

Tenth Annual
Multi-Cultural Conference
and Curriculum Resource Fair



NOVEMBER 3, 2007

Theme:

**Closing the Achievement Gap:
Empowering Students and Communities**

Keynote Speaker:

Kathleen Cushman

Journalist and Author
Education and School Reform

R H O D E
I S L A N D
C O L L E G E

Organized by
The Dialogue on Diversity Committee

<http://www.ric.edu/promisingpractices>

CONFERENCE REGISTRATION MATERIALS

* Due Friday, October 26, 2007 *

Registration materials are also available online at:

www.ric.edu/promisingpractices.html

Conference Fees

Pre-registration (non-student): \$30

Onsite registration (non-student): \$40

Pre-registration (student): \$10

Onsite registration (student): \$15

Please make checks payable to RHODE ISLAND COLLEGE. Fees cover lunch, and refreshments. Free educational materials relevant to the conference theme will be available.

Scholarships to cover the cost of registration are available: Please contact Patricia Giammarco, Office of Affirmative Action, Rhode Island College, Ph. (401)456-8218.

Pre-Registration

You are encouraged to pre-register as capacity in the workshops is limited. Please rank order your top three preferences (1-3) in EACH session.

We will make every effort to meet your preferences.

Session I

- A. Thomas and Woolman
- B. Horton and Gwiazda
- C. McWilliams
- D. Rollins
- E. Bates, Becker, and Park
- F. Ozcan
- G. George and Kouttab
- H. Simons
- I. Resseger
- J. Niska
- K. Mitchell
- L. Rost-Banik and Palombo
- M. Malone and Thompson
- N. Bogad, Bruce, and A.L.L.I.E.D. Students

Session II:

- A. Johnson and Healy
- B. Patterson
- C. Hope
- D. Lawrence and Rowell
- E. Knickles
- F. Thomas and Ozcan
- G. Wildenstein Jr. and Rogers
- H. Lapisky
- I. Cvornyek and Keegan
- J. Resseger
- K. Gibbons Holtzman
- L. Johnson and Stevens
- M. Shelton and Howkins
- N. Weisman

NAME: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

AFFILIATION: _____

PLEASE CIRCLE ONE: a) Teacher b) Teacher/RIC Student c) RIC Student d) other

SUBJECT AREA/GRADE LEVEL (for teachers): _____

Please return this registration form and payment to:

PROMISING PRACTICES
c/o Dr. Willis Poole
Rhode Island College
Educational Studies Department, HBS 217
600 Mt. Pleasant Ave., Providence, RI 02908

Professional Development Credit: Professional Development Credit from the Rhode Island Department of Education for the full day events will be available after the "Youth Hour: A Seat at the Table: Hearing the Student Perspective"

For further information, please contact Promising Practices Co-Chairs

Dr. Ellen Bigler — (401) 456-8385 or ebigler@ric.edu

Dr. Willis Poole — (401) 456-8573 or wpoole@ric.edu

Dialogue on Diversity Co-Chairs
Elizabeth Rowell and Aaron Bruce

This program has been generously supported by the President's Office, The Feinstein School of Education and Human Development, The Faculty of Arts and Sciences, The College Lectures Committee, the School of Social Work, and the Department of Educational Studies.



November 3, 2007
RHODE ISLAND COLLEGE
Donovan Dining Center
Providence, RI

7:45 – 8:30 **REGISTRATION, CURRICULUM RESOURCE FAIR EXHIBITS,
AND REFRESHMENTS**

8:40 – 10:00 **SESSION I**

- A. **“Teaching Global History” (MS/HS)**
David Thomas and David Woolman
- B. **“Building Digital Communities with Students and Families:
Giving Voice to the Digitally Silent” (ES/MS/HS)**
Constance Horton and Ron Gwiazda
- C. **“Beyond ‘Bling’: Harnessing the Pedagogical Power of Hip-Hop” (MS/HS)**
Marco McWilliams
- D. **“What Non-Cognitive Strategies Should Students Be Taught for Academic Success?” (HS/CC)**
Joan Rollins
- E. **“Creating Welcoming Classrooms for LGBTQ-Parented Kids” (EC/ES/MS/HS)**
Mildred Bates, Wendy Becker and Janet Park
- F. **“Service Learning Project: Preparation, Implementation, and Assessment”
(EC/ES/MS/HS/CC)**
Mustafa Ozcan
- G. **“Academic Science Vocabulary: Postcards from the Edge” (HS)**
Jane George and Karen Kouttab
- H. **“Helping Math Underachievers” (EC/ES/MS/HS/CC)**
Roger Simons
- I. **“Yoga: Path to Student Empowerment” (EC/ES/MS/HS)**
Hannah Resseger
- J. **“Advisory: An Effective Personalization Program” (MS/HS)**
John Niska
- K. **“Our Community Unit: Students as Community Planners” (MS/HS)**
Ted Mitchell
- L. **“Creating Safer Schools: Anti-Bullying and Civil Rights” (EC/ES/MS/HS)**
Colleen Rost-Banik and Tom Palombo
- M. **“Let’s Put Rhode Island on the Map: Introducing the Rhode Island Atlas” (ES)**
Lyn Malone and Ellen Thompson
- N. **“A.L.L.I.E.D. Across Our Differences: Reaching and Teaching Students from Under-
represented Groups at Rhode Island College” (MS/HS/CC)**
Lesley Bogad, Aaron Bruce, and ALLIED. Students

**10:00 – 10:50 CURRICULUM RESOURCE FAIR – PUBLISHERS,
ASSOCIATIONS AND AGENCY DISPLAYS
Donovan Dining Center**

11:00 – 12:20 SESSION II

- A. “The Other Side of the Desk: Exploring How Student Perspectives on Teachers, School and Social Lives Affect Learning” (MS/HS)**
Janet Johnson and Kelly Healy
- B. “If They Build It, They Will Learn: Using Constructivist Technology Tools in the Classroom” (HS/CC)**
Susan Patterson
- C. “Multicultural Empowerment` through Oral History” (HS)**
Al Hope
- D. “Native American Children and Young Adult Literature in Classrooms” (ES/MS/HS)**
Maria Lawrence and Elizabeth Rowell
- E. “Teaching Health Science from a Multicultural Perspective” (HS/CC)**
Rose Knickles
- F. “Teaching the Muslim World” (HS)**
David Thomas and Mustafa Ozcan
- G. “Strategies for Creating an Inclusive Classroom Environment for Gay, Lesbian, Bisexual, Transgender (GLBT) Students” (EC/ES/MS/HS/CC)**
Darin Wildenstein Jr. and Tanya Rogers
- H. “Closing the Achievement Gap by Connecting Students with their Community” (HS)**
Brandee Lapisky
- I. “Contested History: The Life and Death of ‘Daddy’ Black” (HS/CC)**
Robert Cvornyek and Michaela Keegan
- J. “Inserting the Missing Pieces: African-American Representation in U.S. History Textbooks” (ES/MS/HS/CC)**
Hannah Resseger
- K. “Making Our Schools Safe for All: A Closer Look at Bullying and High Functioning Individuals with Autistic Spectrum Disorders” (ES/MS)**
Elizabeth Gibbons Holtzman
- L. “Multicultural Students: Facing the Challenges of Accessing Post-Secondary Education” (HS/CC)**
Deborah Johnson and Brian Stevens
- M. “Challenges and Opportunities Working with Working Class Students” (MS/HS/CC)**
Carol Shelton and Mary Ball Howkins
- N. “Advocacy, Empowerment and Identifying Natural Supports for Families” (EC/ES/MS/HS/CC)**
Vivian Weisman

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

12:20 – 2:30 **LUNCH, KEYNOTE SPEECH, AND
OUTSTANDING EDUCATOR AWARD**
Donovan Dining Center

Welcome — Aaron Bruce, Co-Chair, Dialogue on Diversity
Greetings — Dr. Roger Eldridge, Dean, Feinstein School of Education
and Human Development
— Dr. John Nazarian, President, Rhode Island College

Fourth Annual Outstanding Multicultural Educator Award

President John Nazarian and the Dialogue on Diversity Committee at Rhode Island College will recognize outstanding K-12 educators who were selected as finalists for the Outstanding Multicultural Educator Award. The winner of the Outstanding Multicultural Educator Award will be announced. The winner receives a tuition waiver for a graduate course of his or her choice in their field at Rhode Island College.

Keynote Address

Introduction — Dr. Ellen Bigler, Co-Chair, Promising Practices Conference

Keynote Speaker: Ms. Kathleen Cushman is a journalist and author who has specialized in education and school reform for more than a decade.
“Bringing Students to the Table”

2:40 – 3:40 **YOUTH HOUR**
A SEAT AT THE TABLE: HEARING THE STUDENT PERSPECTIVE
Maria Lawrence and Aaron Bruce

Youth Hour is back by popular demand. “A Seat at the Table: Hearing the Student Perspective” is an hour-long discussion to be held with youth from high school through college after the luncheon and keynote address. It is also dedicated to educators acknowledging and listening to the voices of those they serve. High school and college students will share their thoughts, ideas, and experiences from the critical perspective of learner. The Dialogue on Diversity Committee invites all conference participants to come and hear what young people have to say. Join us! (Professional Development credit will be granted following the Youth Hour.)



WORKSHOP DESCRIPTIONS: SESSION I — 8:40 – 10:00

A. “Teaching Global History” (MS/HS)

David Thomas and David Woolman

This workshop will introduce current curriculum approaches in global history. Focus is given to innovative trends, content organization, relevant themes, standards-based practice, and resources that can enrich teaching. Handouts are provided to update participants on best practices, regional sources for materials, and additional professional development opportunities.

B. “Building Digital Communities with Students and Families: Giving Voice to the Digitally Silent” (ES/MS/HS)

Constance Horton and Ron Gwiazda

What can we learn from Web 2.0 and breakthroughs in web authoring and collaborating that can be used to create digital communities beyond MySpace? We’ll investigate free software options, online journaling, photographing and documenting, investigating and disseminating resources, all as seeds for generating digital communities and giving the power of the Internet to those who now don’t have it.

C. “Beyond ‘Bling’: Harnessing the Pedagogical Power of Hip-Hop” (MS/HS)

Marco McWilliams

As rap music emerged from black communities in and around New York as an underground resistance text, conservative America did not understand its political language and cultural dynamics. Over three decades later, rap music continues to maintain an ever expanding presence as Hip-Hop culture and has become a dominant global force. Its cultural impact reaches across racial, ethnic, and national lines. Yet its portrayal in dominant media has reduced it to being misogynistic, capitalistic, violent, and trivial. Ways in which hip-hop as a political formation can be used as a teaching tool will be explored in this workshop.

D. “What Non-Cognitive Strategies Should Students Be Taught for Academic Success?” (HS/CC)

Joan Rollins

What are the strategies used by successful students? How can high school teachers help students learn these strategies? The workshop will focus on some of the research pointing out psychological barriers to minority achievement such as stereotype threat, and alienation from the academic environment. Attitudinal, emotional and behavioral changes necessary for academic achievement will be discussed.

E. “Creating Welcoming Classrooms for LGBTQ-Parented Kids” (EC/ES/MS/HS)

Mildred Bates, Wendy Becker and Janet Park

In this experiential and didactic workshop, teachers will hear from three lesbian parents and educators about creating safe space for kids at school. We will talk about our experiences, suggest ideas that work for creating lesbian, gay, bisexual, transgender, and queer (LGBTQ) inclusive classrooms, and offer an opportunity for educators to strategize about scenarios you might encounter.

F. “Service Learning Project: Preparation, Implementation, and Assessment” (EC/ES/MS/HS/CC)

Mustafa Ozcan

The goal of this workshop is to teach the participants 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. Participants will be provided with materials which guide and facilitate their active participation.

G. “Academic Science Vocabulary: Postcards from the Edge” (HS)

Jane George and Karen Kouttab

English Language Learners are often immersed in secondary mainstream classrooms where they must comprehend and demonstrate understanding of the content. Learning academic vocabulary and discourse structure shortens the time before beginner level ELLs feel successful. Presenters show how a visual glossary, with linguistically appropriate modifications, make Earth Science accessible to ELL beginners.

H. “Helping Math Underachievers” (EC/ES/MS/HS/CC)

Roger Simons

The focus will be on techniques for helping individual or small groups of students so they can perform better and learn math more effectively. The speaker and participants can share ideas for motivating students, summer math projects (analogous to summer reading), fun games for remedial homework, helping math-anxious students and other useful strategies.

I. “Yoga: Path to Student Empowerment” (EC/ES/MS/HS/CC)

Hannah Resseger

This presentation will include hands on interaction and information on the science of Yoga and how it can empower students in the classroom. If practiced consistently it will enhance focus and determination. Teachers will also benefit and begin to bridge the achievement gap. Be prepared to move, breathe, relax and chant!

J. “Advisory: An Effective Personalization Program” (MS/HS)

John Niska

Personalizing schools is crucial to creating conditions for all students to perform well. An advisory program can serve this purpose well in both middle and high schools. Come, have some fun, learn more about developing an effective advisory, and participate in some hands-on activities with a middle level leader who was the lead writer and designer of a recently released national publication, *Launching a Successful Advisory Program*.

K. “Our Community Unit: Students as Community Planners” (MS/HS)

Ted Mitchell

This workshop presents an interdisciplinary instructional unit for middle or high school students in which young adults use and manipulate data from their community’s Comprehensive Plan (RI law) to envision and plan for their future. Any school population could implement this project.

L. “Creating Safer Schools: Anti-Bullying and Civil Rights” (EC/ES/MS/HS)

Colleen Rost-Banik and Tom Palombo

Students can not concentrate in the classroom when they are worried about being bullied in the hallway. This session will focus on recognizing the level of bias at school; increasing the knowledge of how to respond to bias language and behavior so as to create a safer school climate; and understanding how RI civil rights and hate crime laws relate to schools.

M. “Let’s Put Rhode Island on the Map: Introducing the Rhode Island Atlas” (ES)
Lyn Malone and Ellen Thompson

This hands-on workshop will introduce teachers to an exceptional set of classroom-ready lessons called Let’s Put Rhode Island on the Map. The ten lessons, created by teachers from the Rhode Island Geography Education Alliance, target grades 3 – 5 and are designed for use with the 2006 Rhode Island Atlas.

N. “A.L.L.I.E.D. Across Our Differences: Reaching and Teaching Students from Underrepresented Groups at Rhode Island College” (EC/ES/MS/HS)
Lesley Bogad, Aaron Bruce and A.L.L.I.E.D. Students

In fall 2006, the FSEHD Diversity Committee at Rhode Island College initiated the Advanced Learning and Leadership Initiative for Educational Diversity. In an effort to recruit and retain students from underrepresented groups into education programs, a one-credit course was 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. Hear their stories and let them help all of us know how to best reach and teach students who feel marginalized in our schools.

WORKSHOP DESCRIPTIONS: SESSION II — 11:00 – 12:20

A. “The Other Side of the Desk: Exploring How Student Perspectives on Teachers, School and Social Lives Affect Learning” (MS/HS)
Janet Johnson and Kelly Healy

This interactive workshop uses narratives written by middle and high school students from diverse backgrounds to explore how their perceptions of teachers, social standing in school, and lives outside of school affect their willingness and ability to learn. In this workshop, we will develop specific relational and instructional strategies to attend to the needs and interests of all learners.

B. “If They Build It, They Will Learn: Using Constructivist Technology Tools in the Classroom” (HS/CC)
Susan Patterson

Using tools such as Wikis and Podcasts can transform your classroom. Constructivist tools often empower students and give a true sense of ownership and community in the classroom. In this workshop we will discuss and describe the “whys” and “hows” of using these dynamic technologies.

C. “Multicultural Empowerment through Oral History” (HS)
Al Hope

Workshop participants will examine an oral history curriculum project created by Primary Source about the Civil Rights Movement in Boston. After examining primary source documents, maps, statistics and video segments from Eyes on the Prize, local students interviewed Boston activists from the movement. Students participating in the project share their empowering experiences on video.

D. “Native American Children and Young Adult Literature in Classrooms” (ES/MS/HS)

Maria Lawrence and Elizabeth. Rowell

The desire for interesting literature to promote reading can result in literature choices that present traditionally underrepresented minority groups with cultural inaccuracies. This interactive workshop engages teachers in the review and analysis of children’s and young adult literature and curriculum materials about and/or by Native Americans/American Indians.

E. “Teaching Health Science from a Multicultural Perspective” (HS/CC)

Rose Knickles

This workshop focuses on the efforts of one professor to provide methods and materials which facilitate behavior change in diverse populations of students while expanding the understanding and sensitivity of majority students.

F. “Teaching the Muslim World” (HS)

David Thomas and Mustafa Ozcan

According to current estimates there are about one billion, three hundred million Muslims worldwide. Muslims live, work, and practice their religion in virtually every country of the world. In addition, the current religio-political climate has thrust Islam as a religion to the forefront. Clearly, the potential for misunderstanding, and misreading Muslims and Islam can create bias and prejudice. The content knowledge necessary for teachers to address cultural, religious and political issues related to the Muslim world in the classroom at the elementary, middle and secondary levels is the focus of this workshop. The presentation will extensively utilize web-based curriculum materials to illustrate cultural, religious and political dimensions of teaching the Muslim world. These materials will be made available in printed and electronic form to participants in the workshop.

G. “Strategies for Creating an Inclusive Classroom Environment for Gay, Lesbian, Bisexual, Transgender (GLBT) Students” (EC/ES/MS/HS/CC)

Darin Wildenstein Jr. and Tanya Rogers

This presentation will explain the need for and benefits of creating GLBT inclusive environments in academic settings. Easy to implement strategies aimed at providing gentle inclusion of the GLBT community into everyday academic settings, discussions and lessons will be shared. The presentation will highlight the following topics: Why Students Need GLBT Inclusion, Inclusive Language –Adding in the G.L.B. & T., How to Present Support Without Adding Stigma, and The Importance of Student and Professional Alliances.

H. “Closing the Achievement Gap by Connecting Students with their Community” (HS)

Brandee Lapiskey

Have you been looking for a way to motivate your students and get them excited about learning? Service-learning helps students realize the connections between curriculum and the “real world”. It provides authentic situations for students to apply the skills that they learn in the classroom while they contribute to the community and learn about their civic responsibility. This session will highlight the rewards of service-learning and the steps to initiating a service-learning project with your students.

I. “Contested History: The Life and Death of ‘Daddy’ Black” (HS/CC)

Robert Cvornyek and Michaela Keegan

This workshop focuses on the life and murder of Arthur “Daddy” Black as an important, but forgotten, feature of Rhode Island’s African American History during the 1930s. Participants will examine Black’s life and the contested nature of his death through selected primary sources. Suggestions for developing a unit plan on this topic, including a walking tour of Providence’s Hoyle Square and oral history opportunities will be discussed.

J. “Inserting the Missing Pieces” (ES/MS/HS/CC)

Hannah Resseger

African-American representation through images is the focus of this presentation. United States History textbooks used in schools include a variety of these images that need replacing. This multimedia presentation will critically analyze and deconstruct these images while giving alternatives teachers can utilize to present a clear, realistic view of African-Americans within American History.

K. “Making Our Schools Safe for All: A Closer Look at Bullying and High Functioning Individuals with Autistic Spectrum Disorders” (ES/MS)

Elizabeth Gibbons Holtzman

Bullying is a common occurrence in our schools. Chronic bullying is linked to emotional and academic problems, including school avoidance/refusal. One group overrepresented in those chronically bullied is high functioning individuals with autism spectrum disorders (such as Asperger Syndrome). This workshop will consider factors that contribute to this group being targeted and how a school community can work together to reduce such bullying.

L. “Multicultural Students: Facing the Challenges of Accessing Post-Secondary Education” (HS/CC)

Deborah Johnson and Brian Stevens

In today’s competitive job market, a bachelor’s degree is an essential tool in achieving one’s career goals. Students who attend urban schools face unique challenges that lessen the likelihood of being successful when applying to college. Deborah Johnson and Brian Stevens will explore some of the challenges that face minority students during the application process and offer strategies to minimize their effect.

M. “Challenges and Opportunities Working with Working Class Students” (MS/HS/CC)

Carol Shelton and Mary Ball Howkins

We the teachers, as well as students in our classrooms, are often from different social class backgrounds. Find out ways to support and enhance your students’ knowledge and skills by learning to identify learning styles, skills, and funds of knowledge related to student class origins and the opportunities associated with those origins. Also learn about your own class origins and how cultural capital operates, and the ways in which this class filter can serve to impede your positive engagement with students of all class backgrounds.

N. “Advocacy, Empowerment and Identifying Natural Supports for Families” (EC/ES/MS/HS/CC)

Vivian Weisman

Applying research on the positive effect of parent involvement on academic achievement, our approach uses resources inherent in every family’s individual culture to support parental involvement in school and foster better educational outcomes for all children. Multi-cultural examples of transitions from Early Childhood settings and leaving secondary school are included.

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

WORKSHOP PRESENTERS:

Mildred Bates, DSW, LICSW, is professor of social work at Rhode Island College, a trainer and a clinical psychotherapist. She teaches and provides training on the topics of sexual orientation and gender identity, women's issues, adoption and foster care, social work practice and human behavior.

Wendy Becker, LICSW, Ph.D., serves on the RI Task Force for GLBTQQ Youth and was the Executive Director of Youth Pride, an organization focused on meeting the educational, advocacy and support needs of youth affected by issues of sexual orientation and gender. She is also an Assistant Professor in the School of Social Work where she teaches in the undergraduate program.

Lesley Bogad is an associate professor of Educational Studies at Rhode Island College and a co-facilitator of the A.L.L.I.E.D. program. She teaches undergraduate and graduate courses in sociology of education, multiculturalism, qualitative research methods, and women's studies. Her current research interests focus on the complexities of teaching for social justice.

Aaron Bruce is the director of the Unity Center, which promotes multicultural understanding and retention at Rhode Island College. He holds an International MBA from U.S. International University and a B.A. in Economics and Political Science from Michigan State University. He has held management positions in both Latin America and Africa.

Robert Cvornyk is an associate professor of History and Secondary Education at Rhode Island College. He and Dr. Karl Benziger recently edited a curriculum guide prepared by a collective of Rhode Island History/Social Studies teachers entitled *America on the World Stage: Teaching Post-1945 American History in the Secondary Classroom*.

Jane George graduated from the University of Hawaii with advanced degrees in Teaching English as a Second Language. She taught in Japan, Hawaii and Boston before coming to Rhode Island. She has taught in North Kingstown since 1999 and is a member of the coordinating council for RISIG, the regional affiliate of Massachusetts Association of Teachers of Speakers of Other Languages.

Ron Gwiazda is currently the head of an educational software company. He was a teacher and curriculum/program developer in the Boston public school system for 27 years.

Kelly Healey is an 8th Grade ESL Teacher at Jenks Junior High in the Pawtucket Public School District and is in her 7th year of teaching. Kelly has a B.A. degree from The College of the Holy Cross and is currently pursuing her M.Ed. in Teaching English as a Second Language at Rhode Island College.

Al Hope has served as an education development consultant and traveled extensively throughout Africa, engaging in historical research with a focus on African Diaspora history. He is currently the Associate Program Director for the Africa Program at Primary Source.

Elizabeth Gibbons Holtzman, Ph. D., is an assistant professor in the Counseling, Educational Leadership and School Psychology Department at RIC. In addition, she is a licensed psychologist who specializes in working with children/adolescents and the adults who make up their world in school and out.

Constance Horton is an assistant professor at Rhode Island College, working with technology classes for education majors. She has spent 36 years teaching mathematics and computer courses in K-12 schools both in the US and 6 countries abroad.

Mary Ball Howkins is a professor of Art History at RIC and teaches mainly in the areas of 19th and 20th century European and North American visual traditions, including gender and African American studies. She also teaches an introduction to Asian visual traditions; has published on French 19th century art criticism; and reviewed work of various contemporary artists.

Deborah E. Johnson is the Associate Director of Undergraduate Admissions at Rhode Island College. Since 1990, she has coordinated the College's multicultural recruitment, selection and enrollment programs. As a first-generation college graduate, she is committed to providing access to a post-secondary education for multicultural and inner city students. Deborah has served on a wide variety of multicultural committees and teaches College Learning Strategies. She holds a B.S. degree in Management and a Masters degree in Agency Counseling from Rhode Island College.

Janet Johnson is an assistant professor of English Education at Rhode Island College. She teaches courses on literacy across the curriculum, writing methods, and methods of teaching English. Her pedagogical and research interests include social justice pedagogy in English/Language Arts classrooms and connections between student identities and literacies.

Michaela Keegan graduated from the University of Rhode Island in 2002 and completed her MAT in History at Rhode Island College. She is in her third year of teaching at Hope High School.

Karen Kouttab has a B.S. in Microbiology from the University of Texas at Arlington and a Masters in Education and Teaching Certification from the University of Rhode Island. For the past five years she has taught science, including Earth Science, Biology and Anatomy & Physiology at North Kingstown High School.

Rose Marie Knickles, Ed.D., is an assistant professor at Lesley University in Cambridge, Massachusetts where she teaches applied nutrition and a range of health courses. She also works part-time for Health Promotion Affiliates (associated with Boston University Medical Center), instructing a diverse group of adults employed in business and industry about health promotion/disease prevention. She developed and teaches an undergraduate course which deals with health issues in the developing world and is particularly interested in minority health. She believes that the most effective method of health education involves a multicultural/ multidisciplinary approach.

Brandee Lapisky earned a bachelor's degree in Secondary Education and Spanish from Rhode Island College in 2002. After four years of teaching Spanish in the Warwick Public Schools, she now serves as an advisor for the Metropolitan Regional Career and Technical Center. In addition, she is the vice president of the Rhode Island Foreign Language Association (RIFLA).

Maria Lawrence is an assistant professor in the Department of Elementary Education at Rhode Island College. Her primary teaching duties are focused on science; she is also co-coordinator of the RI Geography Education Alliance and member of the Ramapough tribal nation of New York and New Jersey.

Lyn Malone is co-coordinator of the Rhode Island Geography Education Alliance and an educational consultant specializing in the classroom application of spatial technologies such as GIS, GPS, and Remote Sensing. She has co-authored two books, *Mapping Our World: GIS Lessons for Educators* and *Community Geography: GIS in Action, A Teachers' Guide*.

Marco McWilliams is a double major in African/Afro-American Studies and History at Rhode Island College. He works in RIC's multicultural affairs department as an African American Studies specialist. He has developed the college's first cultural film series. He also teaches Hip Hop and Social Justice at the Metropolitan Regional Career and Technical Center.

Ted Mitchell is the Social Studies Curriculum Coordinator at Alan Shawn Feinstein Middle School of Coventry. He has a B.A. in Anthropology and Sociology from Plymouth State College and a Masters of Arts in Teaching from Rhode Island College. He has been working closely with Grow Smart RI and the Dunn Foundation building a civics-based town planning curriculum.

John M. Niska is an associate professor and coordinator of the Middle Level Program at Rhode Island College. He is the president-elect of the National Association of Professors of Middle Level Education (NaPOMLE) and on the Board of the American Education Research Association's Middle Level Special Interest Group. His research and training interests include school-college partnerships, advisory programs, and skill development for advisors. His publication, *Launching A Successful Advisory Program*, was recently released by the National Middle School Association.

Mustafa Ozcan is an associate professor in Educational Studies at Rhode Island College. He holds a Ph.D. in Sociology of Education from the University of Iowa. He has worked as principal investigator and co-researcher for several research projects on multicultural education, race relations and cultural diversity. His current research is about the effects of service learning programs on prospective teachers.

Jan Park is a psychologist working in the Rhode Island College Counseling Center. She specializes in Relational-Cultural practices with clients and is a community consultant. She has worked with LGBTQQ organizing efforts at RIC, utilizing her experiences being a parent.

Tom Palombo is an Assistant Attorney General and has served with the Department of Attorney General since 1991. In 2006, he was appointed as the first State Civil Rights Advocate. He has been an appointed member of the Rhode Island Commission on Prejudice and Bias since 1992. Tom received his Juris Doctor degree in 1989 from Northeastern University. Since 1992, he has conducted Hate Crimes and Civil Rights Training for the R.I. State Police and municipal police departments throughout Rhode Island. He also has trained at the R.I. Municipal Police Training Academy, the R.I. State Police Training Academy, the Providence Police Academy and the University-College Public Safety Academy.

Susan Patterson is an assistant professor at Rhode Island College where she teaches technology applications, technology integration, and secondary methods in the school of education. She has 16 years of secondary teaching experience in the fields of history and economics, and has lived and taught in the US, Israel, Holland, and the Czech Republic.

Hannah Resseger graduated in 2002 from Rhode Island College with a BA in Graphic Design and a minor in African American Studies. She completed an individualized masters program combining her passion for African American Studies with the Media Studies program at RIC. She currently works for the Mt. Hope Learning Center.

Tanya Rogers is one of the co-founders of Creating Organized Awareness (COA), a training and consulting organization that strives to increase rights, wellness and inclusiveness for GLBTQQ individuals.

Joan Rollins is professor of Psychology at Rhode Island College. She is the author (with M. Zahm) of *110 Strategies for Success in College and Life* (2006) and *Women's Mind/Women's Bodies: The Psychology of Women in a Biosocial Context* (1996), and editor of *Hidden Minorities* (1981). She and her colleagues have recently developed the Academic Self-Regulation Scale which measures non-cognitive factors that predict college student GPA and Graduation.

Colleen Rost-Banik is the Service Learning Coordinator in the Feinstein Institute for Public Service at Providence College. She also consults with the Rhode Island Commission on Prejudice and Bias on their education program. She worked with the Civil Rights Team Project in the Attorney General's office in Maine that established student-led Civil Rights Teams in over 200 schools throughout the state. Through education, training, and a variety of projects the Civil Rights Teams worked to make their schools a safer place for everyone, regardless of their identity. Colleen also worked as the Multicultural Services Advisor at the University of New England. She has a Masters degree in Theological Studies from Harvard Divinity School.

Elizabeth Rowell, a RIC professor of Elementary Education, is deeply committed to trying to make America a better place by helping educators become more aware of their crucial role in promoting different aspects of anti-bias education. She is also a RIC Disability Resource Mentor.

Carol Reagan Shelton is a professor in the Department of Nursing at Rhode Island College. In addition to teaching theory and clinical courses in public health nursing, she teaches in the Women's Studies Program and in the General Education program. Carol has been involved for many years in the Dialogue on Diversity Committee at Rhode Island College and has been a NECIT (New England Center for Inclusive Teaching) Fellow where faculty members from many New England collegiate institutions pursue their interests in the scholarship of pedagogy. Most recently she has focused on the importance of understanding social class when seeking to maximize all students' educational performances.

Roger Simons is a professor of Mathematics at Rhode Island College. Previously he worked for the Aerospace Corporation on the Gemini and Apollo Projects. He has studied math anxiety at workshops with Sheila Tobias and is currently co-editing a book on philosophy of mathematics.

Brian Stevens is an Admissions Officer in the Office of Undergraduate Admissions at Rhode Island College. In addition to being comprehensively involved with all aspects of admissions, he works closely with the Student Support Services Office to recruit, select and enroll PEP students, acts as primary recruiter and advisor for the Bridges students and serves on the Admissions Multicultural Recruitment Committee. Brian is currently pursuing a graduate degree in African-American Studies at Rhode Island College.

David Thomas, professor of History at RIC, specializes in the Islamic world, focusing especially on the relationship between religion and politics. He has lived and studied in several countries of the Muslim world, most recently India and Indonesia, and is a graduate of the Institute of Islamic Studies at McGill University. He received a Fulbright in 1998, and is currently researching a book on higher education and Islam.

Ellen Thompson has been an active member of the Rhode Island Geography Education Alliance since 1994 and works to promote geography education in Rhode Island Schools. She has won Fulbright grants to both Japan and New Zealand to study their educational systems, and has traveled to several other countries with fellow educators. She is presently in her 21st year as a 4th grade teacher.

Darin Wildenstein Jr. is one of the co-founders of Creating Organized Awareness (COA), a training and consulting organization that strives to increase rights, wellness and inclusiveness for GLBTQQ individuals.

Vivian Weisman is the Executive Director of the RI Parent Information Network (RIPIN).

David Woolman, Ph.D., was the Director of the Curriculum Resources Center at Rhode Island College for 17 years. He has taught history, multi-cultural education and peace studies. His experience includes initiating an African history curriculum as a teacher educator in Nigeria, co-directing a Fulbright program about modernization in Egypt, developing a multilingual resource center for teachers of recent immigrants, and serving on the RIDE team that developed social studies standards guidelines for Rhode Island schools.

Promising Practices Co-Chairs

Ellen Bigler is professor of Anthropology and Educational Studies at RIC. She was a consultant for the NY State Education Department’s curriculum project “Latinos in the Making of the USA” and wrote *American Conversations: Puerto Ricans, White Ethnics, and Multicultural Education*. She received a Fulbright Award to teach and conduct research on race and education in Brazil in 2002.

Willis Poole teaches in the TESL and Bilingual Education programs at Rhode Island College. He has taught ESL and TESL courses in the U.S. and Latin America, and presented at regional, national and international conferences. He is coordinator of the Intensive ESL program at RIC and teaches graduate courses in second language acquisition, methodology, curriculum and sociocultural issues in the education of language minorities. Dr. Poole holds a doctorate in Bilingual Education from New York University.



Curriculum Resource Fair

10:00 AM – 10:50 AM

The conference schedule includes a designated block of time to visit the Curriculum Resource Fair and interact with association representatives, agency representatives, and publishers of materials focused on learner diversity. Representatives will be available between 8:00 a.m. and 1:00 p.m. to share their products and answer your questions.

The Curriculum Resource Fair offers a wide variety of resources for educators serving an increasingly diverse student population, with attention to race, ethnicity, language, class, gender and ability. The Fair is a multi-media event providing the opportunity to explore and, if desired, purchase books, computer software, videos, reference materials, and games including:

Differentiated Instruction Resources	Social Studies Materials
Materials for English Language Learners	Multiculturalism/Cross-Cultural Learning Resources
Language Arts Materials (Leveled Books, etc.)	Professional Development Materials
Human Rights and Social Activism Resources	Parent Involvement Materials
Maps and Other Materials for Teaching Geography	Technology-based Materials & more.

Exhibitors at the time of publication of this brochure include:

Curriculum Associates	Primary Source
Hampton-Brown	Pro Lingua
National Geographic School Publishing	Rhode Island Social Studies Association
Newspaper in Education/Providence Journal	RI Geography Education Alliance
Pearson/Longman	Rhode Island Parent Information Network (RIPIN)

M.Ed. in TESL Program at RIC/RI SIG of MATSOL

International Non-Governmental Organization Studies (INGOS) at RIC

Publishers' Materials available at conference

Facing the Future: People and the Planet
Rethinking Schools
Syracuse Cultural Workers
Teaching for Change
Teaching Tolerance

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Henry Barnard School, Room 222
600 Mt. Pleasant Ave.
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