



VIRTUAL  
SUMMIT

# Reimagining Education Toward Equity: Engage, Empower and Envision

## SUMMIT PROGRAM

**Tuesday, December 15**

<b>1:00pm – 2:00pm</b>	<b>Keynote Address</b>
<b>2:00pm -2:15pm</b>	<b>Break</b>
<b>2:15pm – 3:15pm</b>	<b>Session 1 (see session details on page 2)</b>
<b>3:15pm – 3:30pm</b>	<b>Break</b>
<b>3:30pm – 4:30pm</b>	<b>Session 2 (see session details on page 3)</b>
<b>4:30pm – 4:35pm</b>	<b>Break</b>
<b>4:35pm – 5:30pm</b>	<b>Continuing Conversations and Social Hour</b>

*see confirmation email and calendar invitation for zoom links  
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# WERA Virtual Summit

## Reimagining Education Toward Equity: Engage, Empower and Envision

**December 15, 2020**  
**Keynote Address and Session 1 Details**  
**1:00pm – 3:15pm**

**Keynote Address**  
Chris Reykdal, Superintendent of Instructions

### **Session 3.1**

#### **Using the *Classroom Assessment Principles to Support Teaching and Learning* to Support Culturally-sustainable Assessment Practices**

**Presented By:** Scott Marion, Center for Assessment; Jeri Thompson, Center for Assessment

**Summary:** Participants will engage with the recently-published Classroom Assessment Principles to Support Teaching and Learning to develop personal and shared understandings for how enacting the Principles will support culturally-sustainable instruction and assessment practices. The session will involve a brief presentation along with extensive small- and large-group interactions.

[Resource to review in advance](#)

### **Session 3.2**

#### **Moving the Needle for Black, Latinx, AI/AN, and L-I Students of Washington State**

**Presented By:** John Steach, Center for Educational Effectiveness; Greg Lobdell, Center for Educational Effectiveness; Mary Alice Heuschel, Bill & Melinda Gates Foundation

**Summary:** How are schools reducing or eliminating achievement gaps? Through an educational landscape and systems analysis across Washington's 295 districts, 31 "outlier" schools were identified then engaged to gain a deep understanding of the highly effective continuous improvement efforts positively influencing outcomes for Black, Latinx, American Indian/Alaska Native, and/or low-income students.

### **Session 3.3**

#### **Re-envisioning learning from a research/teacher/student perspective**

**Presented By:** Dr. Nancy Potter and Dr. Adina Chapman from Cambridge Assessment International Education will be joined by a teacher and students from Juanita High School

**Summary:** A conversation around instilling students with a lifelong passion for learning. After a review of recent findings on enhancing instruction, hear students' and their teacher's reactions. See how these impact college completion. Resources shared and reviewed.

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**WERA Virtual Summit  
December 25, 2020  
Session 2 Details  
3:30pm – 4:30pm**

**Session 4.1**

**The Importance of Inquiry and Access to STEM in Early Learning**

**Presented By:** Soleil Boyd, Washington STEM

**Summary:** Soleil Boyd from Washington STEM will highlight the importance of inquiry and access to STEM in early learning. Participants will learn about key access issues, and how they can work to address and remove barriers to early STEM for the children and families they serve.

**Session 4.2**

**The Psychology and Impact of Identity Fusion on Access & Privilege in the Oppression of Historically Minoritized Groups**

**Presented By:** Gloria Henderson, Lake Washington School District

**Summary:** We will dissect and reflect on how characteristics and behaviors—personal and social identities (identity fusion)—deny others access and perpetuates stereotypes, bias, and racism using historical structures, systems, and institutions to oppress. Together, we'll begin to develop skills in navigating spaces in more culturally responsive ways in order to begin dismantling structures that gate-keep marginalized or under-represented populations.

**Session 4.3**

**Inclusionary Leadership: A Path to Liberation**

**Presented By:** Chris Espeland, Association of Washington School Principals; Kurt Hatch, Association of Washington School Principals

**Summary:** Inclusionary practices are key to improving academic and social-emotional outcomes for all students. Leadership for inclusion requires interrogating exclusionary and damaging practices that have created the racialized opportunity gap. This session is an opportunity to critically examine a powerful assessment tool and explore evidence-based practices (EBP) that have been shown to increase outcomes and liberate students from inequitable systems.

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