

# QuEST Workshop Schedule

10:15 a.m. – 11:45 a.m.

<u>Workshops</u>	<u>Presenter</u>	<u>Moderator</u>	<u>Room</u>
“Digital, Media, Civic & Social Justice: Why Critically Examining these Multiple Literacies Today is at our Peril”	Stephanie Flores-Koulish, PhD., Associate Professor and Director, Curriculum and Instruction for Social Justice M.A. Program, Loyola University of MD		
“BTU Buddy Mentoring Program”	Geralda Thompson, Lead Teacher, #144, Robyn Richie		
“Honoring and Respecting Linguistic Diversity in the Classroom”	Iris Kirsch, English Teacher		
“Decisions, Decisions Decisions”	Keith Zimmerman, Esq. BTU Legal Counsel		
“The Power of Picture Books: Critical Thinking and Children’s Literature”	Dr. Jennifer Goulston Zwillenberg, Lecturer, Loyola University of MD		
“Student Learning Objectives: Preparing to Submit your SLO Student Learning Target”	Sarah Seachrist, Educational Specialist II –SLO and Evaluation		
“My Body is My Temple”	Janae Corbin, Teacher, #221, Health Coach, Trainer		
“Teaching About Climate Justice: Stories from Around the World”	Deborah Menkart, Executive Director, Teaching for Change		
“Discipline: Exclusion, Physical Restraints and Seclusion”	Ernestine Holley, Educational, Educational Specialist II; Catharine Forrester, Educational Specialist		
“Retirement”	Joyce Cooper, BCPSS		

# QuEST Workshop Schedule

12:00 p.m.—1:30 p.m.

<u>Workshop Title</u>	<u>Presenter</u>	<u>Moderator</u>	<u>Room#</u>
<b>“ULR Initial Capacity-Building Make-Up Workshop”</b>	<b>Kimberly Mooney, City Schools Associate, Office of Human Capital, Teacher Career Pathways, JGP</b>		
<b>“Exploring Opportunities for Professional Growth: Learn more about UMD’s NEW Online TESOL Certificate Program</b>	<b>Sarah CK Moore, Coordinator, UMD Online TESOL Post-Baccalaureate Certificate (PBC)</b>		
<b>“My Body is My Temple”</b>	<b>Janae Corbin, Teacher, Health Coach, Personal Trainer</b>		
<b>“The Power of Picture Books: Critical Thinking and Children’s Literature”</b>	<b>Dr. Jennifer Goulston Zwillenberg, Lecturer at Loyola University of MD</b>		
<b>“Honoring and Respecting Linguistic Diversity in the Classroom”</b>	<b>Iris Kirsch, Teacher, #26</b>		
<b>“BTU Buddy Mentoring Program”</b>	<b>Geralda Thompson, Lead Teacher, 144; Robyn Richie</b>		
<b>“Digital Media, Civic &amp; Social Justice: Why Critically Examining these Multiple Literacies Today is at our Peril”</b>	<b>Stephanie Flores-Koulish, Ph.D., Associate Professor &amp; Director of Curriculum &amp; Instruction for Social Justice MA Program, Loyola University of MD.</b>		
<b>“Discipline: Exclusion, Physical Restraints and Seclusion”</b>	<b>Ernestine Holley, Educational Specialist II; Catharine Forrester, Educational Specialist II</b>		
<b>“Retirement”</b>	<b>Joyce Cooper, BCPSS</b>		

# QuEST 2019 Workshop Descriptions

## **Digital, Media, Civic & Social Justice: Why Critically Examining these Multiple Literacies Today is at our Peril**

In this workshop, attendees will learn how a variety of literacies: digital, media, civic, and social justice literacies can come together in your classroom to have students better understand important contextual components of current and historical events. After defining and unpacking each literacy, the presenter will use immigration from the southern border as a text to show which questions students can ask to deepen their understanding and promote a sense of compassion. Finally, attendees will engage in critical questioning exercises.

## **BTU Buddy Mentoring Program**

This session will help participants: Attain an overview and expected outcomes of the BTU Buddy Program, Describe roles and responsibilities of the BTU Buddy mentee, as well as the reciprocity of the mentor/mentee relationship, Integrate knowledge of learning and teaching styles to a mentoring strategy, Develop mentoring tools to maximize mentee learning, Formulate a strategy for implementing mentoring tools and evaluating mentor performance to provide meaningful feedback.

## **Honoring and Respecting Linguistic Diversity in the Classroom**

Many students in Baltimore City Schools do not speak professional English in their homes, yet they all speak valid and working languages. If we disrespect students' home languages, whether they speak a language other than English or a dialect of English, we lose opportunities to build on their prior knowledge. If we act like students CAN'T acquire professional English, and let them interact entirely in their home language, we leave them unprepared to cope with the realities of college and work. Come learn how teachers and paras can navigate these muddy waters from a Baltimore City teacher with over 12 years experience who has also co-authored a chapter on educational linguistics in *What Teachers Need to Know about Languages* (Multilingual Matters, 2018).

## **The Power of Picture Books: Critical Thinking and Children's Literature**

This professional development session provides a new way of looking at classical and current children's literature. Framed around the guiding question "why do you suppose the author/illustrator, or editor made this choice," teachers are introduced to elements of picturebooks (peritext features, end papers, fly leaf, gutters, bleeds, book jackets, etc.) as a way to deepen their students' knowledge and analysis of these works. Similar to how Nancie Atwell uses poetry as a central component of her mnilessons, picture books can be a tool to developing critical analysis and thinking skills across grade levels. Teachers will leave with new ways of analyzing picture books, introduction to multiple new texts

across genres and formats, and tools to continue their own learning around picture books and children's literature broadly.

## **Exploring Opportunities for Professional Growth: Learn more about UMD's NEW Online TESOL Certificate Program**

During this session, Dr. Sarah CK Moore, faculty in the University of Maryland's College of Education, will share information regarding UMD's new online Certificate Program in Teaching English to Speakers of Other Languages. The presentation will begin with review of demographic information regarding the English learner population in Baltimore City Schools, current district ESOL offices, and educator staffing. Next, Dr. Moore will conduct a brief review of research regarding best practices for supporting the needs of English learners. Dr. Moore will then provide background on UMD's College of Education and specifically, the courses available for fulfilling the four three-credit online courses required for completing UMD's new online TESOL Certificate program. She will also discuss course structure (each runs in condensed, six-week format) and examples of assignments and activities. Dr. Moore will then provide information regarding the application process and deadlines. Following the presentation, Dr. Moore will address questions and share flyers regarding the online TESOL program. .

## **ULR Initial Capacity-Building Make-Up Workshop**

The principal objective of this workshop is to increase the capacity of Union Learning Representatives (ULR) to inform and support staff members when pursuing educational and professional goals. Specifically, the workshop will enable participants to understand:

- ULR roles and responsibilities
- Using Google Suite of apps to facilitate work
- How to engage members and get high levels of participation and
- Brief overview of the topics that will be discussed through the school year

## **Student Learning Objectives: Preparing to Submit your SLO Student Learning Target**

This workshop will focus on the seven SLO elements and the steps that teachers will take to complete the SLO Target Submission. Teachers are encouraged to review their content guidance in City Schools Blackboard in advance so they are prepared with any questions prior to this session. We will review general SLO guidance and steps for completing each portion of the SLO Target Submission Form.

# QuEST 2019 Workshop Descriptions

## **Decisions, Decisions, Decisions**

Decisions, Decisions, Decisions: Grievances, Arbitrations, Child Abuse and Neglect. From Step 1 to Arbitration how the Union handles and resolves contractual disputes ultimately has an impact on the entire membership. Allegations of Child Abuse and Neglect may result in decisions that could affect your employment, your reputation, your certification, your freedom and your bank account. In this workshop members will gain a big picture understanding of the importance of identifying the Union's strengths and weaknesses when pursuing a grievance, negotiating grievance settlements, making the decision to arbitrate, and how to protect yourself from false allegations of child abuse and neglect. Participants will learn about decision the Union has received from cases heard at arbitration, and a state and administrative levels and the precedents these decisions set for the entire bargaining unit.

## **Teaching About Climate Justice: Stories from Around the World**

Participants will experience (and receive a copy of) a lesson for upper elementary to high school classrooms that introduces students to individuals around the world—each of whom is affected differently by climate change. For some, climate change threatens to force them to leave their land. For others, it is a business opportunity. In this activity, students meet one another in character and learn about the impact of climate change in their lives—and how each is responding. After the mixer activity, participants write a collective poem. The lesson, by Bill Bigelow of Rethinking Schools, helps students understand the politics of climate change and organizing strategies. It is ideal for social studies and ELA classes and relevant also to science. Workshops participants will also have time to examine children's books, young adult literature, and other resources on climate justice. These resources are part of the Zinn Education Project's Teach Climate Justice campaign.

## **Discipline: Exclusion, Physical Restraints, and Seclusion**

Participants will gain an understanding of COMAR, IDEA City Schools regulations for exclusion, physical restraints and seclusion.

## **Retirement**

Overview of the District's retirement plan and procedures