

Promising Practices Workshops 2009

11:00 – 12:20 SESSION II

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

A. A.L.L.I.E.D. Across Our Differences: Reaching and Teaching Students from Underrepresented Groups at Rhode Island College (MS/HS/CC)

A.L.L.I.E.D. Students

In an effort to recruit and retain students from underrepresented groups into education programs, the FSEHD Diversity Committee at Rhode Island College initiated the Advanced Learning and Leadership Initiative for Educational Diversity, a one-credit course designed to help students develop both academic and cultural competencies that would support them as students and as future teachers. In this session, RIC undergraduates from underrepresented groups will talk about their experiences as students, as peers, and as future teachers.

B. From *Tango Makes Three* to *Hard Love* (EC, ES)

Megan Kennedy and Kim Slusser

The literature available in classroom libraries and presented in class sends a message about *what* or *who* is valued to students, parents and colleagues. In this session, the use of LGBT literature will be discussed focusing on literature selections, facilitation of meaningful conversation, literature rationales, and literature's role in LGBT identity development.

C. Engaging 21st Century Learners with Published Books on Slavery and Lincoln and Historical Documentaries (MS/HS)

Grace Small

Participants will learn how to conduct a standards-based, collaborative project that culminates in individually written, illustrated and published books and how to teach students to create historical documentaries using Photo Story 3. The topics modeled focus on Abraham Lincoln in the Bicentennial Anniversary and the issue of slavery.

D. Using New England Historical Content to Expand Multicultural Education: An NEH Institute Participant's Tool Kit (HS/CC)

Lavern McDonald

This workshop will give participants an overview of an NEH Institute on New England history and will offer curriculum resources that teachers may adopt to expand multicultural teaching and learning in their classrooms.

E. Celebrating our World: An Integrated Approach to Global Studies(EC/ES)

Michelle Nonis and Jessica Borges

Two teachers present a standards-based, interdisciplinary unit of study designed to develop students' appreciation and understanding of other people, places and cultures. This workshop will take you through a year-long development of multicultural learning. There will be a make-it and take-it workshop of international crafts.

F. Students with Special Needs: What You See Isn't Always What You Get (EC/ES/MS/HS)

Heather Dubrule

In this session, participants will address common misconceptions of students with disabilities. Participants will use cooperative and hands-on activities to gain a greater understanding of students with special learning needs and how to meet these needs in an inclusive classroom.

G. Problem-solving in the Classroom: Teachers Find Ways to Support their Special Needs Students (ES/MS)

Janet Johnson, Mary Beth Czernicki, Melissa Moniz, April Vocke

Three teachers will present the following inquiry projects conducted in their own classrooms: 1) Providing ways for middle school students with moderate to severe disabilities to engage socially with peers; 2) The promise and peril of heterogeneous grouping in a multicultural special education classroom; and 3) Individualizing strategies for elementary students not responding to traditional behavior management techniques.

H. Multicultural Teaching: A Best Practice Approach to Growing Academic Skills (MS)

Cynthia Spence and Suzanne Pezulli

Participants will learn how multicultural teaching provides academic rigor for ALL students--not just children of color. Both multicultural theory and actual lesson plans will be presented to show how multicultural teaching builds basic thinking skills.

I. The Power of Numbers (ES/MS)

Connie Horton

Don't all students need the power of numbers as much as the power of words? What messages do we give students from K-12 about facility with numbers? Is there a socio-economic link to innumeracy? We'll address these questions through discussion as well as hands-on computer activities.

J. Teaching the Muslim World (HS/CC)

David Thomas

The potential for misunderstanding and misreading the world's 1.3 billion Muslims can create bias and prejudice. The content knowledge necessary for teachers to substantively address various issues related to the Muslim world is this workshop's focus. Web-based curriculum materials to illustrate cultural, religious and historical dimensions of teaching the Muslim world are presented. These materials are made available in printed and electronic form to workshop participants.

K. Promising Practices for Teachers of English Language Learners

Andrés Ramírez, Elisa Rivera, Hannah J. Moore, Berkis Rodriguez, and Athan Hantzopoulos

English language learners are the fastest growing population in US schools today. Meeting their educational and varied needs can be a challenge but also a great opportunity for teachers. By focusing on the academic needs, rights, and backgrounds of Cambodian, Cape Verdean, Mexican American, and Dominican students attending US schools, the presenters illustrate important cultural and pedagogic guidelines teachers could use in their own classroom.