



# Reimagining Education Toward Equity: Engage, Empower and Envision

## SUMMIT PROGRAM

**Thursday, January 21**

<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  
questions? [weraoffice@gmail.com](mailto:weraoffice@gmail.com) or 312-590-3002*

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## **Keynote Address**

1:00pm - 2:00pm

### **Dr. Ann Ishimaru**

Professor and Author of *Just Schools: Building Equitable Collaborations with Families and Communities*

### **Session 1**

2:15pm - 3:15pm

#### **Session 5.1**

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

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

**Summary:** Through an educational landscape and systems analysis across Washington's 295 districts, 38 "outlier" schools were identified then engaged to gain a deep understanding of the highly effective continuous improvement efforts positively influencing outcomes for Black, Latino, American Indian/Alaska Native, and/or students experiencing poverty. This roundtable discussion will expand upon the December presentation of our findings.

#### **Session 5.2**

##### **What and Who Counts? Culturally Responsive Data Collection and Family Engagement**

**Presented By:** Brandon Logerquist, Director of Assessment, Research, and Evaluation, Edmonds School District; Sally Guzmán, Family and Community Engagement Coordinator, Edmonds School District

**Summary:** Attendees will learn about the process the Edmonds School District uses for culturally responsive data collection in the context of family and community engagement. Attendees will leave with a tool kit to implement a culturally responsive data collection plan in their local context.

#### **Session 5.3**

##### **Early Literacy screeners for Dyslexia: State Approved Tools and Expert Input**

**Presented By:** Molly BransonThayer, WERA President Elect; Aira Jackson, OSPI ELA Director; Alicia Roberts Frank, E.D.d, Regional Administrator for Special Programs/Dyslexia Specialist, Capital Region ESD 113; Shanna Brooks, Regional Literacy Coordinator / GLAD Trainer, NCESD

**Summary:** This session will provide information regarding Dyslexia, Dyslexia instruction, and the state approved Dyslexia Screeners. There will be a panel discussion with our OSPI ELA Director, a Dyslexia Specialist from Capital Region ESD 113, and a Literacy Coordinator from North Central ESD 171 . Information about the law, Understanding Children with Dyslexia and recommended practices

#### **Session 5.4**

##### **Reenvisioning Teaching and Learning Post-COVID**

**Presented By:** Charisse Berner, Kelly Camak , Kecia Fox , Heather McMullen, Julie van Wijk

**Summary:** During this session, participants will collaborate with other system leaders to articulate positive shifts in teaching and learning. Through interactive small groups, we will highlight best practices centered on racial equity and social justice. How have we shifted teaching and learning due to pandemic schooling? And of these shifts, which show positive impact on students, families, staff, and community? How might we embed these shifts into teaching and learning in the future? Where are we pinning the rubber band?

**Session 2**  
**3:30pm – 4:30pm**

**Session 6.1**

**When Everyone is in the Experimental Group:  
How we studied and what we learned about the "COVID-19 slide"**

**Presented By:** Gene M. Kerns, Ed.D., Educator, Author, and Chief Academic Officer at Renaissance

**Summary:** This session will review the research design and findings of How Kids Are Performing, the first national and largest longitudinal study on the "COVID-19 slide" to date involving 5.3M students from all 50 states. Overall and disaggregated results will be share and future research topics discussed.

**Session 6.2**

**How to Utilize Focus Groups to Effectively Bring In Family and Student Voice**

**Presented By:** Brandon Logerquist, Director of Assessment, Research, and Evaluation, Edmonds School District; Sally Guzmán, Family and Community Engagement Coordinator, Edmonds School District, Jeanne Petty, Katie Demaray, Widad Gaddah

**Summary:** Join a panel of family and community leaders to learn how to effectively bring In family and student voice. Hear strategies from Edmonds School District " Equity Alliance for Achievement" leaders that have impact on district discussions. Ask questions and explore how to leverage focus groups, listening sessions and more.

**Session 6.3**

**Equitable Usage, Access, and Stakeholder Perceptions of the Graduation Pathways  
for the Class of 2020 and Beyond**

**Presented By:** Linda Drake, Director of Career- and College-Ready Initiatives, Washington State Board of Education; Andrew Parr, Research Director, Washington State Board of Education; Alisha Strobel, President, Strobel Consulting; Randy Spaulding, Executive Director, Washington State Board of Education

**Summary:** Through E2SHB 1599 passed in 2020, the State Board of Education engaged Strobel Consulting to collect and report on stakeholder suggestions for changes, perceived barriers, equitable access, and whether or not other pathways should be added. Join this interactive session to learn about and contribute to this ongoing work.

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