



PRESENTS

LEADING FOR EQUITABLE LEARNING INSTITUTE



OCTOBER 8, 2024

VIRTUAL VIA ZOOM

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www.firsteducation-us.com

Welcome!

LEADING FOR EQUITABLE LEARNING INSTITUTE

On behalf of our teams at FIRST Educational Resources, we are so pleased that you have chosen to join us in person for **Leading for Equitable Learning Institute 2024!** Over the course of this institute, participants will reflect on their successes and struggles, taking the time to learn about new approaches to their work around Equitable Learning for ALL students in ALL schools from some of the foremost experts in the field of Equity.

Whether you're an educator, administrator, or educational leader, this institute offers invaluable insights and tools to empower you to cultivate a culture of equitable learning in your school or district. Don't miss this opportunity to elevate your practice and transform your educational community. Join us virtually for an unforgettable and high impact professional learning opportunity.

We want to be your continued partner in learning! As you participate in the Institute, know that we offer workshops, customized sessions, and on-site support for teachers and leaders like you. We'd love to talk with you about your goals and how we might partner with you to make these goals a reality!

Please enjoy Leading for Equitable Learning Institute 2024!



Dr. Garth Larson
Co-founder and CEO,
FIRST Educational Resources
garth@firsteducation-us.com



LEADING FOR EQUITABLE LEARNING 2024 INSTITUTE SCHEDULE



October 8, 2024

All times are central

9:00 AM - 9:45 AM **Opening Keynote with Dr. Monique D. Lamar**

10:00 AM - 11:00 AM **Workshop 1 (Choose One)**

- Utilizing Equity Audits to Change Schools
- Managing Dynamics of Difference

11:00 AM - 11:15 AM **Break**

11:15 AM - 12:15 PM **Live Breakout Sessions (Choose One)**

- Educator Effectiveness Designed Through an Equity Lens
- Instructional Practices that Promote Inclusive Spaces

12:15 PM - 1:15 PM **Break/Lunch**

1:15 PM - 2:30 PM **Closing Equity Panel: Nate Hall, Emily Byers-Ferrian, Shannon Keeny**

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9:00 AM - 9:45 AM Opening Keynote with Dr. Monique D. Lamar

The Power of Being Seen and Heard in Schools

DEI efforts are springing up across all industries, especially in the public education sector. Many CEOs and Superintendents are searching for someone to come into their organization to “do” equity. This performative approach to equity work is not successful. Moreover, this approach to equity work puts individuals in spaces where they are marginalized, misunderstood, and made to be “othered”. Equity work requires deep self reflection, vulnerability, openness and a willingness to lean into. A performative approach to equity work impacts the health and wellness of an organization while simultaneously stifling the growth of individuals within the organization. It does not allow for the true work that is needed to shift the organization. This keynote will take the audience through a historical context of stripping away the power of BIPOC, how this shows up in schools, and the power of being seen and heard.

This keynote will include a panel discussion from experts in their field and how they advocate for equity in their respective districts. They will provide insight on how they advocate and provide voice to the powerless.

10:00 AM - 11:00 AM Workshop 1 (Choose One)

Utilizing Equity Audits to Change Schools

Dr. Monique D. Lamar

The participants will understand the equity audit process and how to assemble an equity team. This action packed hour will be filled with the opportunity to collaborate with colleagues, apply new learning to a real world scenario, reflection and a practical tool to utilize when making equity based decisions.

Managing the Dynamics of Difference

Shannon Keeny

Equitable systemic change does not have to be contentious. Conflict is a natural part of any change process; however, there is a difference between destructive and productive conflict. Participants will gain a deeper awareness of their own conflict styles, explore foundational conflict theory like the physiology and predictable stages of conflict, and practice using a tool that has worked across multicultural settings for identifying positive action steps that transform conflicts. The design of this session is informed by the Cultural Proficiency Framework. The tools and transformative processes associated with this framework have facilitated equity-based educational change since the 1990s. This session is also based largely on the work of Colin Craig, founder of Dialogue for Peaceful Change Global, who is internationally known for his work in conflict, peace, and reconciliation during the Troubles in Northern Ireland. His manual Navigating Conflict and Change: DPC Handbook was published in 2019. The book Culture, Class, and Race: Constructive Conversations That Unite and Energize Your School and Community, 2020, has informed the session.

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11:00 AM - 11:15 AM **Break**

11:15 AM - 12:15 PM **Live Breakout Sessions (Choose One)**

Educator Effectiveness Through an Equity Lens

Dr. Monique D. Lamar

Providing staff with effective feedback on their practices helps to move an organization towards equitable outcomes and effective employees. Understanding the evaluation process and how to use it to coach and develop staff is the focus of this workshop. Participants will be given the opportunity to utilize the Equity in Action Framework as a tool to guide equity centered conversations across varying school contexts.

Instructional Practices that Promote Inclusive Spaces

Shannon Keeny

During this session participants will be exploring instructional practices that promote an inclusive environment. The research comes from Mathews and colleagues and their work with instructional belonging with Black students in math classes. Additional work with Belonging comes from the University of California's Berkeley Institute on Othering and Belonging, headed by John Powell. We will develop a deeper understanding of mindsets and strategies that promote inclusive spaces, as well as explore tools to coach, collaborate, and consult with educators in enriching their tool box to support inclusive spaces. Participants will walk away with a walk through tool and reflective questions to align practice to theory for inclusive spaces.

12:15 PM - 1:15 PM **Break/Lunch**

1:15 PM - 2:30 PM **Closing Equity Panel**

Equity Panel

Naté Hall, Emily Byers-Ferrian , Shannon Keeny

The panel conversation will be a facilitated conversation around experiences connected to being an equity leader. There will be four guiding questions: How did you become an equity leader and what does that mean to you, what was a pivotal moment for you, that lead you know, we still have work to do with equity, who challenges you as an equity leader and what are your areas of growth, and what have been your greatest challenges and greatest successes? There will also be an opportunity for the participants to ask questions.

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Bios



Monique D. Lamar is a native of Pittsburgh, Pennsylvania. She has 24 years of experience in education as a servant leader, mentor, coach, teacher, and lifelong learner. Her experience spans a large urban and suburban school context.

Monique began her teaching career in the Baltimore City Public School System as a fourth and fifth grade teacher. She spent 3 years in Baltimore City, before becoming a teacher and teacher leader in Prince George's County Public Schools.

Monique answered the call to lead in 2007 by accepting an Assistant Principalship in Hyattsville, MD. This experience provided her with the opportunity to gain a deep understanding of language acquisition and the importance of embracing and celebrating the uniqueness of identities outside of her personal and social circles. She credits her deep instructional knowledge to her experience as an Assistant Principal.

In July of 2010, Monique became the principal of a large elementary school in Beltsville, MD. She served as a principal for 8 years and truly loved working and inspiring her teachers toward greatness. The school achieved several accomplishments under her leadership. Her school received a Green School Award in 2015 and a Recertification of its status in 2017. They were the recipients of the Healthy School Alliance Bronze Level Award. One of her greatest accomplishments was receiving the Excellence in Gifted and Talented Education Award from the Maryland State Department of Education. She also was selected by the District to present at the NAESP conference on the 5 Essential Practices of Effective leaders. Additionally, she represented the Association of Supervisory and Administrative School Personnel on Capitol Hill during a legislative session to discuss the roles and responsibilities of principals and the importance of fully funding the local school systems.

Monique bid farewell to her school in 2018 and entered the world of central office administration. She served as the Instructional Supervisor for the Peer Assistance and Review Program (PAR). Under her leadership, there was an overhaul of the program's professional learning offered to non-tenured teachers. She improved the efficiency of the office by modernizing the performance review process for non-tenured teachers. She created a series of training sessions that simultaneously served as a recruitment tool for the PAR program and provided the participants with strategies on how to utilize The Framework for Teaching as a tool for professional growth and development. She collaboratively planned and facilitated the Consulting Teacher Academy, a six-week induction program for all Consulting Teachers to prepare them for the Charlotte Danielson Framework for Teaching national certification examination. She advised the Director of Labor Relations to modernize the non-renewal process for non-tenured teachers. She led a team of individuals to create a Virtual Learning Look For document for Virtual Learning informal observations. Lastly, she participated in the Administrators' workgroup to provide recommendations for the PSEL standards and SMART goals in the administrators' evaluation system.

In August of 2021, after 18 years of serving the students and families of Prince George's County, Monique accepted a position in Howard County Public School System as the Director of Equity Initiatives for School Leadership. One of the main foci in this role is to provide leadership, collaboration, and support to school-based administrators to differentiate our organizational vision for Diversity, Equity, Intersectionality, and Inclusion into role-specific actions and performance management/accountability systems. She is also charged with providing vision, leadership, and coordination for strategic planning for our institutional platform to ensure diversity, equity, and inclusion for all students, staff, and community members throughout the school system. Her goal while serving in this role is to help champion the Superintendent's vision of "equity for all"!

Monique holds degrees from Morgan State University, Towson University, Argosy University, and a Doctorate of Education in Educational Leadership and Policy Studies from Howard University. Her areas of research focus on Applied Critical Leadership, Critical Race Theory, equity, leadership preparation, and advocacy for underserved groups. She is a national conference presenter and hopes to continue sharing her experiences as a principal and as a researcher with her colleagues throughout the world. Recently, she has published two articles focusing on principal leadership and a chapter in the Handbook of Urban Educational Leadership. She believes that teaching and learning are her life's work, and she hopes to continue growing and developing as a "lifelong learner". She created goals that will help her to create generational wealth and prosperity for her two children. She believes financial literacy and wise investing are the keys to continuing her legacy for future generations.

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Bios



Shannon Keeny is a self-directed, conceptual, and visionary thinker that is action-oriented with 20 years' experience in diversity, equity, and inclusion work. She is focused on instilling hope, wellbeing, and engagement within all aspects of an organization. Career in education supported by a master's degree and graduate certificate in Administration and Supervision in Education. In addition to her position as a facilitator in the office of Diversity, Equity, and Inclusion, with the HCPSS she has served as an adjunct professor for the McDaniel College Excellence and Equity in Education Master's Program and a Consultant for CampbellJones and Associates. She received her Bachelor of Arts from Elon University. She also has a Master of Education degree from Loyola College, and a Master's Certificate from McDaniel College in Administration and

Supervision. Ms. Keeny has presented at several international conferences including, but not limited to Learning Forward and the Corwin Cultural Proficiency Institute as well as co-sponsors cultural proficiency institutes in HCPSS. She also co-authored an article for ASCD Educational Leadership: Closing Opportunity Gaps, 2010 co-authored a book published by ASCD, Culture, Class, and Race: Constructive Conversations That Unite and Energize Your School and Community, 2020, and most currently Co-author (article) in the 2024 June The Learning Professional with Learning Forward. She is also MBTI certified, mindful facilitation certified, and DPC (Dialogue for Peaceful Change) certified.



For fifteen years, **Emily Byers-Ferrian** worked in education in the U.S.A., facilitating professional learning with educators about responses to difference and navigating conflict and change across cultures. She relocated to Belfast in January 2024 to pursue a PhD in English, Creative Writing at Queen's University, where she researches group and individual culture, conflict and change through creative nonfiction writing. She is bilingual in English and Spanish and is currently a Trainer with Dialogue for Peaceful Change Global (dpcglobal.org).

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Described as an ambitious, growth-focused, innovative educator and leader, it was clear from a young age that **Naté Hall** was destined to be an educator. Naté's deep interest in how people obtain and retain knowledge and how to best enhance skills, competencies, capabilities, and individual and team performance through active, "sticky" learning has guided her preparation, education, and job experiences. Holding a Bachelors of Science in Biology from Delaware State University, a Masters of Science in Administration and Supervision from Johns Hopkins University and a doctorate in Educational Leadership from University of Maryland, Naté believes in continuous learning, growth, and development and in the power of education to improve lives.

Her passion for the success of youth and educators serves as her north star as she engages with diverse groups around the world. However, she attributes the key to her success to her dedication and focus on building strong, authentic relationships in intentionally cultivated, supportive learning environments. Within these collaborative, caring communities, Naté is able to utilize her problem-solving skills, acumen for maximizing performance, and critical thinking skills to create experiences that promote honest reflection, collaboration and thoughtful conversations around challenging discussion topics such as culturally responsive pedagogy, race, trauma, and their impact on teaching and learning.