

## **WELCOME TO *NO TEACHER LEFT BEHIND: A PRACTITIONER'S CONFERENCE!***

We are genuinely thrilled that you are attending what should be an incredibly exciting and educational weekend. Our hope is that you will connect with other educators and community leaders from around the world while participating in workshops and roundtables focusing on arts and literacy, content, retention/induction, technology, and diversity. We would like to thank the Nellie Mae Foundation, the National Endowment for the Arts, and the Department of Education for their generous support that made this conference possible. We are particularly honored to present two giants of the progressive school reform movement Friday evening, Deborah Meier and TheodoreSizer. Their work over the past two decades has spawned a generation of reform-minded educators and citizens who have created small schools focused on students first, respecting the dedication of the teachers and parents who make a difference. And that's what this conference is for – the teachers, teacher educators, school and community leaders who work, day after day, to improve not only the world of education, but the world itself. We hope the conference meets the high standards all of you bring to your schools and classrooms every day!

Thanks for coming and welcome,

Bil Johnson

*Director*

*Social Studies/History Education*

*Brown University Teacher Education Program*

Kurt Wootton

*Director*

*ArtsLiteracy Project at Brown University*

Conference Co-Chairs



## OVERVIEW OF CONFERENCE SCHEDULE

---

### Friday, March 23, 2007

*All events in Salomon Center for Teaching*

4–5PM	Registration
5–6PM	Reception
6–7:30PM	Keynote: Deborah Meier, <i>New York University</i> and Tribute to Ted Sizer, <i>Coalition of Essential Schools</i>
7:30PM	Dinner in Providence ( <i>on your own</i> )

### Saturday, March 24, 2007

7:30–8:30AM	Registration ( <i>Salomon</i> )
8:45–10:45AM	Workshops/Roundtables: Session 1 ( <i>Various Locations</i> )
11AM–12PM	Panel Discussion ( <i>Salomon</i> ) Curt Columbus, <i>Trinity Repertory Company</i> Donald W. King, <i>Providence Black Repertory Company</i> Laura Maxwell, <i>Hope High School</i> Ewa Pytowska, <i>Central Falls School District</i> Facilitated by Kurt Wootton, <i>ArtsLiteracy Project</i>
12–1PM	Lunch ( <i>Sayles Hall</i> )
1:15–3:15PM	Workshops/Roundtables: Session 2 ( <i>Various Locations</i> )
3:30–4PM	Closing Session with Video and BIG NAZO Puppets ( <i>Salomon</i> )

## SPECIAL POST-CONFERENCE EVENT

---

### Screening of the Documentary *The Perfect Life*

*Salomon 001, 4PM-5:30PM*

*The Perfect Life* is an 80-minute portrait of childhood in Harlem, as seen through the eyes of five former classmates at a private tuition-free grade school. After experiences in different high schools, the students reveal how the intervening years have brought new challenges. They share a rare bond with the filmmaker – she was their teacher in the 2nd and 3rd grades. In their senior years of high school, they struggle with personal challenges while holding onto hope for the future – as one of the students says, "to have a house, kids . . . the great American dream, the perfect life." Following the kids over two years, *The Perfect Life* tells their story in their own words. It is a story every participant of "No Teacher Left Behind" should see and hear.

## FRIDAY MARCH 23, 2007

*All events in Salomon Center for Teaching*

---

4-5PM	Registration
5-5:45PM	Reception
5:45PM	Conference Welcome Bil Johnson and Kurt Wootton, <i>Conference Co-Chairs</i> Richard Spies, <i>Vice President of Planning and Senior Advisor to Ruth Simmons, President, Brown University</i> John Tyler, <i>Chair, Education Department</i>
6PM	Keynote Address: Deborah Meier, <i>New York University</i>
6:45PM	Tribute to Ted Sizer, <i>Coalition of Essential Schools</i> Presentation of Lifetime Achievement Award
7PM	Closing Remarks Bil Johnson and Kurt Wootton, <i>Conference Co-Chairs</i>

---

**Deborah Meier** has spent nearly four decades working in public education as a teacher, principal, writer and public advocate. The elementary and secondary schools she helped create serve predominantly low income African-American and Latino students; these schools are considered exemplars of performance-based home-grown standards. She is the author of popular books such as *The Power of Their Ideas* and *In Schools We Trust*, principal emeritus of Mission Hill School in Boston, a leader of the Coalition for Essential Schools, and is currently a senior scholar at NYU's Steinhart School of Education. Her website is [www.deborahmeier.com](http://www.deborahmeier.com).

**Theodore Sizer** is University Professor Emeritus at Brown University and currently is Visiting Professor of Education at Harvard and Brandeis Universities. He has taught in secondary schools in this country and Australia and was the Headmaster of Phillips Academy, Andover, during the 1970s and a founder and Acting Co-Principal of the Francis W. Parker Charter Essential School in Devens, Massachusetts in the 1990s. He served as Dean of the Harvard Graduate School of Education from 1964-1972. He is the founder of the Coalition of Essential Schools and continues to serve CES in a leadership role. He is the author of several books about secondary education including *Horace's Compromise: The Dilemma of the American High School* and most recently *Keeping Schools* co-authored with Deborah Meier and Nancy Sizer and *The Red Pencil: Convictions from Experience*.

## SATURDAY MARCH 24, 2007

---

7:30–8:30AM	Registration and Coffee in Salomon
8:45–10:45AM	Workshops/Roundtables: Session 1
11AM–12PM	Panel Discussion in Salomon Curt Columbus, <i>Trinity Repertory Company</i> Donald W. King, <i>Providence Black Repertory Company</i> Laura Maxwell, <i>Hope High School</i> Ewa Pytowska, <i>Central Falls School District</i> Facilitated by Kurt Wootton, <i>ArtsLiteracy Project</i>
12–1PM	Lunch in Sayles Hall ( <i>provided</i> )
1:15–3:15PM	Workshops/Roundtables: Session 2
3:30–4PM	Closing Session with Video, BIG NAZO Puppets, Coffee and Cookies in Salomon Hall

---

**Curt Columbus** is the Artistic Director of Trinity Repertory Company. Curt joined Trinity Rep as artistic director in January 2006. He directed this season's *Cherry Orchard* and *A Christmas Carol*. He was the associate artistic director of Steppenwolf Theater Company from 2000-2005 and was also the artistic director of Chicago Park District's Theater on the Lake and an artistic associate at Victory Gardens Theater from 1990–2006. His adaptation of Dostoevsky's *Crime and Punishment* (with Marilyn Campbell), which was presented by the Gamm Theatre and Writers' Theatre in Glencoe, Illinois, was awarded a Joseph Jefferson Award for best new adaptation and is published by Dramatists' Play Service. Curt's new translations of Anton Chekhov's plays have been published by Ivan R. Dee, including a volume of translations called *Chekhov: The Four Major Plays*. From that collection, *Seagull* premiered at Writers' Theatre in September 2004, and *Three Sisters* premiered at Strawdog Theatre in October 2005. Curt was honored with a 2005-2006 Joseph Jefferson Citation for New Adaptation for his translation of *Three Sisters*. Curt has also been director of University Theater at the University of Chicago, where he lectured in the Humanities.

**Donald W. King** is the Artistic and Founding Director of the Providence Black Repertory Company. In the 2006-2007 Theater Season, Mr. King worked with acclaimed poet Kevin Young to adapt Young's book of "noir poetry," *Black Maria*, for the stage. The production was supported by grants from the NEA, LEF Foundation, and Citizen's Bank, and appeared on National Public Radio and PBS's Newshour with Jim Lehrer. Other recent Black Rep directing credits include: *Suicide in B Flat*, *Siswe Banzi is Dead*, *The Dumbwaiter*, *A Kwanzaa Song*, *The Mojo and the Sayso*. He conceived, developed, and directed *A Tribute to Langston Hughes* which was commissioned by the Rhode Island Foundation, and after its premiere at Black Rep appeared at the National Black Theater Festival and the Providence Performing Arts Center. He has also directed at RISD, Perishable Theater, Rites and Reason Theatre, and the Brown University New Plays Festival. As an arts consultant, his areas of expertise are in non-traditional audience development and thematic approaches specifically targeted at urban and at-risk youth. Mr. King produces and arranges music for the Black Rep's house band, Neon Soul Collective. A native of Providence, Mr. King graduated from Brown University. He is currently an adjunct professor in the Africana Studies department at Brown, teaching courses on theater and hip-hop.

**Laura Maxwell** is an English teacher at Hope High School in Providence, RI. After working in the non-profit sector for several years – at the Campus Compact and the Coalition of Essential Schools – Laura pursued her MAT in English at Brown, and was co-principal of Brown Summer High School in 1996. From 1997-1999, she taught at Zonnebloem Senior School outside of Cape Town, South Africa. After a stint as recruiter for Brown Summer High School, she taught for three years at the Metropolitan Regional Career and Technical Center in Providence, and has been teaching at Hope High School since August 2005.

**Ewa Pytowska** is the Assistant Superintendent for Curriculum and Instruction in the Central Falls, RI School District. She is an experienced urban educator as well as an experienced staff development consultant with expertise in the field of multicultural education. Her primary interest is in teaching and learning that enhance successful experiences of culturally diverse students. In her ten years as a district administrator, she has worked with principals and teachers to strengthen academic achievement of all students, especially those in special education and ESL classrooms. As an immigrant herself, and having raised two bilingual children in the United States, she considers herself an advocate for language minority children and families. She is highly knowledgeable about child and adolescent literature, which she finds uniquely helpful in building classrooms that support diverse students communities. Ms. Pytowska is the author of many professional articles and teacher training materials. She is a graduate of Bryn Mawr College, and holds a CAGS in Administration, Planning and Social Policy and an M.Ed. in Learning Environments from the Harvard Graduate School of Education.

**Kurt Wootton** is the Director and Co-Founder of the ArtsLiteracy Project. For nine years Kurt Wootton has led all aspects of the organization's development including fostering collaborative relationships between Brown University and arts and education institutions nationally and internationally. He is the director of the ArtsLiteracy Project's "lab schools" in the United States and Brazil where artists, teachers, college students, and youth gather from around the world to explore ways to connect performance and other art forms with literacy development. He has worked with the Boston, St. Paul, Providence, and Central Falls school systems on multi-year, district-wide initiatives. Currently he is developing a new lab school in Mérida, Mexico called HABLA: The Center for Culture and Language. HABLA will serve as an international hub for developing arts-based approaches for teaching language and literacy. Kurt taught at both the undergraduate and graduate levels at Brown including a yearly course titled "Literacy, Community, and the Arts." Mr. Wootton has been called on to offer keynotes and workshops in a variety of settings including Harvard University's Cultural Agents Initiative, Universo University in Goiânia, Brazil, and Senac University in São Paulo, Brazil. Kurt's work has been featured in numerous publications including the Arts Education Partnership's recent book *The Third Space*. *The New York Times* writes: "Mr. Wootton remains every bit as convinced of education's power to transform . . . lives. He has changed his tool of choice, however, from a mirror in which students see only reflections of themselves to a window that opens onto the rest of the world."

**BIG NAZO** is an international performance group of visual artists, puppet performers, and masked musicians led by **Erminio Pinque** who unite to create bizarre and hilarious larger-than-life sized characters, environments, and spectacles. Find out more about BIG NAZO at [www.bignazo.com](http://www.bignazo.com).

## **WORKSHOPS AND ROUNDTABLES**

---

8:45–10:45AM      *Workshops/Roundtables: Session 1*

1:15–3:15PM      *Workshops/Roundtables: Session 2*

Pre-registration is not required for workshops or roundtables.

Workshops and roundtables are first come, first served.

On Saturday morning, please proceed directly to your workshops. You do not need to visit the registration table unless you have not registered.

Please choose *either* two **one-hour sessions** OR one **two-hour session** at a time (you may not enter a two-hour session after attending a one-hour session or leave a two-hour session early to attend a one-hour session).

---

### **KEY**

**RT = Roundtable**

**WS = Workshop**

**A/L = Arts & Literacy Connections**

**C/S = Content/Subject Area**

**T = Technology**

**D = Diversity**

**I/R = Induction & Retention**

**\*elem = of particular interest to elementary school teachers & administrators**

**\*sec = of particular interest to middle/high school teachers & administrators**

---

## **Morning Sessions: One-Hour Presentations**

---

**8:45-9:45**

**(RT) “No Principle Left Behind”**

How can the Common Principles of the Coalition of Essential Schools inform the design and implementation of teacher training and professional development? How can teacher preparation programs and professional development initiatives collaborate to sustain and inspire reform-minded educators? Presenters will explore how the Common Principles can guide teacher collaboration and promote learning, whether teachers are new to the profession or veteran educators. *Clare Fox Ringwall and Heidi Lynes, New Teachers Collaborative and Sizer Teachers Center/ Francis W Parker Charter Essential School* **I/R** Wilson 103

**(RT) Educator as Activist**

This roundtable discussion will provide space for participants to discuss the roles and responsibilities of teachers and other educators in collaborating with the communities in which they teach to fight for educational and social justice. Discussion, debate, and a diversity of perspectives are strongly encouraged. *Keith Catone, Harvard Graduate School of Education / New York Collective of Radical Educators* **D** Wilson 104

**(WS) Implementing Standards through a Critical Lens: Developing Teacher Candidates for Social Justice**

Representatives from the University of Wisconsin – La Crosse will present the school’s “Standards in Practice” rubric, which addresses teacher candidate and learner behaviors, serves as a useful teaching guide and assessment tool, and provides an opportunity for enriching and deepening teaching conversations to support all learners. *Tracy Caravella, Jeanne Danneker, Jon Davies, Margaret Finders, and Barbara Gander, University of Wisconsin – La Crosse* **D** Wilson 109

**9:45-10:45**

**(RT) Challenges for Public School Leaders in the NCLB Era**

The principal of a ‘low performing/not improving’ urban school in Providence and an administrator from a ‘high performing’ suburban school will address the following questions: What are the challenges for public school leaders in the NCLB era? What are the characteristics of effective middle school principals in Rhode Island? Are there similarities and differences between the experiences of urban and suburban principals? If so, how do administrators perceive themselves as effective or not in ways other than achieving Adequate Yearly Progress? *Nicole Mathis-Thomas, Nathanael Greene Middle School; Stafford Thomas, Barrington Middle School* **C/S, I/R** Wilson 103

**(WS) Planning an All-School Diversity Day**

In a nuts and bolts workshop, participants will learn about planning and organizing an all-school Diversity Day. The evolution of the Annual Diversity Day at the Williston Northampton School will be used as a case study and issues surrounding the progression of the day over the past three years will be discussed. Other discussion topics will include: one day vs. year-long activities, student leadership and agency, increasing faculty involvement and ‘buy-in,’ response/concerns of the administration, financial needs, and assessing the success of the day. The workshop will include group work in which participants may begin to plan for a Diversity Day at their respective schools. *James Greenwood and Ara C. Brown, The Williston Northampton School* **D** Wilson 104

**(WS) Digital Documentation in the Classroom**

This workshop demonstrates how teachers can document classroom learning with a digital camera. Photographs are captioned and printed in a tiled format using a regular consumer printer into a large poster suitable for hanging. *Patricia Fantroy, Cleveland Municipal Schools* T Wilson  
109

## **Morning Sessions: Two-Hour Presentations**

---

**8:45-10:45**

### **(WS) KidVid: Creating Literacy Videos at the Primary Level**

This workshop will take an in-depth look at the process of creating a “literacy video” for students in grades K-5. Participants will learn how to create literacy videos at the primary level, evaluate the benefits of such videos for the entire school population, and define how the dramatic arts can improve achievement at the primary level by examining practical games and exercises that promote literacy. *Kia N. Stephens, Alonzo Franklin Herndon Elementary School A/L, T \*elem Wilson 109A*

### **(WS) Collaborating for Change: Content Area Literacy Instruction**

Effective professional development is collaborative, long-term, needs based, and embedded into daily work. In this workshop, participants will explore a professional development model that includes all of these elements and supports teaching teams as they learn strategies for content-area literacy instruction. Facilitators will demonstrate best practices in adolescent literacy and show how collaborative professional learning benefits teachers/schools. *Bill Clarke, Blackstone Academy Charter School; Allison Brettschneider, The Education Alliance at Brown University C/S Wilson 101*

### **(WS) Hands-on Minds-on Approach to Mathematics**

Providence-based teachers will conduct this math workshop to provide participants with hands-on mini-lessons that are easy to implement at home or in a school setting. Participants will engage in interactive math activities using a variety of every-day, home-based items that directly support the elementary/middle school grades Grade Level Expectations. *Cynthia Jones, Providence Public Schools; Kathy Bacuyag Payson, Learning Community Charter School, Central Falls, RI C/S \*elem Wilson 105*

### **(WS) Thinking Historically**

In *Historical Thinking and Other Unnatural Acts*, Sam Wineburg, a leading scholar of how students learn history, urges teachers to help their history students learn to “do history” more effectively. In particular, students must learn how to consider attribution, intention, audience, and context. This workshop will apply Wineburg's theory and methods by examining textbook accounts of the slave trade and slavery, a memoir from a free man of African descent in RI in the nineteenth century, and an early twentieth century piece of historically-based fiction. Discussion questions will include: What shaped these varying portrayals of the slave trade and slavery? How are we to understand what is “true”? How do we convey our understanding to our students in a way that provokes and inspires them to become thoughtful, inquisitive thinkers? *Morgan Grefe and Luther Spoehr, Brown University C/S, I/R Sayles 200*

### **(WS) Connecting Teacher Talk to Student Learning**

Educators value the opportunity to engage in dialogue about teaching and learning, but do these conversations necessarily lead to changes for students? This workshop is an overview of the design, dilemmas, and lessons learned from a multi-year, professional learning community initiative in three New Jersey school districts. Participants will engage in discussion around implications for novice and experienced teachers in various settings. *Hallie Tamez, The Philanthropic Initiative, Inc, and Debra Smith, Collaborative Inquiry and Development Group at University of Southern Maine. I/R Wilson 203*

**(WS) The “Learning Style” Approach: A Strategy for Addressing Students’ Needs**

Intentionally crafting assignments to address different learning styles provides more opportunities for students to learn. In this workshop, teachers will identify their strongest teaching styles, view examples of assignments geared towards different learning styles in different subject areas, and work together to create “learning style assignments” of their own. *Kate Mullin-Phalen, Colchester High School* **CIS \*sec** Wilson 204

**(WS) Brookline Book Review Podcast Project**

The Brookline Book Review Podcast Project provides the opportunity for students and teachers of all ages to podcast about books. It uses new technology to engage students and teachers in a dialogue about books with their community and people around the world. This workshop will provide participants with a clear understanding of the methods utilized by the Podcast Project and will provide the opportunity to write and record book review podcasts. *Elizabeth B. Davis and Teresa Gallo-Toth, Brookline Book Review* **T** Wilson 205

**(WS) Intercultural Interdisciplinary Arts: An Active Way to Develop Literacy**

This workshop interweaves the creative mediums of theater arts, music, visual arts, and movement while reinforcing reading and writing skills. Participants will enjoy the storytelling of a cross-cultural legend and then will create their own stories in groups using interdisciplinary arts resources, improvisation, and the written word. In addition, participants will discuss the process of research for accuracy of facts and end with a relaxation exercise. *Alesh DuCarmo, Learning through an Expanded Arts Program (LEAP)* **A/L, D \*5-8 & SpEd teachers/admin** Wilson 301

**(WS) Strum, Sing, Teach**

Teachers will learn fun, easy ways to liven up any classroom even if they have no musical background. Workshop participants will be provided with a guitar and will learn to play, sing and lead others in a song using a simplified approach to playing guitar. They will then work in teams to adapt the lyrics of a song to teach a shared curricular concept. This workshop opens the door to music integration and further learning with *Guitars in the Classroom*, a national non-profit organization. *Linda MacFarlane and Dave Leonard, Guitars in the Classroom* **A/L \*elem** Petteruti Lounge

**(WS) Scripted Curriculum Got You Down?**

The pressure on teachers to adopt scripted curricula is at an all time high. How then can teachers engage students in meaningful social studies instruction? This two-hour session will engage participants in an interactive workshop designed to introduce teachers to a more transformative, student-centered pedagogy. As a result of this session, teachers will leave with a model for developing authentic, inquiry-based instruction, as well as a specific lesson plan. *Bruce A. Marlowe and Alan S. Canestrari, Roger Williams University School of Education* **CIS** Wilson 303

**(WS) Artistic Choices: Teachers Who Use the Arts in the Classroom**

Despite the standardization of curriculum and intense pressure for test score improvement, some teachers find ways to use artistic approaches and maintain an artistic attitude in their teaching. This hands-on, arts-based session will focus on how teachers can keep their creative spirit alive and on practical ways in which the arts can be successfully integrated into the academic classroom. *Barry Oreck, Long Island University, Brooklyn* **A/L, I/R** Wilson 302

**(WS) Debate Across the Curriculum**

Debate Across the Curriculum (DAC) uses debate as a method for engaging students in collaborative learning. Based on a model endorsed by the National Association for Urban Debate Leagues, DAC encourages students to develop critical thinking, decision-making, and public speaking skills. Workshop participants will simulate the classroom debate experience. *Kristine Lapierre and Will Tucker, RI Urban Debate League* **A/L \*sec** Wilson 304

**(WS) When Good Intentions are Not Enough: Reflections on Privilege, Power, and Pedagogy**

While it sounds like a great idea, “celebrating diversity” is not enough to break the institutionalized structures of inequality that exist in our schools. In this hands-on, interactive workshop, teachers will practice new ways of reaching and teaching students who are often marginalized in schools – students who are poor, working class, students of color, English language learners, from religious minorities, LGBT students, and/or students with disabilities. *Lesley Bogad and Gerri August, Rhode Island College* **D** Salomon 202

**(RT) Rethinking Unions**

What is the role of the teacher union for the reform-minded educator and the small school? What is its function now and how might it adapt itself, through conscientious leadership, to strengthen the educational experience of our students in urban school systems? In this roundtable session, participants will explore the role of the union in our school systems, in terms of public impression, current transformations, and anecdotal groundwork at the small school level. Seeking a mixed group of teachers and administrators *James Liou, Boston Community Leadership Academy* **I/R** Wilson 305

**(RT) Self-Actualization in a Standardized World: Maslow’s Hierarchy of Teacher Needs**

Our current educational environment makes it exceedingly difficult (but not impossible) for teachers to become self-actualized. Using Maslow’s Hierarchy as a framework for discussion, participants will identify what teachers need in order to achieve self-actualization. They will leave with immediate action steps that can be taken to meet those needs and reach their full potential. *Aleta Margolis and Jenna Fournel, Center for Inspired Teaching* **I/R, C/S, D** Wilson 309

**(RT) Writing Workshop + Curriculum + GLEs = Chaos or Magic?**

Teaching writing without a ‘scripted curriculum’ gives us both responsibility and freedom. In this workshop, two elementary teachers will share strategies for planning, implementing, and modeling with the aim of helping all students grow. Bring ideas, lessons, favorite book titles, and student samples; expect to share as well as learn! *Marti Schwartz and Stefanie Lafleur, Smithfield Public Schools, RI* **C/S \*elem** Sayles 104

**(WS) Creating School Gardens with Students: Natural Curriculum Connections**

How do you improve and expand student learning through developing gardens in your school? The session will begin with a presentation showcasing school gardens in Rhode Island and beyond. Participants will then be actively engaged in group activity designing comprehensive approaches to gardens. The session will conclude with peer presentations. *Kurt Van Dexter, Rhode Island School of Design* **C/S, A/L** Sayles 105

**(WS) Implementing Theater and Performance into Your Classroom**

This workshop will focus on using theater and performance as a tool to increase literacy and textual understanding in the classroom. *Angela Brazil and Tyler Dobrowsky, Trinity Repertory Company* **A/L** Leung Gallery

**(WS) Teaching with Art, Photography, and Computers**

Explore with a former Boston teacher and curriculum developer powerful pedagogical uses of art, photography, and computers in fostering student critical thinking, writing skills, and analysis. Many of the ideas in the workshop evolved from school and museum collaborations in Boston.

*Ron Gwiazda, Boston Public Schools; Constance Horton, Rhode Island College* T Salomon 203

**(WS) Acting, Learning, and Change**

A 26-year veteran teacher at St. Paul's Central High School, Jan Mandell is best known for creating safe spaces where young people can learn to express themselves through original theatre performance. This participatory workshop, co-taught by Jan and three Central High School ArtsLiteracy Project teachers will explore Jan's and the ArtsLiteracy Project's teaching methods and offer insights into transferring these practices to teachers' classrooms. *Jan Mandell, Kimberly Colbert, Clara Hutchensen, Matt Shipman, Central High School A/L* Sayles Hall

## **Afternoon Sessions: One-Hour Presentations**

---

**1:15-2:15**

### **(WS) Bridging Poetry and Visual Art in Math and Science**

During this workshop, participants will engage in conversation about project ideas whereby classroom teachers and teaching artists can help students make meaningful and exciting connections between poetry/visual art and math/science curricula. Participants will also read and write math and science-themed poems. *Daniel Godston, The Center for Community Arts Partnerships* **A/L \*sec** Wilson 101

### **(WS) Topics in Globalization: Planet Earth, 2007**

The world community as we know it is shrinking. This session will highlight an integrated English/Social Studies curriculum focused on globalization. Course philosophy and course components will be presented, including investigative projects and simulations that teach students to intellectually grapple with complex global problems. *Melissa Schoeplein, Thomas Jefferson High School for Science and Technology* **C/S \*sec** Salomon 203

**2:15-3:15**

### **(WS) Drama in the Inner City Classroom**

How can the immediacy of dramatic performance transcend our students' functional literacy threshold? Providence-based teachers and students explore this question and how the mythical panacea of de-contextualized literacy strategies, targeted at the chimera of standardized testing, has sucked the life out of language in our schools. Through rationale, mini-lesson, student demonstration, and Q&A, this workshop will show how language can be intuitively learned through the process of being provoked to respond to different dramatic situations. *Bianca Gray, Richard Gurspan, and students: Lysimhour Khiev, Abel Hernandez, Eduardo Garcia, Angie Santana, and Cristina Domenech, Central High School* **A/L \*sec** Wilson 101

### **(WS) Digication!**

E-Portfolios give students and teachers an opportunity to build essential technology skills and provide dynamic platforms for sharing and for collaboration in and outside the classroom. In this session, explore how you and your students can utilize E-Portfolios for reflection, presentation of student progress and performance, and community based learning. Sample E-Portfolios from area schools will be presented. *Kelly Driscoll and Jeff Yan, Rhode Island School of Design and Digication, Inc.* **T** Salomon 203

## **Afternoon Sessions: Two-Hour Presentations**

---

**1:15-3:15**

### **(WS) How Heavy is Your Privilege Knapsack?**

If you're like most of us with various forms of privilege, you are more likely to know your body weight than the weight of your "privilege knapsack." Privileges based on race, gender, class, sexual orientation, and other differences are part of what we physically, emotionally, intellectually, and spiritually carry around every day. This workshop invites participants to discover what they carry; to explore the benefits and liabilities of having and using various forms of privilege individually and organizationally; and to enhance abilities and learn new skills for using such privileges to empower the self and act as an ally for those who are different. *Lori A. Miller and Amy Stickles, VISIONS, Inc.* **D** Wilson 103

### **(WS) Addressing Student Literacy through Arts Integration**

In this interactive workshop, participants will explore the question, "How does a concept-based approach to arts integration address standards of student literacy?" Participants will engage in arts strategies, lesson analysis, and components of concept-based curriculum design related to student literacy. *Susanne Burgess, Scott Rosenow, Marissa Nesbit, and Joel Baxley, Southeast Center for Education in the Arts* **A/L** Wilson 309

### **(WS) How Emotional Intelligence Can Help Teachers Meet the Emphasis on Standardization**

During this workshop, participants will explore how teachers' social/emotional intelligence enhances their capacity for collaboration and impacts the social/emotional/civic learning of their students. Presenters will also identify the essential components of effective support to help teachers navigate systemic accountability pressures with energetic creativity. *Deborah Donahue-Keegan and Noah Rubin, Harvard Graduate School of Education* **C/S, D, \*sec** Wilson 204

### **(WS) Tracing the Trade: Interdisciplinary Investigation of the American Slave Trade**

The complexity of a topic such as the American Slave Trade demands a cross-disciplinary approach to curriculum design. Participants will explore a unit developed for a diverse, urban 10<sup>th</sup> grade humanities class. Activities will include a primary source investigation using resources from Brown's Committee on Slavery and Justice, strategies for creative interdisciplinary assessments focusing on textual evidence, and review of student work and reflections from the unit. *Orin Gutlerner, Caleb Hurst-Hiller and Mary Lynn McCauley-Hoyt, Community Charter School of Cambridge and Harvard* **C/S** Sayles 200

### **(WS) Building Self-Esteem through Arts and Literature**

RI-based teachers will present two projects based on plays "The Lion King" and "Wicked" that integrate the arts, literacy, and health to build self-awareness and self-esteem. Activities will include hands-on art projects, musical selections, and health and literacy lesson plans. Participants will leave with strategies to build self-esteem in their classrooms. *Louiriann Mardo-Zayat, Peg Little, Connie Barekman, Alberta Procaccini, Christine Robinson, Colleen Schiavone, Ella Risk School* **A/L, C/S \*elem** Wilson 109

### **(WS) Empowering Teachers to Create Change**

Being an "Inspired Teacher" in today's educational environment requires courage and confidence in the essential nature of one's teaching practice. Explore the methods one particular organization uses to empower teachers and to help redefine the role of teachers, students, and schools in the 21st century. *Aleta Margolis and Jenna Fournel, Center for Inspired Teaching* **I/R** Petteruti Lounge

**(WS) Arts in the Classroom: Connections to Content**

This workshop will focus on how community artists and arts organizations working with teachers and students create opportunities for full cultural participation and powerful learning. Participants will be invited to look at student art, poetry, photojournalism, and a digital seminar across classrooms and cultures alongside a panel of presenters that includes teachers and students. *Julie Bernson, Mary Guerrero, Paul Myette, Richard Gorham, Sheila Barry, Patrick Guerrero, Alex Gottfried BreadLoaf Writing Workshop* **A/L, C/S** Salomon 202

**(WS) Poetry Comprehension: Life Defining Moments in Reflection**

This workshop will use one poem to introduce one of the many techniques developed through the ArtsLiteracy Project's work in St. Paul, Minnesota. This is a hands-on workshop, so please expect to move your body as your mind is ignited with ideas for interactive ways to teach poetry! *Karla Page, Arlington High School* **A/L \*sec** Leung Gallery

**(WS) Turning Education Inside Out**

The Met Center effectively accesses the wealth of resources around it to provide rigorous internships and real world learning experiences. Met students, staff, and mentors will engage participants in a conversation about LTIs (Learning Through Internships) as a central theme of Met schools. The conversation will then broaden to discuss the implication such a design has on the future of education in regards to rigor and relevance. *Chris Hempel, The Met School* **C/S, I/R** Wilson 104

**(WS) Teaching Creatively**

The ArtsNOW Initiative seeks to build the capacity of all teachers to utilize creative, authentic arts integration and sequential arts education in their daily lesson plans to help students meet the Georgia Performance Standards most effectively. This workshop will be an interactive session typical of what is regularly offered to school teams of teachers and administrators who attend the "Adventures in Creativity – Level I" workshops in Atlanta. *Anne Ostholthoff and Pamela Millice, Creating Pride* **C/S, A/L, I/R** Sayles 104

**(WS) Integrating Interactive Whiteboards in the Classroom**

Interactive whiteboards allow teachers to present engaging interactive content from a computer while maintaining control of desktop applications and documents directly from the board. A powerful interactive tool, whiteboards help students stay focused and engaged; in addition, they offer easy access to notes after class. This workshop will allow participants to explore the whiteboard through demonstration, hands-on experience, and active discussions regarding advantages and benefits. *Hersh Cristino and Lynn Cristino, Pawtucket School District* **T** Sayles 105

**(WS) Creative Drama: Bringing Stories to Life**

This interactive workshop will demonstrate how one organization's Creative Drama: Bringing Stories to Life method stimulates literacy skills and can motivate students to learn. Participants will experience hands-on activities and will have the opportunity to discuss the framework, adaptations, and stages of the process for use in the classroom. *Lisa Dennett, Interactive Drama for Education and Awareness in Schools (I.D.E.A.S.)* **A/L** Wilson 105

**(WS) Giving Effective Feedback** Employing an interactive and collaborative methodology, this seminar will demonstrate how to diagnose writing difficulties and offer students process-centered critique quickly and helpfully. Participants will engage in discussion, exercises, and demonstrations of specific feedback techniques. Handouts and bibliography will reinforce instruction. *Rhoda Flaxman, Brown University* **C/S** Wilson 203

**(WS) Taking Literature from Page to Stage**

Participants will explore the process of taking literature from the page to the stage through collaborative interaction and reading out loud. Everyone will be challenged to get on their feet with text in hand and recreate a piece of non-dramatic writing through performance. *Barry Press and Peter Sampieri, Living Literature A/L \*sec Wilson 301*

**(RT) Learning Opportunities for Teenagers**

Three young women – executive directors with extensive experience working with young people in schools, nonprofits, and business setting – will explore the question of how education professionals can best collaborate to help young people develop resiliency, hope, inspiration, leadership, global understanding, local engagement, and change agency. *Daniela DiPiero, Movimiento!; Joleen Montoya, Evolving Creative Opportunities Arts Center; Leilani Mendosa Weiermann, Taos Business & Education Collaborative D \*sec Wilson 205*

**(RT) Practice Based Induction: A New Approach to Preparing Teachers**

Newton Teacher Training Institute (NTTI) is a brand new, practice-based and site-based education program in Massachusetts. This round-table will explore the two models that currently dominate the market for teacher education in this country: the traditional university model and the alternative certification model. NTTI aims to improve on each, providing practical professional knowledge in a structured and supportive system that guides new teachers through their learning effectively. *Jonathan Bassett and Cindy Bergan, Newton Teacher Training Institute I/R Wilson 304*

**(WS) Notes from ArtsLiteracy in Brazil: Telling Stories and Touching Lives**

Literacy is improved in a meaningful classroom atmosphere where teachers and students are co-participants in learning. This workshop will explore a Brazilian ArtsLiteracy Project teacher's method for using text as inspiration to help students share their stories with the aim of improving literacy skills and achieving understanding and emancipation. *Daniel Soares, OLY; Len Newman, Central Falls High School A/L Sayles Hall*

**(WS) TALL – Transitions through ArtsLiteracy Learning: The Four Year Central Falls Elementary School Program of the ArtsLiteracy Project**

TALL was the program that piloted ArtsLit in elementary schools in the Central Falls, RI, school district. This workshop will explore pedagogy that was devised and created over that four year period and share the successes and challenges of that program. TALL co-coordinators and resident artists will introduce new exercises in community building, strategies for entering text, tools to ensure deep comprehension of text, models for creating original writing samples in response to text, themes and essential questions. The workshop will introduce new models of script creation, performance and collective reflection and discussion. *Elizabeth Keiser and Steve Kidd A/L Wilson 302*

## Presenters

**Gerri August** is an assistant professor of Educational Studies at Rhode Island College teaching courses in social and cultural foundations. A former principal of a K-8 school, her current research involves critical analysis of classroom discourse with a focus on LGBT students and families.

**Kathy Bacuyag Payson** (Brown '04, MAT '06) is currently co-creating and teaching the 3rd grade curriculum at the Learning Community Charter School in Central Falls, RI.

**Connie Berekman** worked as a volunteer with and for children in community programs for ten years. She began her teaching career in 1992, first specializing in special education. Currently she teaches third grade at Ella Risk School in Central Falls, RI and has worked on the Art Reach grant for the past two years.

**Sheila Barry** is a third grade teacher at the Henry K. Oliver School in Lawrence, Massachusetts. She is a member of the Bread Loaf Teacher Network and is a student at the Bread Loaf School of English at Middlebury College.

**Jonathan Bassett** received his MAT in history from Brown University in 1990, and his EdD in curriculum and teaching from Boston University in 2004. He has taught in the South Bronx and the Boston suburbs and is currently chair of the History and Social Sciences department at Newton North High School.

**Joel Baxley** has taught in a range of roles and settings and continues to work as a visual artist and illustrator. As the Southeast Center's Director of Visual Art Education, Joel has provided professional development in visual art education and arts integration for teachers, artists, and administrators across the Southeast and team teaches a course in arts integration for pre-service teachers.

**Cynthia Bergan** is a graduate of Wellesley College and Harvard University. She has over twenty years of experience as a math teacher and is currently chair of the Math Department at Newton North High School.

**Julie Bernson** is the Director of Education at the Addison Gallery of American Art at Phillips Academy in Andover, where she has been working with the Lawrence Public Schools to integrate art and visual thinking into the curriculum across disciplines. She started the Addison's Photography & Writing Program in collaboration with teachers from Lawrence schools in 1996.

**Dr. Lesley Bogad** is an assistant professor of Educational Studies at Rhode Island College teaching courses in social and cultural foundations, qualitative research methods, media literacy and women's studies. Her current writing and research focuses on schooling for social justice and reflective practice.

**Angela Brazil** is a professional actor with Trinity Repertory Company and an ArtsLiteracy Project artist. This is Ms. Brazil's seventh season with Trinity. Ms. Brazil teaches at Clark University.

**Allison Brettschneider**, Senior Research Associate at the Education Alliance at Brown University, is a former middle and high school language arts teacher and curriculum designer. She is the co-developer and manager of the Adolescent Literacy Collaboratory and the content manager for The Knowledge Loom Web site.

**Ara Carlos Brown** is the Assistant Dean of Students at the Williston Northampton School, a co-educational boarding high school in Easthampton, MA. He serves on several different local and national committees that focus on issues of diversity.

**Susanne Burgess** holds a Masters of Music in Orff-Schulwerk (an approach to music education for children) from the University of Memphis and is active nationally as a clinician for the American Orff-Schulwerk Association. She co-teaches Arts Integration for preservice teachers on the campus of UT-Chattanooga and provides professional development in music education for teachers nationwide.

**Alan S. Canestrari**, Ed.D, Boston University, a veteran social studies practitioner and Associate Professor

of Education at Roger Williams University, is co-editor (with Bruce Marlowe) of *Educational Foundations: An Anthology of Critical Readings* (Sage, 2004) and *Educational Psychology in Context: Readings for Future Teachers* (Sage, 2006). *Educational Foundations* was awarded the 2005 American Educational Studies Association Critics Choice Award. He has had a long career in public schools and universities as a history teacher, department chair, and professor. He was the RI Social Studies Teacher of the Year in 1992.

**Tracy Caravella** is an Associate Professor and the Graduate School Health Program Coordinator in the Health Education and Health Promotion Department at University of Wisconsin - La Crosse. Prior to joining UWL, Tracy served as the School Health Education Program Coordinator at Rhode Island College from 1995 - 2004.

**Keith Catone** graduated from Brown and completed the UTEP program in 2000, after which he taught at Banana Kelly High School in the South Bronx for five years. In 2002 he helped co-found the New York Collective of Radical Educators (NYCoRE), an organization that works to politicize and organize teacher around issues of educational and social justice. Currently, he is a doctoral candidate in the Culture, Communities, and Education concentration at the Harvard Graduate School of Education (HGSE) and serves as the Director of the Cambridge Harvard Summer Academy, the summer practicum site for HGSE's Teacher Education Program.

**Bill Clarke**, the Literacy Coordinator for Blackstone Academy Charter School in Pawtucket, RI, has been an educator for over 14 years. In addition to his teaching responsibilities, Bill develops programs for schools nationwide and is the facilitator for The Education Alliance at Brown University's Adolescent Literacy Collaboratory. Bill has also written several articles on teaching and learning in rural and urban communities.

**Hersh Cristino and Lynn Cristino** have been the Teacher Technology Coordinators for the Pawtucket School Department for the past six years. They are proud to be teachers first, with certifications in Early Childhood, Elementary, Reading, Secondary Science, Biology, and Middle/High School Principalships between them. They work with central administration and a curriculum team to assist in the use of technology throughout the district, including classrooms in all fifteen schools. Their role as part of the curriculum team has led them to integrating technology into the many professional development offerings the district holds.

**Elizabeth B. Davis** is the Educational Technology Specialist for the John D. Runkle School, a K-8 school in Brookline, Massachusetts.

**Lisa Dennett** is the founder/director of Interactive Drama for Education and Awareness in the Schools, Inc. (I.D.E.A.S.), based in New York City, that brings Sociodrama and Creative Drama programs to youth with disabilities and disadvantages. She has a background as an actress and a teaching artist and earned a specialized MA degree from NYU in Educational Drama.

**Daniela Di Piero** is the Founder and Executive Director of Movimiento!, a youth movement for meaningful work and social change in northern New Mexico. Movimiento's programs include local organic agriculture, entrepreneurship, and international service learning trips. Ms. Di Piero is a graduate of Brown's M.A.T. program and has taught in public schools, charter schools, prisons, and nonprofit programs.

**Tyler Dobrowsky** is the Artistic Associate for Education at Trinity Rep where he supervises the landmark program Project Discovery, which has allowed over 1.2 million students to see live theater since 1966. He also administers Trinity's after-school educational programs, Camp Trinity Rep, and all of the theater's school-to-career initiatives.

**Deborah Donahue-Keegan** is a recent Ed.D. graduate (Harvard Graduate School of Education). Her thesis is titled, *Fostering Socio-Moral and Civic Learning: What does it mean to/for high school teachers?* Before beginning doctoral work, Deborah taught in three very different high schools over an eight year period. She is now actively involved, as a parent of four children, in a Pre-School, an Elementary School, and a Middle School. Currently, Deborah and her colleague, Noah Rubin, are developing a course focused on Social, Emotional, Ethical, and Academic Learning.

**Kelly Driscoll** co-founded Digication in 2002 and is an active educator, teaching graduate and undergraduate courses at Bryant University and the Rhode Island School of Design. Driscoll's specialty is in leveraging technology to meet the needs of teachers and students that extend communication resources beyond the physical classroom.

**Alexandrino "Alesh" DuCarmo** is a singer, actor, dancer and educator whose career spans performances, intercultural research and arts education program development. His graduated studies were focused on Interdisciplinary Arts and the process of integrating the Arts within the Core Curriculum. Alexandrino has written a number of "New Opera Shows" and performed them at NYC theaters, including The La Mama Theater, Tishman Auditorium, and the United Nations. A faculty member at New School University for over ten years and a former teacher for the Board of Education of NYC, he has been presenting this program at numerous professional development institutes for teachers, and arts festivals, and has been a guest artist at various colleges in the USA and Latin America. He works for LEAP, Inc., and as an independent Teaching Artist throughout the tri-state area. He holds a Performing Arts (DHS) license from the NYS Department of Education.

**Pat Fantroy** (M.Ed Cambridge College) has been teaching art at Orchard Elementary School in Cleveland for 18 years where she also heads the building's technology department.

**Rhoda Flaxman** teaches Victorian literature and composition studies at Brown University, where she is Director of Dean of the College Writing Programs and Director of the Writing Fellows Program. She has published Victorian Word-Painting and Narrative: Toward the Blending of Genres, as well as numerous articles on pedagogy and on Victorian literature and art. She is currently at work on The 1890s in London and Paris: Art and Literature at Fin de Siecle, and consults widely on pedagogy for writing teachers.

**Jenna Fournel** (Director of Communications and Outreach at Center for Inspired Teaching) began her foray into public education as a high school English teacher in rural North Carolina and went on to support school reform in Chicago through work with parent-led Local School Councils. She holds a B.A. in English from Bryn Mawr College and an M.S. from the Medill School of Journalism at Northwestern University.

**Clare Fox Ringwall** is a 1984 graduate of the Brown Undergraduate Teacher Education Program. She is currently director of the New Teachers Collaborative, a teacher training program at the Theodore R. Sizer Teachers Center.

**Teresa Gallo-Toth** is the Library Media Specialist for the John D. Runkle School, a K-8 school in Brookline, Massachusetts.

**Barb Gander** is a Lecturer at University of Wisconsin-La Crosse in the Department of Educational Studies. She teaches Early Childhood Education courses with a focus on anti-bias curriculum, and collaborating with families and the community to ensure high quality care and education for young children.

**Daniel Godston** teaches poetry and other art forms through the Center for Community Arts Partnerships, the Poetry Center of Chicago, and Snow City Arts Foundation, and he teaches in the English Department at Columbia College Chicago. His writings have appeared in a number of publications, and he also plays and composes music.

**Richard Gorham** teaches English at Lawrence (MA) High School, is a graduate of the Bread Loaf School of English, and has been assistant director of the Lawrence Bread Loaf Teacher Network since 2001.

**Alexander Gottfried** is a sophomore at Phillips Academy in Andover, Massachusetts. He has been a participant in and a writing leader for the Andover Bread Loaf Student Writing Workshop.

**Bianca Gray** has worked as a teacher and school redesign coach at Central High School for the past five years. She is a veteran of the Coalition of Essential Schools, and an editor of Central on Line Journal, *Inside Out: How a School Turns Itself Around*, sponsored by WKCD. With Richard Gurspan, she is the co-founder of the school's arts team created to provide access and to engage students in creative teaching and learning.

**James J. Greenwood** is Assistant Director of Admission at the Williston Northampton School, a co-educational boarding high school in Easthampton, MA. He also teaches in the School's History Department and is currently enrolled in the Masters of Arts in Teaching program at Brown University.

**Morgan Grefe** is Director of the Newell D. Goff Center for Education and Public Programs at the Rhode Island Historical Society.

**Mary Guerrero** is a fourth grade teacher at the Oliver School in Lawrence, MA. She is a member of the Lawrence Bread Loaf Teacher Network and graduate of the Bread Loaf School of English.

**Patrick Guerrero** is a film student at Mass College of Art. He is interested in creating scripts and films with younger students.

**Richard Gurspan** taught philosophy for twenty years. For the past seven years, he has taught English and Theatre at Central High School. With Bianca Gray, he is the co-founder of the school's arts team, a team designed to connect students with community arts.

**Orin Gutlerner** directs Harvard's Undergraduate Teacher Education Program (UTEP). He has taught humanities at the elementary, middle and high school level, and is currently leading a humanities curriculum development project that pairs undergraduates from Harvard's History & Literature concentration with teachers from several urban charter schools.

**Ron Gwiazda** After 27 years in the Boston Schools System as a teacher and curriculum and program developer, Ron Gwiazda is currently the head of an educational software company.

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

**Caleb Hurst-Hiller** (Brown '03) teaches 10th grade Humanities (US History and Literature 1) at the Community Charter School of Cambridge, where he has served as a founding faculty member since the doors opened in August, 2005. Growing up in NYC, he attended one of the first CES schools, Central Park East II in East Harlem, and received teacher training at Parker's New Teachers Collaborative while teaching at North Central Charter Essential School in Fitchburg, MA. He has mentored teachers, working with Harvard UTEP and TEP candidates, and just wrapped up the season coaching the CCSC boys basketball team.

**Cynthia Jones** (Brown '93, M.Ed from URI) Cynthia Jones is an elementary math coach with Providence Public Schools and an active participant in RIDOE's NECAP committees.

**Steve Kidd** has worked as an actor and a director in Los Angeles, Chicago, New York, Boston and London. He received his B.A. in Theatre from Colby College in Waterville, ME and his MA in Theatre Studies from Brown. Steve has served as ArtsLit's TALL Project Coordinator and is now the Education and Outreach Coordinator and Resident Artist for the Gamm Theatre and a literacy through performance consultant in Central Falls.

**Stefanie Lafleur** is a special educator in Smithfield, RI who supports students in inclusive settings with a primary focus on literacy.

**Kristine Lapierre** has been a volunteer and consultant with the Rhode Island Urban Debate League since 2000. She holds a B.S. degree in Communications and Rhetorical Studies from Syracuse University where she was an active member of the school's debate team. She also holds a B.A. degree in English from the University of Rhode Island and is currently a candidate in the Secondary English MAT program at Brown.

**Dave Leonard**, a guitar enthusiast for many years, started *Guitars in the Classroom* training for teachers in southeast PA/DE the past year. He's also enthusiastic about education. Dave graduated from the MAT program at Brown in 1996 and was certified to teach middle and high school English classes in Massachusetts.

**James Liou** (Brown MAT '01) has been teaching in schools from the Boston pilot school network for the past five years. He has been a union rep for the last two.

**Peg Little** (Brown '99) has taught several grades in Central Falls, RI Schools and has enjoyed participating in the ArtsLit Project and the Art Reach Grant for the past two years.

**Heidi Lyne** was a founding teacher at the Mission Hill School, where she taught 1st, 2nd, 6th, 7th and 8th grades. She is currently the director of the Theodore R. Sizer Teachers Center at the Francis W. Parker Charter Essential School.

**Linda MacFarlane** (Music and Movement Specialist, Level II ECMMA, Orff Level I, N.E. Regional Director of GITC) is a strong advocate of using a child-centered approach to integrating interactive music, movement, singing, and playing guitar in the classroom. She empowers others to discover and share the magical way music reaches and teaches children of all ages.

**Jan Mandell** is the author of *Acting, Learning, and Change* and a 26-year veteran teacher at St. Paul, MN's Central High School. Jan is also the founder and artistic director of the Central Touring Theatre, a troupe of high school students who create and tour performance pieces developed from youth themes and issues. Jan also teaches theatre methods at University of Minnesota and leads workshops at conferences, schools, and community centers nationally.

**Louiriann Mardo-Zayat** has worked as an art teacher and as a professional sports and celebrity photographer throughout New England with national and local media. She has taught at RISD and is team photographer for the Pawtucket Red Sox. She has been awarded the Art Reach Grant for the past two years.

**Aleta Margolis** (Founder and Executive Director of Center for Inspired Teaching) Aleta is a former public school teacher and professor of education at American University, specializing in authentic assessment, science and math education, and curriculum reform. In 2001, Aleta was awarded a Fellowship from Ashoka: Innovators for the Public, in recognition of Inspired Teaching's work training teachers to transform the way schoolchildren are taught. She holds a BA in Theatre, Speech, and Dance from Brown University and an M.S. in Education and Social Policy from Northwestern University.

**Bruce A. Marlowe** is the co-author of *Creating and Sustaining the Constructivist Classroom* (Corwin Press) and of a 6- part video series entitled, *Creating the Constructivist Classroom* (The Video of Journal Education). He is also the co-editor of *Educational Psychology in Context: Readings for Future Teachers* (SAGE, 2005) and of *Educational Foundations: An Anthology of Critical Readings* (SAGE, 2004). He has taught at the elementary, secondary and university levels and is currently Interim Dean and Professor of educational psychology and special education at Roger Williams University.

**Pamela Millice** serves as the Associate Executive Director for Creating Pride. Having worked with preschool through college-age students, Pamela provides a broad background and expertise in the areas of curriculum development, arts education and arts integration, and effective professional development. In addition to developing and providing professional development through the southeast region, she has presented at local, state, national, and international levels.

**Joleen Montoya** is the Executive and Founder of Evolving Creative Opportunities (ECO) Arts Center, an arts based leadership development program in Taos, New Mexico.

**Kate Mullin-Phalen** is a graduate of the MAT program at Brown and is currently teaching Humanities at Colchester High School in Vermont, a school dedicated to differentiated instruction.

**Paul Myette** teaches middle school at the Arlington School in Lawrence, MA. He is a student at the Bread Loaf School of English and a member of the Bread Loaf Teacher Network.

**Marissa Nesbit**, Director of Dance Education, Southeast Center for Education in the Arts, holds an MFA in Dance from Texas Woman's University and is the former Director of Education and Outreach for the North

Carolina Dance Theatre. She co-teaches Arts Integration for preservice teachers at UT-Chattanooga and conducts artist in residence programs in Tennessee.

**Len Newman** was one of the first four urban teachers to pilot the ArtsLiteracy Project Lab School at Brown in 1998. He has partnered with numerous artist educators, Brown students, and professors in creating and developing approaches to integrating the arts in English as Second Language classrooms. Through a Fulbright Teacher Exchange in 2000, Mr. Newman introduced the ArtsLiteracy Project to Daniel Soares and helped pilot numerous Brazil/United States artist, teacher, and youth exchanges.

**Barry Oreck** is a dancer, writer, and researcher and he directs professional development programs in schools and arts organizations throughout the country. He received his doctorate in Educational Psychology from the University of Connecticut, and is currently the Director of Professional Development for the Schoolwide Enrichment Model in New York City.

**Anne Ostholthoff** is responsible for the oversight and organizational development of Creating Pride, including staffing, community relations and fund-raising. A true leader of Atlanta's arts community, Anne was a 2000 Target Arts Education Abby Award Finalist and has served as speaker at various events including Georgia's Annual Teacher Conference and the Alumni Career Day at the Marist School in Atlanta. Prior to founding Creating Pride, Anne devoted her professional career to advising Fortune 500 companies while serving as an Account Executive for advertising agencies both in New York City and Dallas. In addition to a Bachelor degree from Georgia State University, Anne received one of three fellowships to pursue a Master of Fine Arts from the School of Visual Arts (1991) in New York City. Anne also holds a Master of Science in Advertising (1983) from Northwestern University.

**Karla Page**, a graduate-turned-teacher of the St. Paul, MN public school system, has been working with the ArtsLiteracy Project for over three years. She continues to work on blending her theater-teaching techniques with her English-teaching techniques to help students comprehend and connect with literature.

**Barry Press** has an M.F.A. from the Yale School of Drama, and an AB in Speech/Theatre from Bates College and has been an active professional actor/director/teacher for thirty years in various locales all around the country. Through a number of National Endowment for the Humanities grants, Mr. Press has brought his skills as actor and teacher into a variety of middle and high school classrooms, from Alaska to Florida. Mr. Press is the founder and Artistic Director of LIVING LITERATURE, listed in the Education Roster of the Rhode Island State Council of the Arts.

**Alberta Procaccini** has worked as a school nurse teacher in Providence and Central Falls, Rhode Island. Currently, she works at Ella Risk School in Central Falls. She had worked on grant projects with the art, health, and classroom teachers. She teaches middle school science on Saturday, as a volunteer, in Providence Schools.

**Christine Robinson** received her Masters Degree in Health Education from RIC and has been the Health Education teacher at Ella Risk School for 5 years. She previously taught Health and Science at Barrington Public School System.

**Scott Rosenow** holds an MFA in Creative Drama and Children's Theatre from the University of Texas at Austin and is currently in dissertation at Ohio State University, exploring drama/theatre as a teaching/learning process for constructing curriculum collaboratively. He co-teaches Arts Integration for pre-service education majors at UT-Chattanooga, and provides professional development in theatre education and arts integration for teachers nationwide.

**Peter Sampieri**, a graduate of the Trinity Rep Conservatory (M.F.A., Directing), was the first of the MFA program's students to direct on Trinity's professional mainstage. Other theater directing credits include, locally: The Gamm Theatre, Mixed Magic Theatre, Elemental Theatre, Providence College, and URI; out of state: the Portland Stage Company, and the Cherry Lane Theater in New York City. Mr. Sampieri is an adjunct faculty member at Rhode Island College and a 2002 recipient of the Pell Award Scholarship for Artistic Excellence.

**Colleen Schiavone** is a music teacher at Ella Risk Elementary School in Central Falls, RI. She has been teaching music for five years and previously taught at One Voice Studio, with a focus on voice and piano.

**Elissa Schwartz** graduated from Brown in 2000 with an A.B. in Art Semiotics. After college, she was hired at the Math Dept. Chair at Bishop Keough in Providence and was there for 3 years. Then, she taught math at N. Attleboro High for a year and is currently a third year advisor at the Metropolitan Regional Career and Technical Center in Providence, RI.

**Melissa Schoeplein** is a 2002 graduate of Brown's M.A.T. program. She now lives in Washington, DC and teaches social studies (government, world history, anthropology, and world religions) at Thomas Jefferson High School for Science and Technology in Alexandria, Virginia.

**Marti Schwartz** teaches third graders in Smithfield, RI; she also develops curriculum, mentors Brown MAT students and novice teachers, and has a lot of fun teaching with Stefanie Lafleur!

**Debra Smith** is Director of the Collaborative Inquiry and Development Group at the University of Southern Maine. Her work over the last several years has focused on teachers' deepening understanding of students' learning through assessment and collaborative inquiry.

**Daniel Soares** (Inhumas, Brazil (OLY/University of Goias) is a pioneer of both literature and second language learning instruction. His ability to transform classrooms into inviting environments where students share their stories is unparalleled. Daniel has been recognized nationally in Brazil for his teaching and has influenced the both the theories and methods of the ArtsLiteracy Project through partnerships with ArtsLit teachers and artists both at Brown and in Brazil, as well as through his independent work with English language learners and Portuguese literature students in Brazil.

**Luther Spoehr** is a Lecturer in Education and History at Brown University.

**Kia Nicole Stephens** has always had a passion for children and the arts. Presently, she is pursuing a degree from Lesley University in Curriculum & Instruction: Integrated Teaching Through the Arts. Kia has worked as a teacher with *The Break Through Collaborative* in Fort Worth and Atlanta, with *Christian Youth Theater (CYT)* in Atlanta, and at her present school, A.F. Herndon Elementary School, where she was named the 2006-2007 teacher of the year.

**Hallie Tamez** is a former multi-age classroom teacher. Currently, Hallie is a Senior Program Officer with the Philanthropic Initiative. She works with corporations, foundations, and private donors on the design and implementation of grants programs targeting systemic school improvement. Particular areas of focused work and technical assistance have been in professional development design and implementation, early literacy, and urban school reform initiatives.

**Nicole Mathis Thomas** and **Stafford Thomas** both graduated from Georgetown University and Brown University's MAT program (English and History, respectively). Nicole taught middle school and high school English in Providence Public Schools before becoming an administrator. A fifth year principal in Providence, she is currently a Ph. D. candidate (A.B.D.) at Boston College writing her dissertation about the experiences of female principals in Rhode Island. After finishing Brown, Stafford taught History on Long Island and English at a college in China. After returning to the U.S., Stafford finished law school at Boston College and also earned a Master's in School Administration from Boston College as well. After working for Mayor Cicilline at City Hall, Stafford joined the administrative team at Barrington Middle School where he continues at present. Nicole and Stafford will be presenting on the changing roles of middle school administrators post NCLB.

**Will Tucker** is the Director of the Rhode Island Urban Debate League. One of the co-founders of the league as a student at Brown, he graduated with a degree in Public Policy and Africana Studies and is currently Interim Assistant Director for Youth Programs at the Swearer Center for Public Service at Brown.

**Kurt Van Dexter** is a registered landscape architect, certified K-12 visual arts teacher, designer, and studio artist. Kurt has been working with schools in Rhode Island and elsewhere since 1994, developing school

garden programs that connect students with the natural environment through art, design, and other educational disciplines.

**Leilani M. Weiermann**, Executive Director of the Taos Business & Education Collaborative, brings her experience in working to bridge schools, community & businesses to facilitate learning opportunities for high school students. Her passion is to incorporate the importance of emotional intelligence & self-awareness with the career exploration/development process.

**Jeffrey Yan** co-founded Digication in 2002. Yan teaches graduate level courses at Rhode Island School of Design on the subject of integrating technology into the classroom. His expertise focuses upon practical implementation of Web 2.0 and digital media, with particular emphasis upon applying new technologies to enhance educational experiences and e-learning.



*No Teacher Left Behind: A Practitioner's Conference* is generously supported by the **Nellie Mae Educational Foundation**, the **National Endowment for the Arts**, and by a Teacher Quality Enhancement Partnership Grant awarded by the **U.S. Department of Education**.

---

**The Nellie Mae Education Foundation** is the largest philanthropy in New England that focuses exclusively on promoting access, quality and effectiveness of education. Based in Quincy, Massachusetts, it provides grants and other support to education programs in the region focused on improving academic achievement in four strategic initiatives-Adult Literacy, College Prep, Minority High Achievement and Out-of-School Matters. In addition, it sponsors research and conferences that examine critical issues in education in order to advance knowledge within the educational field and influence policy at the state, regional and national level. Established in 1998, the Foundation has awarded more than \$71 million in grants and other support. For more information, visit [www.nmefdn.org](http://www.nmefdn.org).

**The National Endowment for the Arts** is a public agency dedicated to supporting excellence in the arts, both new and established; bringing the arts to all Americans; and providing leadership in arts education. Established by Congress in 1965 as an independent agency of the federal government, the Endowment is the nation's largest annual funder of the arts, bringing great art to all 50 states, including rural areas, inner cities, and military bases.

**Project RITER (Rhode Island Teacher Education Renewal)** is a Teacher Quality Enhancement Partnership Grant that builds upon current efforts in Rhode Island to reform teacher education programs in order to strengthen the preparation of the next generation of Rhode Island teachers.

## **RECOMMENDED TITLES**

*Available at the Brown University Bookstore on Thayer Street*

---

### **BY DEBORAH MEIER**

*Many Children Left Behind: How the No Child Left Behind Act is Damaging Our Children and Our Schools*

*Keeping Schools: Letters to Families from Principals in Two Small Schools*

*The Power of their Ideas: Lessons For America From a Small School in Harlem*

### **BY TED SIZER**

*Horace's School: Redesigning the American High School*

*The Students Are Watching: Schools and the Moral Contract*

*The Red Pencil: Convictions from Experience in Education*

### **BY JAN MANDELL AND JENNIFER WOLF**

*Acting, Learning, and Change: Creating Original Plays with Adolescents*

## **NO TEACHER LEFT BEHIND CONFERENCE PLANNING COMMITTEE**

### **Bil Johnson**

*Conference Co-Chair, Director, Social Studies/History Education,  
Brown University Teacher Education Program*

### **Kurt Wootton**

*Conference Co-Chair, Director, ArtsLiteracy Project*

### **Meg Springer**

*RITER Grant Coordinator*

### **Alexis Scott**

*Education Department Staff Assistant*

### **Angela Richardson**

*Managing Director, ArtsLiteracy Project*

### **Jori Ketten**

*Coordinator, ArtsLiteracy Project*

---

**The Teacher Education Program at Brown University** prepares future educators to understand fundamental principles of teaching and learning and to employ that understanding to work effectively with all children, youth, families, and communities. For more information, please visit [www.brown.edu/Departments/Education/TE/index.php](http://www.brown.edu/Departments/Education/TE/index.php).

**The ArtsLiteracy Project**, based in the Education Department at Brown University, began in 1997 on the premise that partnerships between practicing teachers and professional artists create powerful literacy learning opportunities for students. For more information, please visit [www.artslit.org](http://www.artslit.org).

---

*Special thanks to Conference Services at Brown University and  
Molly Regan, Logica Design ([logicadesign.com](http://logicadesign.com)).*