

2019 TEACHERS ON TEACHING CONFERENCE PROGRAM

8:30-9:00		Lowery Student Center	Registration, coffee and <i>light refreshments provided by the Mendocino College Culinary Arts Department</i>
Bring your own water bottle and enjoy our Hydration Station			
9:00-10:15	Opening Session	Lowery Student Center	<p>Climate Change Teaching Primer: Environmental and Climate Education for All!</p> <p>Climate change will do more to reshape the world than any other recent trend and should therefore become a staple of the K-Community College curriculum. In this seminar, a multidisciplinary panel will discuss approaches for incorporating this issue into the lesson plans of science and non-science classes alike. The presenters will demonstrate some simple experiments and provide each attendee with a list of suggested learning and teaching resources. Participants will also take part in a discussion and brainstorming session aimed at generating novel and creative strategies for engaging students in this very significant and global threat.</p> <p><i>Rachel Donham, Julie Finnegan, Chris Ineich</i></p>
10:15-10:25			Break
Bring your own water bottle and enjoy our Hydration Station			
10:25-11:25	Breakout Session #1	4112	<p>English Language Development Using Technology (middle school-college)</p> <p>Using tech in the classroom isn't just for STEM students or higher level learning. Tech can also be a powerful mechanism of student voice and autonomy. Used effectively,</p>

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			<p>technology allows educators to do things that were previously inconceivable; it's a great tool for helping students acquire English language skills. This workshop will introduce teachers to three great apps for ELD and ELA classrooms. Bring your laptop or other wifi enabled device.</p> <p><i>Corina Edwards</i></p>
		4141	<p>Teaching with Compassion: The Golden Rule (college) This workshop, based on Teaching with compassion: An Educator's Oath to Teach from the Heart by Sociologists Peter Kaufman and Janine Schipper, will challenge teachers to apply the Golden Rule (one of the eight points of the Teaching with Compassion Oath) to their teaching practice. What does it mean to put the Golden Rule in to practice in the classroom? We will explore the possibilities through small group discussion and reflective teaching activities in this workshop.</p> <p><i>Vivian Varela</i></p>
		4135	<p><i>R-E-S-P-E-C-T, How to Engage Kids Positively: Positive Behavior Interventions and Support (Kindergarten-middle school)</i> Positive Behavior Interventions and Support (PBIS) is a general term used to describe educational practices that promote positive student behaviors and avoid awarding negative student behaviors. For students to be active participants in their educational program, they need to be engaged. If we look at disengagement from a behavioral standpoint, then we can find the function of the non-preferred behavior (disengagement). Once the function is known, we can cultivate a preferred replacement behavior, allowing students to re-engage and actively participate in</p>

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			their educational program and the school community as a whole. <i>Amanda Struss</i>
11:25-11:40		Lowery Student Center	Break- Snacks provided by <i>the Mendocino College Culinary Arts Department</i>
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11:40-12:40	Breakout Session #2	4112	Keeping it Real: Meeting Mendocino College ESL Students Where They Are and Taking Them Where They Want To Go (college) In this presentation, we will share some approaches to teaching adult ESL students with limited formal education. The focus will be on collaborative content development, ways to support ESL students in our current political climate, and inductive grammar instruction through authentic text analysis. <i>Sarah Walsh</i>
		4141	We All (Occasionally) Need a Stone in Our Shoe: Distortion in Perception, Memory and Observation (all ages) There are some simple, odd and interesting ways of using brain science information in the classroom to shift an approach that is not working for us as teachers and to help students learn to do the same. What may start out as a behavioral problem of student disengagement can become a surprising opportunity to open our eyes to another view and a more satisfying classroom for everyone. This workshop will touch on some of the emotional and psychological factors that lead to disengagement and outline some

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			<p>cognitive-behavioral tactics that have been useful in shifting a learned default setting of expectations.</p> <p><i>Helen Falandes</i></p>
		4142	<p>Passive Solar House Design Workshop (middle school-college) This workshop will spotlight a highly successful Passive Solar House Model design unit taught at Anderson Valley High School, the development of the project and feedback from architects. Participants will explore 5 principles of Passive Solar Design outdoors at the Mendocino College campus, and learn how to modify the "Passive Solar House Model" project for different grade levels.</p> <p><i>Nadia Berrigan</i></p>
12:40-1:40		Lowery Student Center	<p>Lunch provided by <i>the Mendocino College Culinary Arts Department</i>. To celebrate Black History Month we're cooking food from the African Diaspora: Collard Green Salad Chicken Thighs Adobo Black Bean Cakes Jollof Rice</p>
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1:40-2:40	Breakout Session #3	4112	<p>Light a Fire: Using Engagement Strategies to Fuel Learning (high school-college) In this workshop, participants will collaborate with their peers to improve student engagement in the classroom setting. The instructor will share some data about student</p>

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			<p>engagement and learning outcomes before sharing some engagement strategies and a short version of the lesson “Bloody Talons: Frederick Douglass, Verbal Irony, and the Fugitive Slave Act.” The goal of the session is to give participants a chance to experience, share, and borrow some engagement strategies from amazing local educators.</p> <p><i>Logan Silva</i></p>
		4141	<p>Using Volunteer and Project-based learning to engage motivation (middle school-college) Are you interested in student’s making connections to local community? Do you want to know more about project-based learning? In this workshop, we will discuss the how volunteering and project-based learning can engage students and connect them to local community culture. Sample assignments for each concept will be provided.</p> <p><i>Taylor Cannon</i></p>
		4142	<p>Sticks and Stones: A Father and Son’s Journey Into Autism (all ages) Ian Smith was diagnosed with autism long before the current wave of kids in our educational system. Speaking from the perspective of a teacher, and a parent, Hank Smith shares his family’s story. From terrifying rages, to maneuvering through an educational system that was still learning how to teach autistic kids, to helping Ian learn to live on his own and finally find a career, Hank and Ian offer an inside view of one family’s journey. Expect an interactive session and Q&A time.</p> <p><i>Hank and Ian Smith</i></p>
2:40-2:50			Break

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2:50-3:30	Closing Conversation	Lowery Student Center	<ul style="list-style-type: none">• Overview of upcoming changes to the Mendocino College Math and English pathways• Raffle Drawing
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Presenter Biographies

Nadia Berrigan

Nadia Berrigan teaches art, photography and computers at Anderson Valley JR/SR High School. She enjoys writing her own curriculum and developing her projects to incorporate many different strands, modalities and subjects that interweave into a cohesive project.

Taylor Cannon

Taylor Cannon lives in Ukiah and teaches Sociology and Cultural Anthropology courses for Mendocino College as part time faculty. Additionally, he sits on the College's Academic Senate Committee and Student Learning Outcome Team Committee. Taylor is committed to engaging learners where they are at, and motivating them to achieve success.

Rachel Donham

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Rachel Donham has been a full time faculty member at Mendocino College since 2005. She specializes in teaching microbiology, human biology and environmental toxicology. As a part-time instructor at Sonoma State University since 2010, she also teaches courses in biology of cancer, biology of aging, sexually transmitted diseases, and environmental toxicology.

Corina Edwards

Corina Edwards currently teach Junior English and ELD at Ukiah High. During the past 5 years, she has spent a significant amount of time learning how to use tech effectively in the classroom.

Helen Falandes

Helen Falandes M.Ed., LAADC-CA has been working in behavioral health services, out-patient and residential, since 1979. She has also taught at Mendocino College's Human Services & AOD Counseling programs since 2000. She holds a B.S. in Rehabilitation Counseling / Special Education and a M.Ed. in Counselor Education.

Julie Finnegan

Julie Finnegan has been a full time faculty member of Mendocino College since 2004. She is currently a Professor of Accounting and Economics.

Chris Ineich

Chris Ineich currently teaches courses in ecology, field biology and soil science at Sonoma State University and Mendocino College. He also conducts research on environmental apathy, and regularly gives public outreach lectures in the local community.

Hank and Ian Smith

Hank Smith is a recently retired elementary school teacher, musician, and author. Ian Smith is twenty-sixyears old; he lives in Santa Rosa where he works as a math tutor. Living with his son has been an amazing learning experience which has not only helped Hank in working with children with special needs at his school, but also has given him valuable insight to share with parents and educators. Hank and Ian share their story in talks, workshops, and keynote addresses throughout California.

Logan Silva

Logan Silva attended Mendocino College before transferring and eventually getting his Master's Degree from Sonoma State University. He has worked in community colleges, court and community schools, been a mock trial coach, and taught nearly every subject available. Over the past few years, Logan has attended Gilder Lehrman Teacher Seminars at Dartmouth College (Native American History), Yale University ("Life and Writings of Frederick Douglass), and worked with Stanford's EPIC/SPICE program.

Amanda Struss

Amanda Struss developed a true passion for positive behavior intervention during graduate school, when her primary focus was implementing PBIS in an autism-specific program. For the last 9 years, Amanda has been an elementary special education teacher, working with children who have a wide range of learning differences, including autism and emotional disturbance. Through PBIS, Amanda has successfully engaged and fostered a long-lasting impact with her students.

Vivian Varela

Vivian Varela is a professor of Sociology and Distance Education Coordinator at Mendocino College. Committed to ongoing professional development, she is always looking for ways to engage students and is currently working to fully implement the Teaching with Compassion Oath in her own practice.

Sarah Walsh

After graduating from Ukiah High School, Sarah Walsh completed a Bachelor's Degree in American Studies from UCSC, and later, a Master's Degree in Education/Teaching English to Speakers of Other Languages (TESOL) from New York University (NYU). She was hired in 2008 as the first full-time English as a Second Language faculty member at Mendocino College, and has been here ever since.