachers including Dr. Nathan Corbitt, Linda McClain, Rev. Dr. Clarence and Geri Pemberton, Jeannine Osuande, Baba Chuck Davis and Jawole Zollar. She has developed a teaching and facilitation approach that is arts-integrated, trauma-informed, community based, anti-racist/decolonizing, and restorative.</p>		
<p>Learning Intentions</p>	<ul style="list-style-type: none"> • Increase participants' sense of community by establishing safe and courageous learning and discovering space. • Increase participants' knowledge of the core elements of restorative practice and how it manifests in the human body. • Increase participants' knowledge and understanding of the power of community building and tools for creating community-centered practices that include agreements, boundaries, and rituals. • Increase participants' tools for setting agreements and how to maintain them when an agreement is broken. • Increase participants' knowledge of how to create spaces that support emotional and physical safety that is grounded in a restorative framework • Increase participants' knowledge of words that encourage and bring about empathy and belonging. 		
<p>YA Connections</p>	<p>NJSLS-VPA: Artistic Process; Creating; Anchor Standard 1: Conceptualizing & Generating Ideas NJSLS-VPA: Artistic Process; Responding; Anchor Standard 7: Perceiving and Analyzing Products</p>	<p>Culturally Responsive Practice</p> <p>Social Emotional Learning</p>	<p>Professional Standards for Educational Leaders Standard 3: Equity & Culture</p> <p>Standard 4: Curriculum, Instruction & Assessment</p>


Creative Curriculum Institute Series 3

Disability Equity 2 with Kade Friedman

<p>January 24, 31 & February 7</p>	<p>4:00-5:30</p>	<p>Creative Curriculum Institute: Disability Equity with Kade Friedman</p>	<p>Disability Equity, Culturally Responsive Arts Education & SEL</p>	<p>CCP teaching artists & teachers</p>	<p>Session 1 Registration</p> <p>Session 2 Registration</p> <p>Session 3 Registration</p>
<p>Program Description</p>	<p>Special Education Accommodations and How that Translates to the Arts</p> <p>Many students have IEPs or 504 plans that legally ensure they get modifications to the curriculum to support their learning. What does this mean for teaching artists? There are some proactive steps you can take to ensure your curriculum has sensory options, clear expectations, and flexibility that you've accounted for. In this workshop we will dive into a range of student needs when it comes to art-making and materials, so you are prepared for all of your students whether you know their special education accommodations or not. You will leave this workshop feeling prepared for a variety of student needs and ideas for how to pivot on the spot when an unknown need arises.</p>				
	<p>Kade is a non-binary, white, New York City-based educator with 20 years of experience working with neurodiverse and neurotypical humans, from pre-K through adulthood. Kade's pronouns are they, them, theirs.</p> <p>During Kade's childhood, they were bullied for being too boyish, too skinny, and too interested in learning. The adults in their school and community didn't have the tools to support them. Kade became a kindergarten special educator to ensure that young children, from the time they enter school, would not experience what Kade did.</p> <p>In Kade's educational consulting practice, they coach teachers to co-create class communities with their students where differences are celebrated, social and emotional skills are explicitly taught, and the student's voices matter. The goal is for students to see that they are essential in creating and upholding their communities.</p>				

	<p>Over the last decade, Kade has been teaching and learning in educational settings across the globe, focusing on learning communities that want to be more inclusive of disability and gender.</p> <p>Kade teaches at NYU, focusing on viewing disability through the lens of neurodiversity, co-creating class communities with students, and using</p> <p>Kade is a non-binary, white, New York City-based educator with 20 years of experience working with neurodiverse and neurotypical humans, from pre-K through adulthood. Kade’s pronouns are they, them, theirs.</p> <p>During Kade’s childhood, they were bullied for being too boyish, too skinny, and too interested in learning. The adults in their school and community didn’t have the tools to support them. Kade became a kindergarten special educator to ensure that young children, from the time they enter school, would not experience what Kade did.</p> <p>In Kade’s educational consulting practice, they coach teachers to co-create class communities with their students where differences are celebrated, social and emotional skills are explicitly taught, and the student’s voices matter. The goal is for students to see that they are essential in creating and upholding their communities.</p> <p>Over the last decade, Kade has been teaching and learning in educational settings across the globe, focusing on learning communities that want to be more inclusive of disability and gender.</p> <p>Kade teaches at NYU, focusing on viewing disability through the lens of neurodiversity, co-creating class communities with students, and using educational technology to augment and assist all learners, not just those with diagnosed disabilities.</p> <p>Recently, Kade’s work has expanded to DEI practice with teachers and school leaders, thinking about inclusion in a broader sense. Kade helps teachers uncover their implicit biases, explore their gender, and think about their own experiences with disability, gender, race, religion, culture, and language. Only then can they truly build inclusive classroom communities.</p>		
Learning Intentions	<ul style="list-style-type: none"> • Become familiar with the intentions of an IEP and 504 plan • Consider ways to develop a sensory rich, intentional, and flexible curriculum framework • Consider a variety of ways that allow students to choose how to use the tools of the artform. 		
YA Connections	NJSLS-VPA: Artistic Process; Creating; Anchor Standard 1: Conceptualizing & Generating Ideas	Culturally Responsive Practice Social Emotional Learning	Professional Standards for Educational Leaders Standard 3: Equity & Culture

	NJSLS-VPA: Artistic Process; Responding; Anchor Standard 7: Perceiving and Analyzing Products		Standard 4: Curriculum, Instruction & Assessment
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Creative Curriculum Institute Series 4					
We ARE Moving Beyond Cultural Competency: Centering Healing, Community, & Growth in the Arts Classroom					
March 7, 14, 21	4:00-5:30	Creative Curriculum Institute:	Culturally Responsive Arts Education & SEL	CCP teaching artists & teachers	Session 1 Session 2 Session 3
Program Description	<p>We ARE Moving Beyond Cultural Competency: Centering Healing, Community, & Growth in the Arts Classroom is an interactive workshop that serves as an introduction to the transformative work of art as a sight/site for healing and wholeness. The workshop includes multiple frameworks for strengthening one’s racial literacy (naming & addressing racism/stereotypes), developing classroom culture by cultivating connections, and immersing oneself in the process of honoring cultural capital of students & families.</p>				
	<p>Ashley Y. Lipscomb has a wealth of experience working with, motivating, and advocating for students and educators.</p> <p>After working as a teacher for five years and serving as a youth minister for eight years, Ashley has developed specialized interventions for her students, contributing to her success as an information literacy and language arts teacher at Frelinghuysen Middle School in Morristown, NJ. During her time in the classroom, Ashley advocated for the expansion of the language arts curriculum, leading to the incorporation of young adult literature that portrayed the Black experience. She also worked closely with school administrators to address pipeline issues contributing to the lack of a representative teaching staff.</p> <p>A graduate of Hampton University (BA English and Master in Teaching), Harvard Divinity School (MDiv) and Montclair State University (Certificate in Supervision), Ashley has participated in and spearheaded several committees</p>				

	<p>focused on diversity, equity, and inclusion in both K-12 and higher education settings. She provides DEI consulting to students in the Diversity and Inclusion Management Course at the Harvard Extension School.</p> <p>Currently, her research uses a womanist methodology to center her story as a child of adjudicated parents and a Black woman from an urban community impacted by the racial implications of policies and laws, like mass incarceration, and analyze the effects they have on the emotional, spiritual, physical, social, political, and economic growth and development of the individual. Utilizing her research, she has created a unique framework to address the systemic racism that is deeply embedded in pedagogical practices and colonized curriculums which impedes the most vulnerable populations of students from flourishing.</p>		
Learning Intentions	<ul style="list-style-type: none"> ● Historical overview of who determines what is a classic. ● Define racial literacy & ways to art is a space where students, teachers, & families can experience healing from the differing forms of racialized trauma that impacts us all. ● Methods for expanding your pedagogy & curriculum via immersion. 		
YA Connections	<p>NJSLS-VPA: Artistic Process; Creating; Anchor Standard 1: Conceptualizing & Generating Ideas</p> <p>NJSLS-VPA: Artistic Process; Responding; Anchor Standard 7: Perceiving and Analyzing Products</p>	<p>Culturally Responsive Practice</p> <p>Social Emotional Learning</p>	<p>Professional Standards for Educational Leaders Standard 3: Equity & Culture</p> <p>Standard 4: Curriculum, Instruction & Assessment</p>

Creativity Consultant Project FY23 School Application
<https://forms.gle/GGJFwhBopKbThbeHZ>