Professional Development Workshops Related to Student Equity

Workshop title	Description
Stereotype Threat	Pedagogical discussions are designed to highlight trends or current research pertinent to higher education instruction. The topic for this pedagogical discussion is Stereotype Threat, which "refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group" (Steele & Aronson, 1995). Participants will discuss the concept and its implication for teaching and learning. To prepare for the discussion, participants are encouraged to review the following resource: http://www.reducingstereotypethreat.org/definition.html.
Promoting Growth Mindset in the Classroom	Terms like "growth mindset" and "grit" have become prominent in the discourse on student success. At the same time, emerging research in neuroscience is is transforming our understanding of how we learn. What are the implications for the way we teach? How might we apply this new knowledge in our classrooms? Participants in this pedagogical discussion will explore these ideas and seek creative ways to support the success of all of our students. The following article is recommended reading: https://www.theatlantic.com/education/archive/2015/07/what-grit-looks-like-in-the-classroom/399197/
Course Design Session 3 (differentiation)	In this three workshop series, professors will think deeply about their teaching goals and how to optimize student learning. Participants will review the degree of alignment among outcomes, teaching strategies, and assessments. In session 3, participants will: define differentiation, explain 3 differentiation strategies and their purposes, draft ideas for differentiated activities that help students meet course outcomes.
Radically Inclusive Classrooms: Protecting and Promoting Diversity	This is a workshop that helps faculty identify ways they can foster civil discourse across differences in the classroom while maintaining an open, inclusive environment.
"Oh! But you look so good!" Silent Disabilities	This workshop addresses invisible disabilities that impact the MC community. Goals and objectives are to define disabilities, explore topics of stigma and disclosure, and raise awareness through self-reflection. In an interactive format, participants will discuss meaningful possibilities for radical inclusivity of disabled persons at MC and beyond.
Building Capacity to	Dr. Lisa Williams, Director of Equity and Cultural Proficiency, Baltimore County Public Schools, will deliver

Implement Culturally Responsive Teaching	a keynote engagement to build capacity for faculty to implement culturally responsive instruction. Recommended Reading: When Treating All the Kids the Same is the Real Problem: Educational Leadership and the 21st Century Dilemma of Difference, authors Williams and Johnson This workshop meets the College's Multiculturalism/Diversity requirement.
Culturally Responsive Teaching (series for the Academy for Teaching Transformation)	In this series, participants will be guided through an interactive problem-solving process based on the principles of Culturally Responsive Teaching (CRT). CRT involves using information about our students' backgrounds to tailor instruction in ways that increase their opportunities to succeed. Participants will discuss common problems they encounter in their teaching then work in groups to apply CRT strategies to address those challenges. Participants will have the opportunity to practice and reflect on the use of best teaching practices in their courses. Finally, the facilitators will describe their own experience implementing this process at Montgomery College.
Achieving the Promise: Faculty helping all MC students succeed	This workshop series will share discoveries about the status of under-represented minorities at Montgomery College and explore ways that faculty can help all MC students achieve their promise.
Collaborative and Active Learning Techniques	This workshop series is designed for faculty in all disciplines who are interested in learning about other ways to teach than merely lecturing. We will discuss techniques that encourage discussion, reciprocal learning and problem-solving. We will also demonstrate the use of graphic information organizers and writing in order to reach higher level learning. While participants in the workshops will experience these collaborative and active techniques that the facilitators present and model, they are expected to try several of them out in their own teaching, in between the sessions.
Teaching Linguistically Diverse Students	This workshop will provide participants with both the linguistic and pedagogical insights needed to effectively instruct linguistically diverse students at Montgomery College. Using institutional data and linguistically focused methodologies, participants will gain insights to strengthen their teaching practices. Drawing from both universal design and culturally responsive teaching, participants will learn ways to address affective and inclusive considerations in a linguistically diverse classroom.
Using Universal Design to work with nonnative English speaking students	With the growing diversity of students, have you ever wondered if your course design meets the needs of all your students? Universal Design is an approach to designing course materials and content to honor different learning styles and benefit nonnative English-speaking students. Moreover, Universal Design will benefit all students with its flexibility. In this training, you will have the opportunity to learn how to create accessible course content that can be used by all students, including students with disabilities.

Supporting Students on the Autism Spectrum	Montgomery College is seeing an increase in the number of students who identify on the Autism Spectrum. Many times, students have the interest and desire to complete a degree but may experience challenges in communicating, socializing, and navigating the college environment. This workshop will focus on effective classroom and academic intervention strategies that can support the students' transition, learning, and success at the College.