

Twelfth Annual
Multicultural Conference
and Curriculum Resource Fair



RHODE ISLAND COLLEGE
November 7, 2009

Keynote Speaker:

Dr. Tricia Rose

**“Pain, Passion and Possibility:
Inspired Teaching and Difficult Subjects”**

Professor of Africana Studies
Brown University, Providence, RI

Author
The Hip Hop Wars (2008)

Nationally Renowned Scholar and Commentator
American cultural politics, black culture, gender,
music, and social justice

www.triciarose.com

Organized by
The Dialogue on Diversity Committee

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

Rhode Island College

Conference registration materials are available online at:
www.ric.edu/promisingpractices

** payments must be postmarked by October 30, 2009 **

Conference Fees

	Pre-Registration	Onsite Registration
RIC undergraduate student	\$10	\$20
Undergraduate students from other campuses	\$15	\$30
RIC graduate student	\$20	\$35
Graduate students from other campuses	\$25	\$40
All other attendees	\$40	\$50

Limited scholarships to cover the cost of registration are available for RIC students: Please contact promisingpractices@ric.edu.

*** You must register for the conference online ***

In addition, you must mail in your payment and a print-out of your online registration postmarked by October 30 in order to secure your registration.

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

Please return copy of online registration form and payment to:
PROMISING PRACTICES
c/o Ms. Kathryn Trites
Rhode Island College
Educational Studies Department, HBS 220
600 Mt. Pleasant Ave., Providence, RI 02908

Professional Development Credit:

Professional Development Credit from the Rhode Island Department of Education for the full day of events will be available after keynote luncheon.

For further information, please contact Promising Practices Co-Chairs
Gerri August — (401) 456-8830 or gaugust@ric.edu
Lesley Bogad — (401) 456-4635 or lbogad@ric.edu

Dialogue on Diversity Co-Chairs
Maria Lawrence, James Montford and David Thomas

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



November 7, 2009

Rhode Island College · Donovan Dining Center · Providence, RI

**7:45 – 8:25 REGISTRATION, CURRICULUM RESOURCE FAIR
EXHIBITS, AND REFRESHMENTS**

8:30 WELCOME — Donovan Dining Center
Dr. Gerri August and Dr. Lesley Bogad, Promising Practices Co-Chairs

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
- B. Making the School Environment More Welcoming to Transgender Students, Faculty, Staff, Parents and Others (EC/ES)**
Elizabeth Rowell
- 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
- D. Fall Into Geography (ES/MS)**
Ellen Thompson
- E. “Media Made Me Do It?”: Helping Students Critically Contest the Politics of Image in Dominant Media (HS/CC)**
Marco McWilliams
- F. Art and Difference (ES/MS)**
Sarah Jacobs
- 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, and Lorene Roy
- H. Improving Inclusion in Classroom Interaction (ES/MS/HS/CC)**
Sandra M. Ketrow
- I. The World Is Flat: Cultivating Multicultural Competence among Undergraduate Students in the U.S. (CC)**
Renee Johnson-Thornton
- 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
- K. Service Learning for Experiential Teaching (HS/CC)**
Mustafa Ozcan
- L. Cultural Difference vs. Scientific Fact (MS/HS)**
Rudolf Kraus

10:05 – 10:45 CURRICULUM RESOURCE FAIR

10:50 – 12:10 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
- B. From Tango Makes Three to Hard Love (EC/ES/MS/HS)**
Megan Kennedy and Kim Slusser
- C. Engaging 21st Century Learners with Published Books on Slavery and Lincoln and Historical Documentaries (MS/HS)**
Gracieta Small
- D. Using New England Historical Content to Expand Multicultural Education: An NEH Institute Participant’s Tool Kit (HS/CC)**
Lavern McDonald
- E. Celebrating our World: An Integrated Approach to Global Studies(EC/ES)**
Michelle Nonis and Jessica Borges
- F. Students with Special Needs: What You See Isn’t Always What You Get (EC/ES/MS/HS)**
Heather Dubrule
- G. Problem-solving in the Classroom: Teachers Find Ways to Support their Special Needs Students (ES/MS)**
Janet Johnson, Mary Beth Czernicki, Melissa Moniz, and April Vocke
- H. Multicultural Teaching: A Best Practice Approach to Growing Academic Skills (MS)**
Cynthia Spence and Suzanne Pezulli
- I. The Power of Numbers (ES/MS)**
Connie Horton
- J. Teaching the Muslim World (HS/CC)**
David Thomas
- K. Promising Practices for Teachers of English Language Learners (ES/MS/HS)**
J. Andrés Ramírez, Elisa Rivera, Hannah J. Moore, Berkis Rodriguez, and Athan Hantzopoulos

12:20 – 2:20 LUNCH and KEYNOTE SPEECH
Donovan Dining Center

- Welcome from Dr. Maria Lawrence, Co-Chair, Dialogue on Diversity Committee
- Greetings from Dr. Roger Eldridge, Feinstein School of Education and Human Development
- Greetings from Dr. Nancy Carriuolo, President, Rhode Island College
- Introduction to the Speaker by Dr. Lesley Bogad, Co-Chair, Promising Practices Conference

Keynote Speaker — Dr. Tricia Rose



Pain, Passion and Possibility:
Inspired Teaching and Difficult Subjects

Note: Professional Development Credits will be distributed after the keynote address.



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

* 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 5th 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, and 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 (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.

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

* 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/MS/HS)**

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)**

Gracieta 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, and 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 (ES/MS/HS)

*J. 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.

WORKSHOP PRESENTERS:

Peter Adamczyk is a recent graduate of Rhode Island College where he earned a degree in Secondary Education in English. He received the Katherine Murray Award from the Educational Studies Department at RIC for his excellence in teaching equity and social justice throughout his time at Hope High School in Providence, R.I. Peter is currently searching for a full time position in an urban school.

A.L.L.I.E.D. Students are a dedicated group of hard-working teacher candidates at RIC from underrepresented groups in education. They come together regularly to meet with Lesley Bogad, associate professor at RIC, to strategize on how to be successful in their chosen field and support one another.

Gerri August is an assistant professor of Educational Studies at Rhode Island College. As a teacher educator in both undergraduate and graduate settings, she encourages pre-service and K-12 teachers to see themselves as agents of social transformation. Her research focuses on the ways in which classroom teachers stretch students' social schemas.

Stephanie Bailey is a Rhode Island College who is currently substitute teaching.

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.

Lesley Bogad is an associate professor of Educational Studies at Rhode Island College. She teaches undergraduate and graduate courses in sociology of education, multiculturalism and women's studies. Lesley tries to work everyday to contribute to a more socially-just world, but sometimes she gets distracted by working in her garden, blogging, or watching *Mad Men*. Her current research focuses on the complexities of schooling for social justice.

Jessica Borges is a first grade teacher at Henry Barnard School. She received her B.S in Early Childhood Education at Salve Regina University and her M.A in Literacy at Providence College. She is a certified Early Childhood educator and Reading Specialist.

Mary Beth Czernicki is an experienced elementary school teacher in the Providence Public School department, who is pursuing a master's degree in English as a Second Language. She is a reflective practitioner and advocate for students who are culturally and linguistically diverse.

Kristen DellaTorre is a substitute teacher for Cranston Public Schools. She received her B.A in Secondary Education, with a concentration in English from Rhode Island College. During her time at RIC, Kristen was an involved member of the English Educators' Network on campus.

Heather Dubrule is a middle school special education teacher in Stonington, Connecticut. She has her undergraduate degree in Elementary Education/Special Education from RIC, and her Masters of Education with an emphasis in Child Life from the University of La Verne. Heather is also a Certified Child Life Specialist. Her research study, "Parent's Perceptions of Child Life Programs: A Survey," was recently published in the journal *Child Life Focus*.

Janet Fraatz is the Guidance Counselor at the Henry Barnard School at Rhode Island College. She has an M.S. in Child Development and Family Studies from Purdue University and an M.A. in Holistic Counseling

from Salve Regina University. She has over 20 years experience in program development and administration, education, and counseling in early childhood and elementary school settings.

Elizabeth Gibbons Holtzman is an assistant professor of School Psychology at Rhode Island College. She teaches courses in culturally responsive practice in school psychology, social emotional assessment and intervention and human development as understood through a socio-cultural lens. Current research centers around addressing anxiety in children through early whole class intervention and teacher awareness of dating violence.

Athan Hantzopoulos is a substitute teacher in the Cranston Public Schools. He is a graduate from the University of Rhode Island with a degree in History/Secondary Education. He is currently in the process of attaining his ESL endorsement at Rhode Island College.

Connie Horton is an assistant professor at RIC working with technology and methods classes for education majors. Her experience includes 36 years teaching mathematics and computer courses in K-12 schools both in the U.S. and in six countries abroad.

Sarah Jacobs is an elementary art teacher in the Bristol Warren Regional School District in Rhode Island. She received her BFA from Rhode Island School of Design, where she majored in painting. She also received her MAT from Rhode Island College. When not busy teaching, Sarah continues to paint and make collages.

Janet D. Johnson is an assistant professor of English education at Rhode Island College. She teaches courses in general and English methods, young adult literature, teaching writing, and teacher research. Janet's teaching, research, and service revolve around the intersections among identities, literacies, and discourses with an emphasis on social justice.

Renee Johnson-Thornton is Dean of Diversity and Student Engagement at Wesleyan University and 4th-year Ph.D. student in the URI/RIC Program in Education. Renee has extensive background in the coordination of cross-cultural mentor based relationships between undergraduate students and college faculty. She is investigating the impact of identity on these relationships.

Diane Long is a recent graduate from Rhode Island College. She is currently a first year English/Writing teacher in Fall River, Massachusetts at the Resiliency Preparatory High School, an alternative education program in existence since 2006. Her student teaching experience was at Hope High School in Providence, Rhode Island.

Megan Kennedy is an assistant professor of Childhood Education at Elmira College. She teaches courses in Curriculum, Instruction and Assessment for the elementary school teacher. Megan's research explores the experiences of LGBT individuals in PK-12 settings as well as how teacher preparation programs can use the tenets of Queer Theory to reframe conversations and experiences for all teachers.

Sandra M. Ketrow, professor of Communication Studies at the University of Rhode Island, teaches "Gender and Communication" undergraduate and graduate courses, and publishes research with gender focus. She is a "master teacher," experienced in pedagogical methods, both for teaching communication and classroom interaction. She has long promoted social justice in gender, sexual orientation, race/ethnicity, social class, disabilities, and other areas.

Rudolf Kraus teaches instructional methods at Rhode Island College and is the coordinator of the secondary science education program there. His research interests include inquiry-based teaching and instructional

technology. He finds that a focus on the history and nature of science helps him to see the broader context of science. Rudolf also has a secret weakness for good design.

Kelly Love is a sixth grade ELA teacher at Edward R. Martin Middle School in East Providence, RI. She earned her undergraduate degree in Secondary English Education with a Middle Level endorsement from Rhode Island College. Kelly aims to create personal and educational connections with her students daily. She is currently a supporter of Team Edward.

Lavern McDonald is an administrator and teacher in a K-12 school in New York. Lavern has offered courses in migration studies and Atlantic History. She uses her extensive commute to indulge her passion for literature from the post-colonial world.

Marco McWilliams is an educator, writer and activist with a B.A. in African/Afro-American Studies from Rhode Island College. He has developed a high school based program called “Emancipation Studies,” which draws from the liberatory themes abundant in African American history to help students critically examine the dimensions of social change and image production.

Kate Meyer is a middle school English and history teacher at Berkshire Country Day School in Stockbridge, MA. Previously, she taught in large, suburban high schools outside of Chicago and New York City. She chairs her school’s diversity committee and is very interested in providing students with a more inclusive curriculum.

Janise Mitchell currently teaches social studies at Roy H. Mann Middle School in Brooklyn, New York. Ms. Mitchell has been employed by the New York City Department of Education for over twenty years. Ms. Mitchell is a past participant of the New York City Gotham Fellows program, a yearlong institute designed to demonstrate how history can be brought into the classroom through informed learning, teaching and engaging methodologies.

Melissa Moniz teaches in the only multicultural inclusion elementary classroom in the Woonsocket School Department. Her classroom includes English Language Learners receiving Special Education, as well as students who are part of general education. Her BS is in Elementary and Special Education and she received her M.Ed. in Urban and Multicultural Special Education from Rhode Island College

Hannah J. Moore holds a B.A. from Rhode Island College in Spanish and Secondary Education. She is currently enrolled in the Teaching English as a Second Language (TESL) masters program at Rhode Island College. She is an advocate for culturally relevant education for marginalized students. She has explored many methods of language acquisition in her experience teaching at both the middle and high school levels.

Michelle Nonis is a second grade teacher at Henry Barnard School. She has her B.S. and M.A. in Elementary Education from the University of Connecticut. She believes that it is critical for elementary students to learn about and develop an appreciation for the places, peoples and cultures of our world.

Barbra Ondis is a third grade teacher at Henry Barnard School, the laboratory school serving Rhode Island College. She received a BS in Elementary Education from Boston University and a Masters degree in Education from NOVA Southeastern University. She is certified as a ChildLight Yoga instructor and trained in the Radiant Child Yoga practice.

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.

Suzanne Pezulli is a Spanish K-8 teacher at the Gordon School in East Providence, RI, where she and the modern language team are developing an innovative curriculum that teaches language and culture through the prism of social justice. Suzanne has a MSc in European Studies from London School of Economics and Political Science. She has lived, studied and taught in the US, UK and the Sultanate of Oman.

J. Andrés Ramírez is an assistant professor in the Educational Studies Department and coordinator of the English as a Second Language (ESL) Program at Rhode Island College. Andrés has taught ESL and teacher education courses both in his native Colombia and the U.S. His scholarship interests include Teaching English as a Second Language, foreign/second language methods, and the development of academic literacy for language minority students.

Elisa Rivera received her B.A. in Early Childhood Education from Rhode Island College and is currently pursuing her M.Ed. in Teaching English as a Second Language. She is committed to raising awareness about the issues affecting language minority students and providing them with an equitable education.

Berkis Rodriguez currently works as a Spanish teacher in Central Falls. She holds a bilingual education endorsement from Rhode Island College. She is committed to improving bilingual education as a way to better serve the needs of English Language Learners in the state.

Elizabeth Rowell, a RIC professor of Elementary Education, is deeply committed to trying to make the United States 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.

Lorene Roy, a 2009 RIC graduate of Secondary Education English, is currently a substitute teacher for the Pawtucket and Woonsocket school districts. Lorene is dedicated to working in urban districts; she believes it is important that every student understands that dreams are possible through education and perseverance, and that everyone has the potential to learn and prosper if equipped with the appropriate tools.

Kim Slusser is a visiting professor of Education at Elmira College. She teaches literacy courses for both undergraduate and graduate students. She has her undergraduate degree in Elementary Education from Mansfield University and her Masters in Literacy from the University at Albany. Currently, she is working toward a Ph.D. in Literacy at Syracuse University.

Gracieta Small is a teacher of American History at Lincoln High School. She has an undergraduate degree in Political Science from Bridgewater State College and earned an M.A. in International Development from The American University, Washington, D.C. She is the 2009 James Madison Foundation Fellow and is currently pursuing a second Masters in American History at Providence College.

Cynthia Spence has just begun her tenth year as a sixth grade humanities teacher at the Gordon School in East Providence, Rhode Island. She coordinates the school's Institute on Multicultural Practice, co-chairs the institution's first Strategic Plan for Racial Diversity, founded its parents of students of color group, and leads their middle school students of color affinity group.

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 is a retired elementary teacher and long-time Rhode Island Geography Education Alliance teacher consultant. She is Rhode Island's Geography Action coordinator and enjoys working with students and teachers spreading the word about the importance of geography education.

Annemarie Vaccaro is an Assistant Professor in the College Student Personnel Program at the University of Rhode Island. She teaches classes on cultural competence, diversity in higher education, and organizational development. Issues of social justice, critical theory, and feminism are integral to her scholarship and pedagogy.

April Vocke is a special education teacher at Ponaganset Middle School. She has her undergraduate degree in elementary education and mild, moderate and severe profound special education from Rhode Island College. She has her Masters of Education with an emphasis in urban, multicultural special education from RIC. Between juggling her teaching career and being a mom to two children, April likes to read, cook, and scrapbook.

Curriculum Resource Fair

10:00 AM – 10:45 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 throughout the morning to share their products and answer your questions.

The Curriculum Resource Fair offers a wide variety of resources with attention to race, ethnicity, language, class, gender, sexual orientation, and ability. The Fair provides you with the opportunity to speak with local service agency and professional association representatives, collect free materials, and explore materials from invited publishers. Materials at the Fair include the following:

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

Exhibitors at the time of publication of this brochure include the following:

- Rhode Island Social Studies Association
- National Geographic School Publishing
- Beth Lothrop Books
- RI Teachers of English Language Learners
- RI Parent Information Network/RIPIN
- The Institute for the Study & Practice of Nonviolence
- The Paul V. Sherlock Center on Disabilities
- Pearson/Longman
- Kaplan K12 Learning Services
- RI Geography Education Alliance
- Hampton-Brown
- M.Ed. in TESL Program at RIC
- International Global Studies Program,
- Department of Educational Studies at RIC

Publishers' Materials available at conference:

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

Many thanks to Nancy Cloud (Educational Studies) and Mary Anne Pallack (Sherlock Center) for their extensive work in facilitating the Curriculum Resource Fair! Thanks also to the Curriculum Fair Volunteers: Mary Beth Czernicki, Joseph DeMello, Sarivette Escobar, Kelli Gillis, Lou-Ann Gullucci-Broadmeadow, Sophia Michalopolos, Xiaoxia Rao, Xuejing Tian and Moraima Velasco.



**RHODE ISLAND
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