

## Promising Practices Workshops 2009

8:40 – 10:00 SESSION I

\* EC = Early Childhood ES = Elementary School MS = Middle School HS = High School CC = College and Community

**A. The Impact of Racism on Learning: Stories from Undergraduate Women of Color (CC)**

*Annemarie Vaccaro*

Even well-intentioned educators can unconsciously perpetrate racism in the classroom. Findings from a qualitative study with undergraduate women of color reveal the ways that overt racism and microaggressions impacted their learning. Session participants will be asked to consider the ways student stories can inform their practice.

**B. Making The School Environment More Welcoming To Transgender Students, Faculty, Staff, Parents And Others (EC/ES)**

*Elizabeth Rowell*

This multimedia session, including the award winning film *Toilet Training*, will explore strategies that a system and an individual can implement to make the school more welcoming to transgender youths, faculty, staff, parents, and others. Handouts will be provided.

**C. Neglected Histories, Neglected Stories: Examining New England's Role in the Enslavement of Africans (MS/HS)**

*NEH Panel: Ellen Bigler, Kate Meyer, Lavern McDonald, Janise Mitchell and Gracieta Small*

Participants in a Summer 2009 National Endowment for the Humanities Teacher Institute ("The Role of Slavery in the Rise of New England Commerce, Industry, and Culture to 1860") discuss their responses to the opportunity to examine their social studies and language arts curriculums. Includes lessons they developed.

**D. Fall Into Geography (ES/MS)**

*Ellen Thompson*

Come and see how GEOGRAPHY can easily be a part of your teaching day. Great resources, hands-on activities and methods will be shared for K-8 classrooms!

**E. "Media Made Me Do It?": Helping Students Critically Contest the Politics of Image in Dominant Media (HS/CC)**

*Marco McWilliams*

Everyday students are informed by mass media to uncritically perform fabricated roles of "blackness," "whiteness," "Americanness," "genderness," and such like. Workshop participants will examine the ways in which this process takes place and explore pedagogical strategies and activities that provide a framework to equip students to access, analyze and evaluate.

**F. Art and Difference (ES/MS)**

*Sarah Jacobs*

The presenter will share an interdisciplinary 5<sup>th</sup> grade art unit developed on Diego Rivera. Students learned about Rivera's work, Mexican culture, and the social conditions that led to the Mexican Revolution. Participants will gain ideas for raising the critical consciousness of students through the integration of art and social studies.

**G. Student Teaching in Diverse High School Classrooms: Tales from the Field (MS/HS)**

*Janet Johnson, Peter Adamczyk, Stephanie Bailey, Kristen DellaTorre, Diane Long, Kelly Love, Lorene Roy*

In this panel discussion, recent graduates of the English Education program share their experiences and answer questions about student teaching in a variety of classroom contexts, including middle and high schools in urban, urban ring, and rural settings.

**H. Improving Inclusion in Classroom Interaction (ES/MS/HS/CC)**

*Sandra M. Ketrow*

This presentation will provide an overview of the ways in which many educators construct privilege, prejudice, or discrimination in typical classroom interaction. The presenter will introduce selected analytical methods for detecting bias in interaction; as well as selected approaches to enhancing respect and anti-bias for both instructors and their students.

**I. The World Is Flat: Cultivating Multicultural Competence Among Undergraduate Students in the U.S. (CC)**

*Renee Johnson-Thornton*

The presenter will discuss the ways in which mentor-based co-curricular activities provide opportunities for undergraduate college students to explore their identities, enhance their tolerance and affinity for people from diverse backgrounds, and become better suited for employment and citizenship in a multicultural and pluralistic world.

**J. From Yoga to Group Counseling: Differentiating to Combat Anxiety and Promote Positive Coping with Everyday Stress in the Classroom (ES/MS/HS)**

*Elizabeth Gibbons Holtzman, Barbra Ondis and Janet Fraatz*

Anxiety disorders are the most prevalent of diagnosed child and adolescent mental health concerns. This presentation will discuss a tiered classroom based prevention program. Participants will be exposed to the powerful integration of experiential activities based on yoga with supplemental small group counseling to address the range of concerns that might present in the classroom from students with a mental health disability to students experiencing common school related stress.

**K. Service Learning for Experiential Teaching (HS/CC)**

*Mustafa Ozcan*

Service learning projects provide ample opportunities for experiential learning. The

workshop is designed to teach how to prepare, implement, and assess service learning projects in K-12 settings. It includes three kinds of activities: Instructor's explanations, practice of participants, and provision of feedback.

**L. Cultural Difference vs. Scientific Fact (MS/HS)**

*Rudolf Kraus*

Is science affected by social and cultural context? Or do the scientific standards of objectivity and reason win out in the end? In this presentation, we will unpack a few historical episodes (circulation of blood, botany) and see how identity affects or fails to affect the context and content of science.