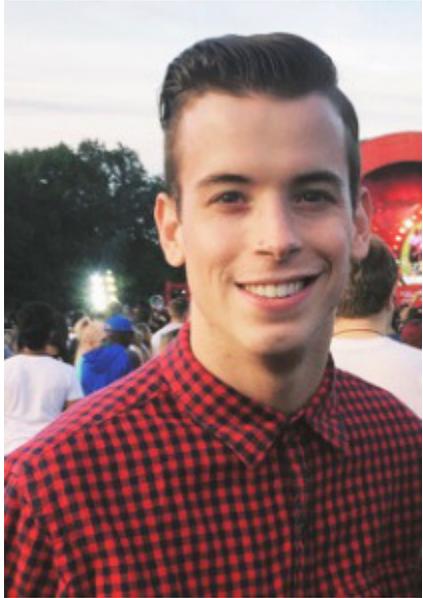


CM Spotlight: Logan Brooks (NYC '14), Teacher at Urban Assembly School of Music and Art



What inspired you to join the corps?

I was an English major in college and knew I wanted to teach. I was attracted to joining the corps as my next step because I wanted a social justice movement alignment coupled with the idea of teaching in New York City. Being originally from Tennessee, it has been exciting to be able to go to grad school and teach in NYC.

What and where do you teach?

I am a Special educator at Urban Assembly School of Music and Art for all subjects, but primarily focused on English for 9th, 11, & 12th grades.

Tell us about React to Film. How has it changed what you do in your classroom? What impact has it had on your students?

I used the React to Film curriculum last year in self-contained classrooms. Initially, I was thinking of merging the documentary film “Food Inc.” with lessons on the industrial revolution. I screened the film for the class and my students wrote an essay on connections they were able to see. Last spring, I connected with React to Film, secured a unit plan, which had a ton resources and materials. Another component was an arts based poster project where students honed their arts skills by reflecting on the connections they made by watching the film. It was a really wonderful for students to connect with different art forms, while it is integrated into a core subject area like English. Integrating art and music into core subject areas is a focus of my school. The students appreciated using the React to Film curriculum and felt it was like a break from their general studies. When working with students with disabilities it helped to give them a visual outlet. Students were more invested.

What has been your biggest accomplishment over your two years? What has been your biggest challenge?

An accomplishment and challenge I would point to, one which I am still working on, is my growing ability to build connections among Integrated Co-Teaching (ICT) classrooms and ways to share planning techniques. I advocated for myself to teach English. I work with 9th grade ELA in a Blue Engine classroom and was able to focus on how scaffolding can work in an ICT classroom, this has helped push my thinking around how the school is organizing 9th grade groups.

Anything else you want to share?

A particularly proud moment came when a 9th grade student, who is on the spectrum, made poster on with a slice of pizza which explained the use of preservatives in food production. It was featured on the React to Film’s Facebook page.