

## CULTURALLY RESPONSIVE EDUCATION FOR ALL: TRAINING AND ENHANCEMENT

### Let's CREATE Wisconsin!

Every Wisconsin student has the ability to learn, yet we struggle to effectively educate all students. Too often, race is a predictor of success in Wisconsin schools. We want to change that.

The Wisconsin Department of Public Instruction, Wisconsin school districts and Cooperative Educational Service Agencies are teaming up to identify, promote and implement new practices.

***Our goal: Transform our schools and unlock the potential of all students.***

### Sponsored By:



## CREATE CONFERENCE HISTORY

The CREATE Conference is one initiative of the CREATE grant. It was preceded by the 2005-2008 Annual Disproportionality Conferences, the 2009 CREATE a Culturally Responsive Environment Conference. And the 2010 CREATE Conference. The CREATE Conference Planning Committee has been the guiding team behind this year's conference. These members represent numerous agencies that have worked together to organize a meaningful conference experience for all participants. The current Committee members are:

Rebecca Collins, RSN Director, CREATE Conference Co-Coordinator, CESA 9  
Juliet Cole, CREATE Conference Co-Coordinator  
Ronald C. Dunlap, CREATE Project Director, CESA 6  
Dr. Donna Hart-Tervalon, Consultant, Wisconsin Department of Public Instruction  
Mary Kampa, CREATE H Coordinator, CESA 11  
Clif Morton, Educational Consultant, New London, Wisconsin  
Courtney Reed Jenkins, Consultant, Wisconsin Department of Public Instruction  
Donald Rosin, Native American Center Coordinator, Wisconsin FACETS  
Erin Bonnin, CREATE Program Assistant, CESA 6

2011 CREATE Conference  
Radisson Hotel & Conference Center  
Green Bay, WI

**The CREATE Conference Planning Committee members would like to thank Rethinking Schools, The Greater Green Bay Area Convention and Visitors Bureau, and the Great Lakes Intertribal Council for their donations.**

**An evaluation link will be e-mailed to you for completion within the next two weeks.**

**Handouts and PowerPoint Presentations will be placed on the CREATE website in the near future.**

**Additional Thank-you's go out to:**

Jean Hill, CESA 9

Kris Peeters, CESA 9

Radisson Hotel and Conference Center Staff

Wisconsin Department of Public Instruction Staff

Lisa Smith, CESA 6

Mary Ann Scherandt, CESA 6

## CONFERENCE OVERVIEW

### ***TUESDAY, APRIL 26, 2011 BEYOND DIVERSITY – DAY 1***

7:45 - 8:30 AM            BREAKFAST AND CHECK-IN  
8:30 AM – 12:00 PM    TRAINING (Iroquois North)  
12:00 – 12:45 PM       LUNCH (Grand Council Ballroom)  
12:45 – 4:30            TRAINING

### ***WEDNESDAY, APRIL 27, 2011 BEYOND DIVERSITY – DAY 2***

8:45 – 9:30 AM           CONTINENTAL BREAKFAST AND CHECK-IN  
9:30 AM – 12:00 PM    TRAINING (Iroquois North)  
12:00 – 12:45 PM       LUNCH (Pine Tree Restaurant)  
12:45 – 2:30 PM        TRAINING  
3:15 – 5:15 PM        TURTLE SCHOOL TOUR (OPTIONAL)

### ***WEDNESDAY, APRIL 27, 2011 NEEDS ASSESSMENT PRE-CONFERENCE***

7:30 - 8:30 AM            REGISTRATION AND HOT BREAKFAST  
8:30 - 12:15 PM        WELCOME, KEYNOTE AND PRESENTATIONS  
12:15 - 1:00 PM        LUNCH  
1:00 - 3:00 PM        CONTINUING AND NEW SCHOOL DISTRICTS: TECHNICAL ASSISTANCE  
3:00 - 3:15 PM        BREAK  
3:15 - 5:15 PM        TURTLE SCHOOL TOUR (OPTIONAL)

### ***THURSDAY, APRIL 28, 2011 CREATE CONFERENCE***

7:30 - 8:30 AM            REGISTRATION AND CONTINENTAL BREAKFAST  
8:15 - 8:30 AM        WELCOME  
8:30 - 9:45 AM        KEYNOTE I  
10:00 - 11:15 AM       SECTIONALS  
11:30 - 12:30 PM       ROUND TABLE LUNCH  
12:30 - 1:45 PM        KEYNOTE II  
2:00 - 3:15 PM        SECTIONALS  
3:30 - 4:30 PM        SECTIONALS

**WEDNESDAY, APRIL 27, 2011**  
**NEEDS ASSESSMENT PRE-CONFERENCE**

**7:30 – 8:30 AM**      **REGISTRATION AND HOT BREAKFAST**

*3 Clan's Pre-Function*

**8:30 – 8:45 AM**      **WELCOME**

*Grand Council South*      *Ron Dunlap, State CREATE Project Director*

**8:45 – 9:00 AM**      **REQUIRED TECHNICAL ASSISTANCE & CREATE INITIATIVES**

*Courtney Reed Jenkins, Wisconsin Department of Public Instruction*

**9:00 – 9:15 AM**      **CREATE NEEDS ASSESSMENT AND 2011-12 ADIP**

*Mary Kampa, CREATE H Coordinator, CESA 11*

**9:15 – 10:45 AM**      **KEYNOTE**

*Dr. Lucille Ebert, E & O, State Director, Illinois PBIS Network*

***District Level Strategies and Leadership with a Focus on Disproportionality within a PBIS Structure***

Racial disciplinary disparities continue to widen in U.S. schools, but some schools are improving outcomes for all students, thus reducing the racial discipline gap. Positive Behavioral Interventions and Supports (PBIS) is a data-driven framework for systematically creating positive social climates that impact all students. This presentation highlights best practices of schools using PBIS to reduce disproportionality in discipline.

Districts Choose One:      *Break and Facilitated District Team Work Time*

**10:45 – 12:15 PM**      **FOUR STRAND OPTIONS**

*Grand Council South*      **Racial Disproportionality and PBIS with Dr. Lucille Eber**

This workshop provides an overview of a culturally-responsive resource for launching *interpersonal validity* development as a lifelong journey. Interpersonal validity – enhancement work focuses on the soundness and trustworthiness of the uses of SELF as knower, inquirer and engager of others. Participants will be introduced to my Integral Educator Self-As-Responsive-Instrument Model, a multilateral self-awareness model that facilitates calibration and cultivation of more expansive lenses, filters and frames that enhance prospects for productive boundary-spanning communications and work. This multilevel self-assessment framework will help participants more mindfully, empathetically and holistically discern, assess and activate SELF-as-instrument in context to maximize learning and success for all. The model will help you systematically discern and assess, from multiple vantage points, your \*force field of preparedness and readiness\* for what a given educational context is summoning for student success. More specifically, what are you bringing to that situational and relational context to work with as assets and resources versus work on as blank spots, blind spots, issues, triggers? How do you know and to what extent would others agree?

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- Turtle**                    **Needs Assessment: Districts Continuing with Dr. Lisa Bardon – Distinguish between Cultural Mismatch and EBD**  
*Dr. Lisa Bardon, Professor, School of Education , UW-Stevens Point*
- Bear**                      **Needs Assessment: Continuing Districts – Team Work Time, Review of 2010-11 Goals and ADIP, Work on 2011-12 ADIP**  
*Mary Kampa and Nancy Graese, CESA 11*
- Huron/Ontario**        **Needs Assessment: New Districts – District Disproportionality Rubric and Needs Assessment**  
*Courtney Reed Jenkins, Wisconsin Department of Public Instruction  
Jerianne Kvapil Rosin, CESA 12*
- 12:15 – 1:00 PM**        **LUNCH**  
*Wolf*
- 1:00 – 3:00 PM**        **Racial Disproportionality and PBIS**  
*Dr. Lucille Eber*
- Turtle**                    **Needs Assessment: Districts Continuing with Dr. Lisa Bardon - Distinguish between Cultural Mismatch and EBD**  
*Dr. Lisa Bardon, Professor, School of Education , UW-Stevens Point*
- Bear**                      **Needs Assessment: Continuing Districts - Team Work Time, Review of 2010-11 Goals and ADIP, Work on 2011-12 ADIP**  
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- Huron/Ontario**        **Needs Assessment: New Districts - District Disproportionality Rubric and Needs Assessment**  
*Courtney Reed Jenkins, Wisconsin Department of Public Instruction  
Jerianne Kvapil Rosin, CESA 12*
- 3:00 – 3:15 PM**        **BREAK**
- 3:30 – 5:00 PM**        **TURTLE SCHOOL TOUR**  
*Hotel Lobby*                    *Meet in the hotel lobby for transportation at 3:15 pm; van leaves at 3:30 pm*
- TEAM WORK TIME**  
*Teams may continue to work together in the conference center until 6:00 pm*
- 3:30 – 5:00 PM**        **CREATE PROJECT COORDINATORS' MEETING**  
*Chairman's Boardroom Ron Dunlap, CREATE Project Director*

**THURSDAY, APRIL 28, 2011  
CONFERENCE**

<b>7:30 – 8:15 AM</b> <i>3 Clan's Prefunction</i>	<b>REGISTRATION AND CONTINENTAL BREAKFAST</b>
<b>8:15 – 8:30 AM</b> <i>Grand Council North</i>	<b>WELCOME AND INTRODUCTION OF KEYNOTE SPEAKER</b> <i>Ron Dunlap, CREATE Project Director</i> <i>Carolyn Stanford-Taylor, Wisconsin Department of Public Instruction</i>
<b>8:30 – 9:45 AM</b> <i>Grand Council North</i>	<b>KEYNOTE PRESENTATION</b> <i>Culturally Responsive Teaching in Theory and Practice</i> <i>Dr. Geneva Gay</i>
<b>9:45 – 10:00 AM</b>	<b>TRANSITION TIME</b>
<b>10:00 – 11:15 AM</b> <i>Grand Council North</i>	<b>SECTIONAL ONE</b> <i>Translating Culturally Responsive Principles to Classroom Practices</i> <i>Dr. Geneva Gay</i>
<i>Michigan</i>	<i>Losing the Forest through the Trees: What All Educators Can Learn from the Examples of Schools Struggling with their "Indian" Nicknames and Logos</i> <i>Clif Morton</i>
<i>Turtle</i>	<i>The Hidden Homeless</i> <i>Eileen Littig</i>
<i>Huron/Ontario</i>	<i>The Importance of Retaining Tribal Languages</i> <i>Andy Gokee</i>
<i>Bear</i>	<i>The New Specific Learning Disabilities Criteria Along with Research-based and Evidence-based Interventions</i> <i>Vaunce Ashby</i>
<b>11:30 – 12:30 PM</b> <i>Wolf</i>	<b>OPEN NETWORKING LUNCH</b>
<b>12:25 – 12:30 PM</b> <i>Wolf</i>	<b>INTRODUCTION OF KEYNOTE SPEAKER</b> <i>Carolyn Stanford-Taylor, Wisconsin Department of Public Instruction</i>
<b>12:30 – 1:45 PM</b> <i>Wolf</i>	<b>KEYNOTE PRESENTATION</b> <i>Recognizing and Centering Community and Relationships in the Quest for Culturally Responsive Education</i> <i>Dr. Jeanette Haynes Writer</i>
<b>1:45 – 2:00 PM</b>	<b>TRANSITION TIME</b>

**2:00 – 3:15 PM**

**SECTIONALS**

*Wolf*

***Reading Communities and Realizing Knowledge: Building Culturally Responsive Bridges with Native Students and Communities***

*Dr. Jeanette Haynes Writer*

*Turtle*

***Understanding and Managing Unconscious Bias in Daily Practice***

*Dr. Markeda Newell*

*Huron/Ontario*

***Culturally Responsive Assessment and Evaluation***

*Dr. Hazel Symonette*

*Bear*

***Connecting the Dots***

*Greg Hartjes*

**3:15 – 3:30 PM**

**TRANSITION TIME**

**3:30 – 4:30 PM**

**SECTIONALS**

*Huron/Ontario*

***Culturally Responsive Family and Community Engagement***

*Lynell Anderson*

*Turtle*

***Permaculture as Social Design: Schools as Landscapes for Learning***

*Jeffrey Lewis, Amy Hilgendorf, Adrienne Duke*

*Bear*

***What We Know, What They Need: Recognizing and Addressing Sources of Educational Disparities for American Indian Students***

*J P Leary*

*Michigan*

***Multicultural Storytelling***

*Dr. Bob Kann*

**THURSDAY, April 28, 2011**

**7:30 – 8:15 AM      REGISTRATION AND CONTINENTAL BREAKFAST**

**8:15 – 8:30 AM      WELCOME**

**8:30 – 9:45 AM      KEYNOTE**

***Culturally Responsive Teaching in Theory and Practice***

Dr. Gay will discuss some of the major conceptual principles of culturally responsiveness in teaching and their implications for practice at various educational levels. These “levels” include different grades (including college) and school settings including predominantly minority and majority student populations), as well as different dimensions of teaching, such as curriculum content, climates for learning, relationships with students, and instructional strategies. Her presentations will be appropriate for teachers at all levels and subjects, and other school personnel including administrators, counselors, instructional coaches, and curriculum supervisors.

- Dr. Geneva Gay, Professor of Education, University of Washington - Seattle

**9:45 – 10:00 AM      TRANSITION TIME**

**10:00 – 11:15 AM      SECTIONALS**

***Translating Culturally Responsive Principles to Classroom Practices***

Dr. Gay will continue the discussion began in her keynote presentation but with more emphasis on strategies for how to convert theoretical ideas about teaching to and through cultural diversity into classroom actions. Suggestions will be provided for action strategies at different schooling levels and context for each theoretical principle selected for discussion including pre-collegiate and collegiate education, teacher preparation and various disciplines such as literacy, literature, fine arts, math, and social studies.

- Dr. Geneva Gay, Professor of Education, University of Washington - Seattle

***Losing the Forest through the Trees: What All Educators Can Learn from the Examples of Schools Struggling with their “Indian” Nicknames and Logos***

The video clips and audience participation in this session will take you on a journey that will engage the core beliefs you hold about what and how to teach young people, especially those struggling with identity issues at the root of many disproportionality problems.

- Clif Morton, Educational Consultant

***The Hidden Homeless***

The Hidden Homeless, a 30-minute television documentary presents the voices of four homeless teens; Savanna, Green Bay; Amber, Milwaukee; Scott, Manistique, Michigan; and Todd, Escanaba, Michigan. The program features the stories of these four youth who reveal their hopes and dreams for the future and talk about the people and agencies that helped them. In the program, school and agency people speak about the services that helped these four youth address homeless and move on to a productive and rewarding life. The documentary was produced by NEWIST/CESA 7, ETP-NEW and Wisconsin Public Television. A teacher’s guide accompanies the program. The Hidden Homeless received the 2010 National Association for the Education of Homeless Children and Youth (NAEHCY) Award for “Outstanding Media Presentation” at their National Conference in Houston in November.

- Eileen Littig, Producer and Former Director of NEWIST/CESA 7

***The Importance of Retaining Tribal Languages***

This presentation will examine and discuss ideas of what language is; the value of language diversity; the relationship between language and cultural identity; and ways to support efforts to retain tribal language in the school and community.

- Andy Gokee, Director of Native American Center, University of Wisconsin – Stevens Point

***The New Specific Learning Disabilities Criteria Along with Research-based and Evidence-based Interventions***

This presentation will briefly review the key elements of the new Specific Learning Disabilities Rule. Vaunce will then share a description of research-based and evidence-based interventions and their applicability to disproportionate representation of students of color in SLD programs.

- Vaunce Ashby, Department of Public Instruction Special Education Consultant

**11:30 – 12:30 PM OPEN NETWORKING LUNCH**

Use the “conversation starter” questions at your table to guide your lunch discussions!

**12:25 – 12:30 PM INTRODUCTION OF KEYNOTE SPEAKER**

**12:30 – 1:45 PM KEYNOTE PRESENTATION**

***Recognizing and Centering Community and Relationships in the Quest for Culturally Responsive Education***

The keynote will focus on “community” and communities as sources of strengths and cultural wealth. In order to incorporate elements of students’ cultures into the curriculum to enhance academic achievement, it is imperative that the knowledges that students bring from their communities be identified and built upon. This can only be achieved in a transformative manner when relationships are cultivated – relationships between people, relationships between school and community, and relationships between teachers, students and knowledge. The speaker will provide examples of community strengths, wealth, and knowledge from her own background and from her work in and with Native communities.

- Dr. Jeanette Haynes Writer, Associate Professor, New Mexico State University, Las Cruces

**1:45 – 2:00 PM TRANSITION TIME**

**2:00 – 3:15 PM SECTIONALS**

***Reading Communities and Realizing Knowledge: Building Culturally Responsive Bridges with Native Students and Communities***

This workshop will problematize what is considered “academic knowledge” by discussing the knowledge that students, specifically Native students, and their communities already possess. In the workshop, the facilitator will work with teachers to utilize tools of community analysis to build their capacity to read communities and formulate relationships in order to identify and build on students’ and community strengths leading to culturally responsive practices.

- Dr. Jeanette Haynes Writer, Associate Professor, New Mexico State University, Las Cruces

***Understanding and Managing Unconscious Bias in Daily Practice***

The purpose of this session is to define unconscious bias, identify how unconscious bias can influence decision-making, and explain how the influence of unconscious bias can be reduced when working with children and families. Participants will engage in rich discussions and activities to develop a strong understanding of unconscious bias. Furthermore, participants will learn specific strategies and procedures they can use in their daily practice to reduce the impact of bias in their decision-making.

- Dr. Markeda Newell, Assistant Professor, School of Psychology, University of Wisconsin – Milwaukee, WI

### ***Culturally Responsive Assessment and Evaluation***

This workshop provides an overview of a culturally-responsive resource for launching *interpersonal validity* development as a lifelong journey. *Interpersonal validity* – enhancement work focuses on the soundness and trustworthiness of the uses of SELF as knower, inquirer, and engager of others. Participants will be introduced to my *Integral Educator Self-As-Responsive-Instrument Model*. It is a multilateral self-awareness model which facilitates the calibration and cultivation of more expansive lenses, filters and frames that enhance prospects for productive boundary-spanning communications and work. This multilevel self-assessment framework will help participants more mindfully, empathetically and holistically discern, assess and activate SELF-as-instrument in context in order to maximize learning and success for all. The model will help you systematically discern and assess – from multiple vantage points – your \*force field of preparedness and readiness\* for what a given educational context is summoning for student success. More specifically, what you bringing on that situational and relational context to **work WITH** as assets and resources versus **work ON** as blank spots, blind spots, issues, triggers? How do you know and to what extent would others agree?

- Dr. Hazel Symonette, Program Development & Assessment Specialist, UW-Madison

### ***Connecting the Dots***

It is no secret that developing positive relationships between students and staff members in a school is vital, but how do you know if you have been successful? How do you know if students feel a personal connection and level of support from school personnel? How do you know if your school is a caring environment for ALL students? The answer is simple; just ask your students. I will provide a simple method to gather information on student connections.

- Greg Hartjes, Principal, Appleton West High School, Appleton, WI

## **3:30 – 4:30 PM SECTIONALS**

### ***Culturally Responsive Family and Community Engagement***

It takes a village to raise a child is an African Proverb. Wausau, Wisconsin has brought the proverb to fruition. From a community that made national headlines because of neighborhood uproar over a move to integrate the refugee population, to a thriving diverse community that graduates over 98% of their ELL population, Wausau has learned to live the proverb. Nell Anderson, Director of Education for 20 years in the Wausau School District will share the stories and the strategies that make it happen.

- Lynelle Anderson, Director of Education, Wausau School District, Wausau, WI

### ***Permaculture as Social Design: Schools as Landscapes for Learning***

The principles that guide permaculture – an approach to designing sustainable, responsive, and nurturing plan communities – can help guide the development of healthy and prosperous human communities and systems. In this presentation, we will discuss our efforts to adapt core principles of permaculture to develop a multi-pronged, integrated set of programs to support African American students, their families and their teachers in one school community. In particular, we discuss how core principles of observation, connection, collaboration, and resource identification, application, and rejuvenation guide our work to help school communities identify and develop their human resource potential to more effectively address specific concerns. These principles also help illuminate opportunities for engaging African American students and families in ways that are attentive to context, and that build relationships, processes, and structures that help address ongoing concerns and needs.

- Dr. Jeffrey Lewis, Outreach Specialist for Underrepresented Communities for the University of Wisconsin-Extension
- Amy Hilgendorf, Doctoral Candidate, School of Human Ecology, University of Wisconsin – Madison
- Adrienne Duke, Doctoral Student, School of Human Ecology, University of Wisconsin – Madison

***What We Know, What They Need: Recognizing and Addressing Sources of Educational Disparities for American Indian Students***

This session leads participants through a structured process of Critical reflection on their own educational experiences. Knowledge and skills levels related to promoting equitable educational outcomes through culturally competent practices. Participants will reflect on their individual situations, learn about some of the structural factors that contribute to that state, and develop strategies for pursuing positive change at individual, professional, and organizational levels.

- J P Leary, American Indian Studies Consultant, Wisconsin Department of Public Instruction

***Multicultural Storytelling***

Throughout the world, people tell stories. We all tell stories for the same reasons; to educate, to entertain, to communicate, and to preserve culture. We all tell the same kinds of stories and sometimes we tell exactly the same story. These similarities provide educators with powerful opportunities to use storytelling as a vehicle for teaching students about the similarities among cultures. With an understanding of such similarities, students are better equipped to celebrate the differences among cultures, too. Each culture has unique qualities which students can learn to appreciate and celebrate. Moreover, many cultures have unique storytelling traditions in particular which can be taught and celebrated. In this session, Dr. Kann shares techniques for using stories to teach students about the similarities and the differences characteristic of different cultures. In addition, he discusses the power of storytelling as an effective educational tool to inspire, create unforgettable learning experiences, motivate, and build community. Participants will acquire confidence and competence in their own storytelling abilities.

- Dr. Bob Kann

## NEEDS ASSESSMENT FOCUS AREAS

**STANDARD ONE: CORE FUNCTIONS: Educational systems are designed to ensure that equitable educational opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds.**

1. The District conducts a comprehensive needs assessment for the District Improvement Plan that addresses the unique needs of diverse learners.
2. The District has a process for evaluating alignment with federal and state requirements in relation to achievement, educational environment, discipline, and school completion issues for diverse students.
3. The District has a policy that ensures that monetary, physical and other resources, including qualified personnel, are distributed to schools according to need. This includes ensuring that all schools have comparable physical facilities in terms of safety and optimal learning environments.
4. The District has a process for continuous improvement of student results based on the use of accurate, in-time student outcome data to examine access, participation and success in the standards based curriculum.
5. The District identifies and utilizes multiple approaches to supporting student engagement and academic success.
6. The District utilizes multiple, culturally responsive methods and strategies to reduce risk factors associated with dropping out of school.
7. The District engages in in-depth efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning, and achievement for all students.

**STANDARD TWO: INSTRUCTIONAL SERVICES: Learning environments at all grade levels are designed to support and produce academic achievement for diverse learners.**

8. The District's curriculum is aligned with state content standards and benchmarks, as well as research-based and comprehensive so that it meets the needs of diverse learners.
9. The District ensures that all school personnel understand ways in which communication patterns can influence engagement in learning and achievement for students who are culturally or linguistically diverse.
10. The District ensures that school policies and rules consider cultural and linguistic characteristics of its students.
11. The District identifies and accesses community resources to address the needs of culturally and linguistically diverse students.
12. The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.
13. The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.
14. The District provides ongoing training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade level content.
15. The District provides on-going information and training to educate families about individual learning needs, grade level standards, achievement, and learning support processes, including special education.

**STANDARD THREE: INDIVIDUALIZED EDUCATION: Children with disabilities are ensured access to, participation in, and progress in the general curriculum.**

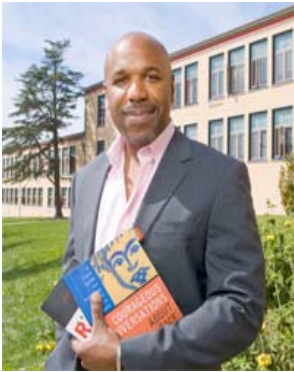
- 16. District Procedures for location, referral and identification are transparent, equitable, and multidisciplinary.
- 17. The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.
- 18. The district evaluates the progress of students receiving special education services including methods and types of measures as a part of its continuous improvement processes.
- 19. The district ensures that all students are educated in the Least Restrictive Environment (LRE).
- 20. The district ensures that educational and behavioral interventions are planned and implemented in a culturally appropriate manner.
- 21. The District promotes collaboration among general and special educators at the prevention and intervention levels.

**STANDARD FOUR: ACCOUNTABILITY: Student Performance on state and district assessment is analyzed and used to guide instruction and school improvement.**

- 22. The District has methods and strategies to identify and rectify achievement discrepancies.
- 23. The District ensures that methods and strategies used by staff to help students from diverse, racial, ethnic and cultural backgrounds meet state standards and mandated requirements.

## BIOGRAPHICAL INFORMATION

### 2011 BEYOND DIVERSITY TRAINING



**Glenn Eric Singleton** hails from Baltimore, Maryland. A product of public elementary and independent secondary school, Singleton earned his Bachelor's degree from the University of Pennsylvania and his Master's degree from the Graduate School of Education at Stanford University. Singleton began his career as an Ivy League admission director. In 1992, he founded Pacific Educational Group, Inc. (PEG) to more closely support families in their transitions within and between K–12 and higher education. His company later grew into its intended mission of addressing systemic issues of educational inequity by providing guidance to districts as to how to meet the needs of underserved student of color populations.

Singleton and his associates design and deliver individualized, comprehensive support for school districts and state department offices in the form of leadership training, coaching and consulting. Working at all levels from the superintendent to beginning teachers, PEG helps educators focus on heightening their awareness of institutional racism and developing effective strategies for eliminating racial educational disparity in their schools. In 1995, Singleton developed "Beyond Diversity," a nationally recognized seminar aimed at helping administrators, teachers, students and parents identify, define and examine the powerful intersection of race and schooling. The "Beyond Diversity" seminar has provided a foundation for PEG-led principal leadership development and teacher action-research work. Today, thousands of seminar participants throughout the country practice the agreements and conditions of "Courageous Conversation" as they struggle to usher in culturally proficient curriculum, instruction and assessment.

In 2003, Singleton was the recipient of the National School Public Relations Association Eugene T. Carothers Human Relations Award for outstanding service in the fields of human rights and human relations. He has appeared on ABC's "Good Morning America," has hosted and produced educational programs for cable access television, and has written numerous articles on the topics of equity, institutional racism, leadership and staff development for national journals, magazines and newspapers. He is also the author of a book entitled *Courageous Conversations about Race: A Strategy for Achieving Equity in Schools*. Since its publication in 2006, the book has earned a "Book of the Year" award from the National Staff Development Council and "One Million Dollar Author" recognition from Corwin Press.

Since 2004, Singleton has served as an adjunct professor of educational leadership at San José State University. His graduate level courses provide a way for educators to develop the will, skill, knowledge and capacity to lead for racial equity. He has also previously taught at the University of California, Berkeley on the topic of equity in education. Singleton is a nationally recognized keynote speaker and consultant to a variety of school reform and support provider organizations and educational consortia. In 2009, Singleton was selected to serve on the California State Board of Education's African American Advisory Committee, where he is charged with helping shape policies for providing equitable education for the state's lowest-performing students. Singleton currently resides in San Francisco, California. He is a member of the Board of Advisors for the Bay Area Coalition of Equitable Schools. Singleton is the founder of the Foundation for a College Education (FCE) and currently serves on the FCE Advisory Board.

### 2011 PRE-CONFERENCE KEYNOTE SPEAKER



**Dr. Lucille Eber** is the State Director of the Illinois Positive Behavioral Interventions and Supports (PBIS) Network, sponsored by the Illinois State Board of Education. This Network coordinates technical assistance and evaluation related to school-wide PBIS in over 1,300 Illinois schools and includes implementation of wraparound and interagency initiatives for students with complex emotional and behavioral challenges. As a collaborative partner with the U.S. Department of Education's National PBIS Center, Dr. Eber also facilitates PBIS implementation and training plans for states and school districts across the country. Dr. Eber is a former board member of both the Illinois Federation of Families (IFF), and the national Federation of Families for Children's Mental Health (FFCCMH) and the Association for Positive Behavior Supports (APBS). She

regularly publishes articles and chapters on wraparound, interagency systems of care and school-wide positive behavior supports.

### 2011 CONFERENCE KEYNOTE SPEAKERS



**Dr. Geneva Gay** is a Professor of Education at the University of Washington-Seattle where she teaches multicultural education and general curriculum theory. She is the recipient of the Distinguished Scholar Award, presented by the Committee on the Role and Status of Minorities in Educational Research and Development of the American Educational Research Association; the first Multicultural Educator Award presented by the National Association of Multicultural Education; the 2004 W.E.B. Du Bois Distinguished Lecturer Award presented by the Special Interest Group on Research Focus on Black Education of the American Educational Research Association; and the 2006 Mary Anne Raywid Award for Distinguished Scholarship in the Field of Education,

presented by the Society of Professors of Education. She is nationally and internationally renowned for her scholarship in multicultural education, particularly as it relates to curriculum design, staff development, class room instruction, and intersections of culture, race, ethnicity, teaching, and learning. Her writings include numerous articles and book chapters; the co-editorship of *Expressively Black: The Cultural Basis of Ethnic Identity* (Praeger, 1987); author of *At the Essence of Learning; Multicultural Education* (Kappa Delta Pi, 1994), and *Culturally Responsive Teaching: Theory, Practice & Research* (Teachers College Press, 2000; 2<sup>nd</sup> edition, 2010); and editor of *Becoming Multicultural Educators: Personal Journey Toward Professional Agency* (Jossey-Bass, 2003). *Culturally Responsive Teaching* received the 2001 Outstanding Writing Award from the American Association of Colleges for Teacher Education (AACTE). She also is a member of the authorship team of the Scott Foresman Elementary Social Studies Series. Her professional service includes membership on several national editorial review and advisory boards. International consultations on multicultural education have taken her to Canada, Brazil, Taiwan, Finland, Japan, England, Scotland, Australia and Benin.



**Dr. Jeanette Haynes Writer** is an enrolled member of Cherokee Nation. She is an Associate Professor and the Associate Department Head of Graduate Studies in the Department of Curriculum and Instruction at New Mexico State University in Las Cruces. Although Dr. Haynes-Writer works in New Mexico, she returns several times during the academic year and spends time each summer back home in Oklahoma so she may participate in traditional ceremonial activities and maintain connection to her tribal community. Dr. Haynes-Writer earned her Ph.D. in Educational Foundations from the University of New Mexico in the area of Educational Thought and Socio-cultural Studies. Her dissertation was entitled *An Oral History of the Social Construction of Cherokee Identity*. Her research took place in her heritage community of Catoosa, Oklahoma. Dr. Haynes-Writer was the first Native American professor hired in the College of Education at New Mexico State University. She has been on faculty at NMSU since 1996. She

teaches the undergraduate and graduate courses in multicultural education as well as courses focused on curriculum and pedagogy. Dr. Haynes-Writer developed and taught the university's first Indigenous education course and a course on Native Women through the Women's Studies Department. She was also the Project Director of the "Opportunities for Transforming Educational Communities" (OTEC) Grant Project, a comprehensive retention-based program which supported 15 women from the Pueblos of Laguna and Acoma to work towards their bachelor's degrees to become early childhood or elementary teachers. Her belief is that teacher education programs must become partners with tribal communities to uphold rights of cultural continuance, sovereignty and self-determination. Dr. Haynes-Writer's research interests and scholarly publications are in the areas of Tribal Critical Race Theory, critical multicultural teacher education, social justice education, and Indigenous education.

## 2011 PRE-CONFERENCE NEEDS ASSESSMENT PRESENTERS

(Alphabetical Order)

**Lisa Bardon, Ph.D.** is an Associate Professor at the University of Wisconsin – Stevens Point. She completed her doctoral program at the University of Minnesota and prior to that was a teacher of students with Emotional Behavioral Disorders. Her research focuses on prevention and response to all students considered behaviorally at-risk for school failure. She has presented her research at state, national and international conferences.

**Nancy Graese** has worked with the 39 CESA #11 districts for 20 years. Her work centers in professional staff development, being one of the co-founders of Facilitating the Future in 1990. Equity and fairness for all staff and students have been guiding principles in this work. The Guiding Principles and Guiding Practices are evidence of that and may be located at [www.facilitatingthefuture.org/2008/aboutfft.htm](http://www.facilitatingthefuture.org/2008/aboutfft.htm). The work of the CREATE initiatives in Wisconsin are enhancing her work at CESA #11.

**Mary Kampa** has worked as a Director of Special Education for the past 22 years, and is currently the Director of the Wisconsin Post High School Outcomes Survey; she has worked on that project for the past 10 years. She also works on the Needs Assessment portion of the CREATE project, which addresses disproportionality for Indicator 9 and 10. This is Mary's second year working with the SPDG project and first year as Transition Hub leader.

**Jerianne Kvapil Rosin** has worked as a Director of Special Education for districts in CESAs 11 and 12 for the past 4 years, and has also worked as a Program Support Teacher at CESA 8 for three years. She is currently the Assistant Special Education Director for CESA 12. She has worked with the state's disproportionality project since 2006.

**Courtney Reed Jenkins** is a nationally-recognized expert on equity in education and has over fifteen years experience working in the public and community-based sector on equity issues. Through her current service at the Wisconsin Department of Public Instruction, she has facilitated more than 100 trainings regarding equity in education, written legal decisions regarding special education, and published articles in the areas of racial and gender equity. As a member of the Special Education Team, she focuses on disproportionality, based on race, in special education.

## 2011 CONFERENCE SECTIONAL PRESENTERS

*(Alphabetical Order)*

**Nell Anderson** is the Director of Education since 1990 for Bilingual/Multicultural/Equity, English Language Arts/Four-Year-Old Kindergarten Outreach After-School and Summer School Programming/21<sup>st</sup> Century Projects/Professional Growth and Development, Wausau School District. Nell has a variety of professional experiences in the education of diverse populations. She has developed tutoring programs in low-income federal housing as a VISTA; she was a high school English teacher and head of English as a Second Language Department in New Guinea. She has numerous experiences, working with ESL programs and Hmong populations as well as teaching overseas.

**Vaunce Ashby** began her teaching career in Chicago 25 years ago and worked for the Madison Metropolitan School District for 15 years in a variety of positions, including special education teacher, program support teacher, assistant principal, and principal. She currently works for the DPI as the state consultant for Specific Learning Disabilities and most recently was one of the authors of the new Specific Learning Disabilities Rule, moving it through multiple drafts, committees, public hearings, and legislative review. She holds a Bachelor's Degree in Special Education from Quincy University. Additionally, she has a Master's Degree in Educational Leadership and Director of Student Services and Special Education from Cardinal Stritch University.

**Adrienne Duke** is a doctoral student in the School of Human Ecology at the University of Wisconsin – Madison. She uses Participatory Action Research to help African American girls examine and engage issues that affect their lives at school and in their communities.

**Andrew Gokee** (Red Cliff Ojibwe) has been a lifelong advocate for tribal rights, cultural preservation, and Indian education issues. Born and raised in Red Cliff, he is a 1989 graduate of Northland College. A former tribal executive manager and tribal judge, Andrew has been affiliated with the Native American Center at the University of Wisconsin – Stevens Point since 1995, and was appointed Director in January, 2010. A part of his program of study in the UWSP Human and Community Resources graduate program he recently conducted a qualitative research study on the adult acquisition of Ojibwe and other Algonkian tribal languages. Currently residing in Stevens Point, Andrew is a father of four and has several grandchildren.

**Greg Hartjes** is in his fifth year as Principal at Appleton West High School, WI. Prior to that he was an Associate Principal for two years at Appleton West High School, and prior to that, he taught mathematics for 12 years. He is a veteran teacher and administrator who understands the importance of connecting with students. He has coached basketball at Appleton West for 10 years and continues to coach a variety of youth sports. He is married and has three school-age children.

**Amy Hilgendorf** is a doctoral candidate in the School of Human Ecology at the University of Wisconsin – Madison. In her research and applied work, Amy seeks to foster positive family-school relations, especially in contexts of racial and socioeconomic difference between staff and families.

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**Bob Kann, Ph.D.** is an award winning author, Professor of Education, and a professional storyteller/juggler/magician. He has a Ph.D. in Curriculum in Instruction from the University of Wisconsin-Madison and is a former classroom teacher. Bob is an author of six children's books published or to be published by the Wisconsin Historical Society Press, a history of the Madison Public Library, and has had several articles published in professional educational journals and publications. As an entertainer, Bob has performed for schools, libraries, performing arts centers, and festivals throughout the United States since 1982. He specializes in humor, multicultural storytelling, environmental education, and motivating students to read. Bob also works as a keynote speaker at educational conferences and as a consultant for schools, universities, social service agencies, and other organizations on topics related to reading, humor, motivation, diversity, creativity, and storytelling. Bob usually can be found reading his favorite book on levitation. He simply can't put it down. Bob has a website at [www.bobkann.com](http://www.bobkann.com).

**J P Leary** (Cherokee/Delaware) serves as the American Indian Studies Consultant at the Wisconsin Department of Public Instruction where his primary responsibilities involve training, instructional support, and technical assistance related to the history, culture, and tribal sovereignty of the federally recognized tribes and bands in the state. He is the co-founder of the American Indian Studies Summer Institute, a professional development opportunity designed to improve teaching and learning about American Indians and educational outcomes for American Indian students. He is a member, and former Board Member, of the Wisconsin Indian Education Association, and a founding member of the WIEA "Indian" Mascot/Logo Task Force. He is also a doctoral candidate in Educational Policy Studies at the University of Wisconsin – Madison.

**Dr. Jeffrey Lewis** is an Outreach Specialist for Underrepresented Communities for the University of Wisconsin-Extension. His ethnographic scholarship focuses on the social ecology of learning for African American children.

**Eileen Littig** is a Producer and former Director of NEWIST/CESA #7, working in concert with Wisconsin Public Television and ETP-NEW. She has produced more than 300 television programs for youths and has received more than 100 national and international television production awards, including two Midwestern Emmys. Eileen has received over twenty community awards for her work, including an award from the Department of Public Instruction for her work with Teen Connection. The Hidden Homeless documentary on homeless teens received the 2010 "Outstanding Media Presentation" award from the National Association for the Education of Homeless Children and Youth. She is currently working on a documentary on bridging the achievement gap which looks at race, culture and poverty. She has been appointed by two governors to sit on the Wisconsin Educational Communications Board (ECB) which operates Wisconsin Public Radio and Public Television.

**Clif Morton** is an educational consultant, with 30 years of classroom teaching experience. He has been the recipient of six statewide awards for his teaching and educational advocacy work, including the "Friend of Indian Education Award" from the Wisconsin Indian Education Association and the "Outstanding Human Relations Educator Award" from the Wisconsin State Human Relations Association. He is the author of two books and numerous articles on social and educational issues that have appeared in more than a dozen publications.

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**Dr. Markeda Newell** is an Assistant Professor in School Psychology at the University of Wisconsin – Milwaukee. Dr. Newell graduated with her PhD in Educational Psychology from the University of Wisconsin – Madison in 2007. Her research focuses on multiculturalism in school psychology. Specifically, she examines how pre-service and practicing school psychologists make cultural considerations during problem-solving consultation in school-based settings is examined. Dr. Newell also identifies and analyzes the multicultural content pre-service school psychologist should be taught as well as how this content should be taught to increase their multicultural competence. Dr. Newell has received grants to support her research, and she has been recognized as an Early Career Scholar for School Psychology Research Collaboration.

**Dr. Hazel Symonette** is Program Development & Assessment Specialist at the University of Wisconsin – Madison Division of Student Life, Multicultural Student Center. She is committed to creating and sustaining authentically inclusive and vibrantly responsive teaching, learning, living and working environments that are conducive to success for all. Her work draws on social justice and systemic change research to create meaningful and life-changing interactions among students, faculty, staff and administrators. Symonette provides a myriad of personal, professional, and leadership development opportunities for campus communities locally as well as nationally and internationally. She has been instrumental in developing four of UW-Madison’s five year-long campus workforce learning communities for faculty, staff and administrators. She is the founder and director of the Excellence through Diversity Institute, a train-the-trainers/facilitators community of practice grounded in culturally-responsive multi-level developmental assessment and evaluation. Dr. Symonette served three years as Co-Chair of the American Evaluation Association (AEA)’s Building Diversity Initiative and as co-chair of the Multi-Ethnic Issues in Evaluation Topical Interest Group. She completed a three-year elected term on the national Board of Directors of the American Evaluation Association in 2004 and started a three-year appointment in 2008 as AEA’s representative to the Joint Committee on Standards for Educational Evaluation and on the AEA Ethics Committee. Hazel advocates assessment as a participant-centered self-diagnostic resource for continuous improvement, developmental innovation, and strategic image management. She moves this agenda forward through a variety of strategies – most notably through cultivating capacities to use multi-level assessment and evaluation processes to advance a diversity-grounded personal transformation, organizational development and social justice change agenda. Her areas of expertise include educational assessment and evaluation; diversity and inclusive excellence; organizational development; improving campus climate; faculty/staff development; and cultivating ethical leadership and social justice.

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April 28 - April 30, 2011

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Menominee Casino Resort Convention Center

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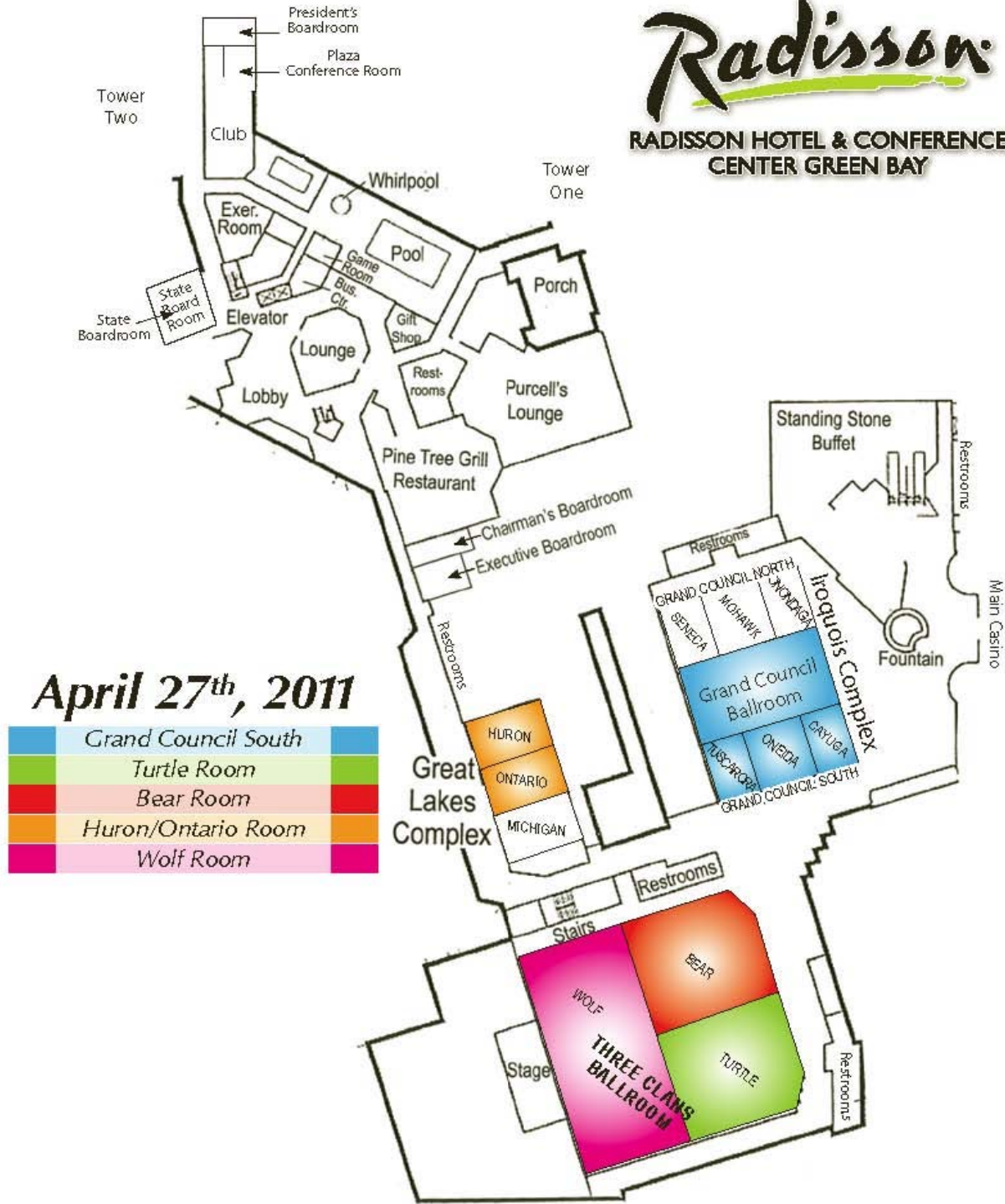
2011 CREATE Conference  
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**NOTES**

# Facilities for Banquets & Meetings



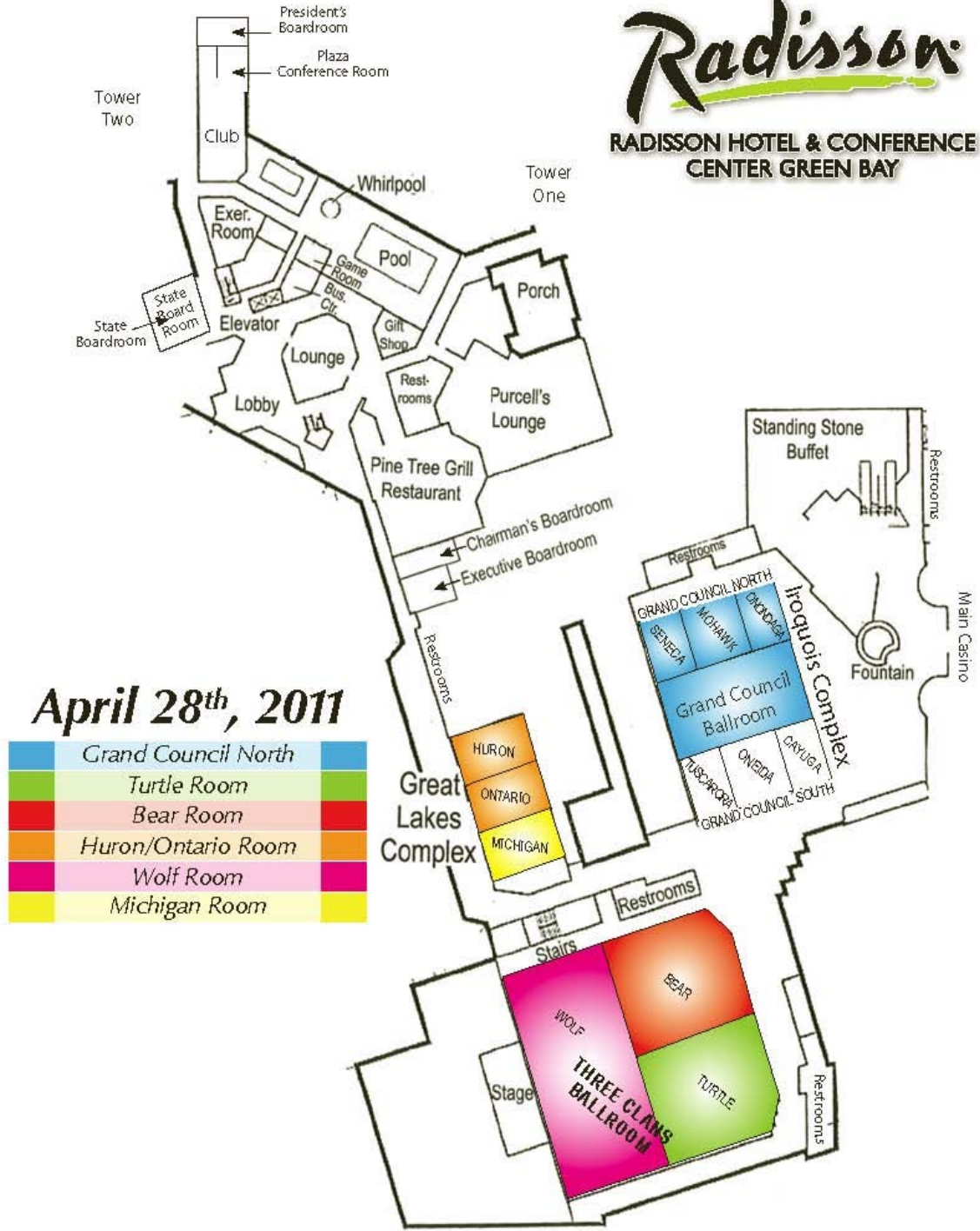
**RADISSON HOTEL & CONFERENCE CENTER GREEN BAY**



# Facilities for Banquets & Meetings



**RADISSON HOTEL & CONFERENCE CENTER GREEN BAY**



**April 28<sup>th</sup>, 2011**

	Grand Council North	
	Turtle Room	
	Bear Room	
	Huron/Ontario Room	
	Wolf Room	
	Michigan Room	