The Bay Area Science, Writing, and Mathematics Projects present

CONVERGING AND EMERGING TOWARDS EQUITY

USING WRITING AS A SENSE-MAKING TOOL IN MATHEMATICS AND SCIENCE

2017-18 Saturday Seminar Series

THREE DYNAMIC AND POWERFUL KEYNOTE SPEAKERS

Saturday, September 16, 2017
Dr. Patrick Camangian
Associate Professor of Teacher Education at the University of San Francisco

Saturday, January 27, 2018
Dr. Zaretta Hammond
Best-selling Author and International Speaker

Saturday, March 24, 2018
Dr. Tomás Galguera
Professor of Education at Mills College

See descriptions and registration information on the back.
From Coping to Hoping: Teaching Students to Thrive through Social Trauma
Dr. Patrick Camangian • September 16, 2017

The focus of the presentation will juxtapose research in the health sciences with critical literacy and critical pedagogy to inform a new paradigm for thinking about pedagogy, complex traumas, and urban education. This framework will serve as an analytical lens for understanding the educational experiences of urban youth and, more importantly, considering ways in which the socially toxic stress disrupting their learning can be more effectively remedied.

Helping Students Become the Leaders of Their Own Learning
Dr. Zaretta Hammond • January 27, 2018

In this talk, Ms. Hammond, author of Culturally Responsive Teaching and the Brain, will link the neuroscience of learning, social-emotional development and culturally responsive practices to help us understand how we can use responsive mindsets and moves to help traditionally marginalized students reclaim their confidence as learners in order to accelerate their own achievement.

Participant Structures in Science and Mathematics: Structuring Group Work for Inclusion and Integration
Dr. Tomás Galguera • March 24, 2018

Successful use of language in academic settings requires that students make decisions about what they say or write, how they do this, and for what purposes. This requires that teachers understand discourse-level features of language, which are not always apparent. It is necessary to design pedagogy and curricula that teach and reinforce successful uses or language. Participant Structures offer a potentially powerful approach. This presentation will consider Participant Structures from the perspective of science instruction and provide an opportunity to collaborate in brainstorming possible structures for multiple settings.

Dr. Patrick Camangian is an Associate Professor of Teacher Education at the University of San Francisco. Patrick’s research interests include literacy development, academic engagement, and transformative agency of youth in urban schools. He was an English teacher for seven years at Crenshaw High School in Los Angeles, where he was awarded “Most Inspirational Teacher” by former mayor

Dr. Hammond is a national education consultant and author of Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor for Culturally and Linguistically Diverse Students. She is a former English teacher and has been consulting and providing professional development around equity, literacy, and

Dr. Tomás Galguera teaches language development methods and research methods courses in the Mills College School of Education in Oakland, California, where he has taught since 1996. His most recent research focuses on the development of pedagogical language knowledge among beginning teachers. Before Mills

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LOCATION AND TIME:
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CE Units available from Dominican University

Light Refreshments: 08:45AM – 09:00AM
Keynote: 09:00AM – 10:45AM
Workshops: 11:00AM – 12:15 PM