5th Annual

Teacher Leadership Summit

Education Excellence For African Americans: *Knowledge is Freedom, No Fear.*

AzABSE
Arizona Alliance of Black School Educators

Juneteenth & June 20, 2019
Pilgrim Rest Education Enrichment Center

"Emancipation" by Thomas Nast (Courtesy of Library of Congress)

JUNETEENTH IS UNIQUELY AFRICAN AMERICAN

Juneteenth is the oldest known celebration commemorating the ending of slavery in the United States. Dating back to 1865, it was on June 19th that the Union soldiers, led by Major General Gordon Granger, landed at Galveston, Texas with news that the war had ended and that the enslaved were now free. Note that this was two and a half years after President Lincoln's Emancipation Proclamation - which had become official January 1, 1863. The Emancipation Proclamation had little impact on the Texans due to the minimal number of Union troops to enforce the new Executive Order. However, with the surrender of General Lee in April of 1865, and the arrival of General Granger's regiment, the forces were finally strong enough to influence and overcome the resistance.

Later attempts to explain this two and a half year delay in the receipt of this important news have yielded several versions that have been handed down through the years. Often told is the story of a messenger who was murdered on his way to Texas with the news of freedom. Another, is that the news was deliberately withheld by the enslavers to maintain the labor force on the plantations. And still another, is that federal troops actually waited for the slave owners to reap the benefits of one last cotton harvest before going to Texas to enforce the Emancipation Proclamation. All of which, or neither of these version could be true. Certainly, for some, President Lincoln's authority over the rebellious states was in question For whatever the reasons, conditions in Texas remained status quo well beyond what was statutory. One of General Granger's first orders of business was to read to the people of Texas, General Order Number 3 which began most significantly with:

"The people of Texas are informed that in accordance with a Proclamation from the Executive of the United States, all slaves are free. This involves an absolute equality of rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and free laborer."

The reactions to this profound news ranged from pure shock to immediate jubilation. While many lingered to learn of this new employer to employee relationship, many left before these offers were completely off the lips of their former 'masters' - attesting to the varying conditions on the plantations and the realization of freedom. Even with nowhere to go, many felt that leaving the plantation would be their first grasp of freedom. North was a logical destination and for many it represented true freedom, while the desire to reach family members in neighboring states drove the some into Louisiana, Arkansas and Oklahoma. Settling into these new areas as free men and women brought on new realities and the challenges of establishing a heretofore non-existent status for black people in America. Recounting the memories of that great day in June of 1865 and its festivities would serve as motivation as well as a release from the growing pressures encountered in their new territory. The celebration of June 19th was coined "Juneteenth" and grew with more participation from descendants. The Juneteenth celebration was a time for reassuring each other, for praying and for gathering remaining family members. Juneteenth continued to be highly revered in Texas decades later, with many former slaves and descendants making an annual pilgrimage back to Galveston on this date.

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WELCOME TO THE 5TH ANNUAL TEACHER LEADERSHIP SUMMIT

On behalf of the Arizona and National Alliance of Black School Educators, I would like to welcome you to the 5th Annual Teacher Leadership Summit in Phoenix. This is an exciting time for education in Arizona as we establish statewide partnerships to develop programming that is relevant to the current needs of students and educators. We are hopeful that your involvement in the Summit will be trans-formative in which the benefits of your experiences will be seen and heard when you return to your respective positions. We are implementing an inclusive and diverse village, that will transcend to the development of long-term relationships that will be sustained throughout the future. I hope that you enjoy the Summit, as we embark on a journey towards education excellence.

#PhoenixTLS19

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OPENING KEYNOTE

JACQUI CLAY

Jacqui Clay, a native of Queens, New York, is a retired Army Command Sergeant Major of 25 years and has lived in Arizona for 19 years. She has been an educator for 15 years, serving as Teacher, Assistant Principal, and Director of Career and Technical Education (CTE). Ms. Clay currently serves as the Superintendent of Schools in Cochise County; her responsibilities spans 21 school districts, and over 23,000 students. She also provides supports for private, homeschool, detention and students in the county jail.

She has been recognized as Teacher of the year by the Veterans of Foreign Wars (VFW) locally in her community; she was also selected as Arizona's Career and Technical Education Administrator of the Year. Ms. Clay was nominated for Sierra Vista s Women in Action Award and featured in the book, "Gratitude Revealed, A Tribute to Women with Undaunting Commitment and Humility, and received the Best of Vista & Tombstone award for work and education. She is a member of AdvancEd s national school accreditation and STEM accreditation team. She is also on the board of directors of Arizona Business and Education Coalition (ABEC) and selected by the State Superintendent of instruction to serve on the African American Advisory Committee. She was recently recognized by the Daughters of the American Revolution for Women in American History. Ms. Clay currently serves in the elected position, Superintendent of Cochise County Schools.

Ms. Clay has a bachelor s degree in Information Technology/Business Management, a Master s degree Educational Technology, an Educational Specialist degree in Educational Leadership, and is now pursuing a Doctoral degree in Organizational Leadership with an emphasis on Education.

She currently lives in Hereford Arizona and is married to James D. Clay. They served as pastors in Panama and New Jersey of the Agape Faith Fellowship. They have 7 children and 19 amazing grandchildren.

WEDNESDAY, JUNE 19TH

LUNCHEON KEYNOTE

DR. ANTHONY PERKINS

Dr. Anthony J. Perkins was born and raised in Connecticut. He presently resides in Buckeye, Arizona. He is in his 26th year as an educational leader which he served as a teacher, vice-principal, principal, district director, and now superintendent for the Gila Bend Unified School District. He holds a Master s Degree in Education with an emphasis in Diverse Learners and a Doctorate Degree in Educational Leadership. In addition to his school experience, Dr. Perkins is a part-time professor for Northern Arizona University and author of four books - Make Leadership COUNT, Leadership: Wild, Wonderful, and Perfectly in Process, The Principle of Moments, and P3 - Purpose, Pride, and Progress. Dr. Perkins interests include physical fitness, golf, and jazz music. However, he enjoys spending most of his time with his teenage daughter.

WEDNESDAY, JUNE 19TH

CLOSING KEYNOTE

KATHY HOFFMAN

Kathy Hoffman was elected State Superintendent of Public Instruction in November 2018 and assumed office in January 2019. Superintendent Hoffman has spent her entire career working in public education, first as a pre-school teacher and then as a speech-language pathologist. She began her career in the Vail School District in Southern Arizona before joining the Peoria School District.

Her experience as both an educator and advocate for students with disabilities informs her vision for public education. Throughout her career, she has fought tirelessly for equal access to high-quality public education regardless of a student s race, gender, or zip code. She asserts that only through committed investment and inclusive policies can Arizona bring its public schools from the bottom to the top of the nation s school systems. Superintendent Hoffman firmly believes that Arizona s future starts in our schools.

WEDNESDAY, JUNE 19TH

OPENING KEYNOTE

KEYLAH BOYER, PH.D

With 20 years in the education field as an administrator and educator, Keylah has proudly worked at every level of education from elementary to college.

Keylah s passion for working with students was instilled in her as a high school student – with her mother she would tutor students every Saturday morning as part of a community partnership program with The Black United Front (a local community based civil rights & education organization).

Her expertise is in the area of access & college readiness; her dissertation was intentionally focused in this area (Increasing College Access and Career Readiness for African American High School Students). Keylah has engaged in many community-based and supported levels of service, including her tenure as President OABSE (Oregon Alliance of Black School Educators) since 2010.

For the majority of her career, Keylah prepared future teachers at Concordia University-Portland as the Director of Undergraduate Studies. Additionally, she was instrumental in a partnership with Concordia University and a public school that developed in to the 3 to PhD initiative. 3 to PhD is a trailblazing educational model to create safer, healthier and more educated communities from early learning through Pursuing One s Highest Dreams (PhD).

Keylah remains committed to closing the opportunity gap for families and will launch her consulting business, designed to support students of color and first generation college students and their families as they navigate through the complex college decision making process.

THURSDAY, JUNE 20TH

LUNCHEON KEYNOTE

COLIN SEALE

Tackling inequity hands-on has always been personal to Colin, because the amazing educational opportunities he received in gifted and talented courses and an exclusive specialized high school despite his underprivileged background growing up in Brooklyn, NY made him an exception to a painfully unjust rule. So whether Colin was teaching middle and high school math in Washington, D.C. and Las Vegas, NV, applying his computer science degree and Master s in Public Administration to fight for child safety at Nevada s largest child welfare agency, or practicing as a business attorney at one of Las Vegas top law firms while representing children in foster care, Colin has always dreamed of a world where stories like his were no longer the exception, but instead, all students had an equal shot at being exceptional. Colin created thinkLaw (www.thinklaw.us) to give all students access to the type of game-changing critical thinking education they need to not only fully understand the way the world is, but to question it and imagine the way the world ought to be. When he s not serving as the world s greatest critical thinking evangelist, Colin proudly serves as the world s greatest entertainer for his two little kiddos and loving husband to his wife Carrie.

THURSDAY, JUNE 20TH

LUNCHEON KEYNOTE

LOIS BROWN, PH.D

Dr. Lois Brown is director of the Center for the Study of Race and Democracy and Foundation Professor of English at Arizona State University. She is a public historian and a scholar of African American literature and culture whose groundbreaking research reshapes our understanding of race, class, gender, education, faith, and place in America. Her published works include Black Daughter of the Revolution: A Literary Biography of Pauline Elizabeth Hopkins, the first modern edition of Memoir of James Jackson, The Attentive and Obedient Scholar which is the earliest known biography of a free child of color in the North, and Encyclopedia of the Literary Harlem Renaissance. She was featured on the acclaimed PBS documentary The Abolitionists and has curated and collaborated on exhibitions for major American museums and libraries. Brown is an award-winning teacher whose courses focus on early African American literary history, African American and American women writers, enslavement and the literary imagination, environmental humanities and film.

THURSDAY, JUNE 20TH

FEATURED SPEAKERS

CLOTTEE A. HAMMONS

Clottee A. Hammons grew up in the segregated downtown Phoenix area. She is the granddaughter of a 10th Calvary Buffalo Soldier and views that legacy with pride and a strong sense of social responsibility. She is a Visual Artist, Curator, Writer, Poet, Activist, Educator and Prevention Specialist. She is Founder and Creative Director of Emancipation Arts; which is a resident organization at Phoenix Center for the Arts. The organization embodies its motto: I promise you will learn what schools will not teach. through visual art, performance and community engagements.

She views her special call as a "community builder" and works with numerous artists, organizations and individuals while being conscientious and mindful to honor her ancestors. She created and is collaborating with Arizona State University School of Human Evolution and Social Change on the multidisciplinary Great Migration – Indiscernibles in Arizona project. The exhibition will open in Tempe in September 2019. She is co-producer and jacket designer of the recently released Bona Fide Blues Review CD, which is a facet of the project, and features Arizonas King of the Blues Big Pete Pearson.

Passionate about literature, history, libraries and librarians: she is the creator and ongoing facilitator of the Emancipation Marathon, which is a literary tradition that honors the victims of American Chattel Slavery. The Emancipation Marathon will celebrate twenty three seasons June 22, 2019 at Changing Hands Bookstore in Phoenix.

KEITH JOHNSON

Keith Johnson, Commissioned Artist with the Phoenix Office of Arts and Culture, Arizona Arts Commission, Wolf Trap Head Start Programs and Scottsdale Center for the Performing Arts. Keith exposes students and teachers to the traditional folklore of West Africa. In addition, he brings knowledge and artistry to public and private schools to share interpretation and experience through music, art, storytelling and social studies.

Keith was born in the Washington D. C. Metropolitan area. As a child, he was exposed to many cultural events and developed his interest in music particularly the drums. After hearing the Latin beat of bongos and congas, this rhythm inspired him to hit the streets to learn more about Afro-Cuban music which was played in the Adams Morgan the Latino community of D.C. Watching their drumming and dancing was one of the greatest experiences of his life which started his journey of playing many styles of music that utilize a variety of drums.

Keiths journey led him to Africa to learn about the drums of Africa. He met and studied with YacubAddy of Ghana, a master drummer for a number of years. He learned that the tonal language was the way of communication in Africa. On his first trip to West Africa; Accra Ghana, he was amazed at the people and the food. Keith learned that traditional drums come in families for example: Ewe drums (Sogo, Kidi, Kagan, Astimevu, Boba, and Kroboto). Some of the drums are only played for the King. After studying for many years and his travels to Africa, his teachers entitled him as a master drummer. After extensive travels to West Africa to include Bamako, Mali, Dakar, Senegal, and Accra Ghana and Keiths research on drums, he has become a craftsman of tradition with musical instruments.

Sankofa Island Magic: islandmagicmusic.com

MASTERS OF CEREMONIES

Lloyd, Founder/Executive Director of the Million Dollar Teacher Project, is an organizational leader with extensive experience in community and nonprofit work. He graduated from ASU with his degree in Nonprofit Management and Leadership and took his passion for ensuring quality education for all to launch the teacher recruitment and retention program, Million Dollar Teacher Project.

LLOYD HOPKINS

DEVIN DELPALACIO

Devin is a member of the Governing Board of the Tolleson Union High School District. Devin was raised by a single mother, and due to financial situations, attended 8 different public schools while growing up. He was taught the value of hard work from a young age, and raised to take positive action in his community. In 2015, Devin was elected to serve as the Regional Pacific Director for the National Black Council of School Board members.

CHILDREN
NEED
YOUR
UNIQUE
VOICE
CASA
Court Appointed Special Advocates
FOR CHILDREN

SUMMIT SCHEDULE

JUNE 19TH

7:30 AM

Breakfast/Registration

8:30 -8:45 AM

Welcome: Dr. Patricia Neff
Invocation: Dr. Tanae Morrison
Master of Ceremony: Devin DelPalacio

8:45 - 9:30 AM

Keynote Speaker: Jacqui Clay

9:40 - 11:30 AM

Aspiring Superintendent/Administrator

9:40 - 10:30 AM -- Dr. Joyce Luckie
10:40 - 11:30 AM -- Dr. Louis Laffitte, Jr.

Teacher Efficacy

9:40 - 10:30 AM -- Brenda Cunnigham
10:40 - 11:30 AM -- Kim Graham

Advocacy

9:40 - 10:30 AM -- Teniqua Broughton, M.Ed., CNAP
10:40 - 11:30 AM -- Max Goshert

11:40 - 1:20 PM -- Luncheon/General Session

Featured Speaker: Clottee Hammons
Keynote Speaker: Dr. Anthony Perkins

1:40 - 3:30 PM

Cultural Responsiveness

1:40 - 2:20 -- Marcelino Quinonez
-- Amber WIlliams
2:40 - 3:20 -- Edwin Lou Javius
-- Dr. Carlian Dawson

Classroom Management/Safety

1:40 - 2:20 -- Tamika Sanders, Ph.D.
2:40 - 3:20 -- Deirdre D. Bruce

Innovative Educational Practices

1:40 - 2:20 -- Courtney Johnson, Ph.D.
2:40 - 3:20 -- LaTonya Jones

3:30 -4:20 PM

Keynote Speaker: Kathy Hoffman
Closing Remarks

DR. TANAE MORRISON
DIRECTOR OF SUN VALLEY CHARTER SCHOOL

SUMMIT SCHEDULE

JUNE 20TH

7:30 AM

Breakfast/Registration

8:30 -8:45 AM

Welcome: Dr. Patricia Neff

Master of Ceremony: Lloyd Hopkins

8:45 - 9:30 AM

Keynote Speaker: Dr. Keylah Boyer

9:40 - 11:30 AM

Aspiring Superintendent/Administrator

9:40 - 10:30 AM -- Dr Arleen Kennedy

10:40 - 11:30 AM -- Dr. Michael Robert

Teacher Efficacy

9:40 - 10:30 AM -- Michelle LLC

10:40 - 11:30 AM -- Adrienne Henderson-Cole

Advocacy

9:40 - 10:30 AM -- Dawn Demps

10:40 - 11:30 AM -- David Jefferson

11:40 - 1:20 PM -- Luncheon/General Session

Featured Speaker/Performer: Keith Johnson

Keynote Speaker: Colin Seale

1:40 - 3:30 PM

Cultural Responsiveness

1:40 - 2:20 -- Dr. Stuart Rhoden

2:40 - 3:20 -- Dawn Demps

Classroom Management/Safety

1:40 - 2:20 -- Ghazi Muhammad

2:40 - 3:20 -- Dr. Tamika Sanders

Innovative Educational Practices

1:40 - 2:20 -- John Prothro

2:40 - 3:20 -- Amber Williams

Aspiring Superintendent

1:40 -2:20 -- Brian Guliford

2:40 - 3:20 -- Dr. Anna Battle

3:30 -4:20 PM

Keynote Speaker: Dr. Lois Brown

Closing Remarks

DR. PATRICIA NEFF

DIRECTOR OF EDUCATION ENRICHMENT FOR PILGRIM REST FOUNDATION,

UNIVERSITY OF PHOENIX ADVANCED STUDIES PROFESSOR

ASPIRING SUPERINTENDENT / ADMINISTRATOR STRAND

Wednesday June 19th

Leading with Integrity - Dr. Joyce Luckie

Leading with integrity means being the person you want others to be. Integrity stems from the Latin word 'integer' which means whole and complete. So integrity requires an inner sense of 'wholeness' and consistency of character. When you lead with integrity, people should be able to visibly see it through your actions, words, decisions, methods, and outcomes. When you are 'whole' and consistent, there is only one you. You bring that same you wherever you are, regardless of the circumstance. You don't leave parts of yourself behind. You don't have a 'work you,' a 'family you,' and a 'social you.' You are YOU all the time. Let's explore the meaning of integrity, values, beliefs and how they affect your decision making process!

Purposeful Leadership - Dr. Louis Laffitte, Jr.

As a leader, where do you want to take your organization? Knowing your purpose and helping others discover their purpose is critical to getting your organization where you want it to go. Purpose provides focus supporting the decision making process by providing criteria to make decisions. This presentation will help in identifying your purpose and helping others find theirs making it easier for us to understand and communicate what we want to get the outcomes we desire.

Thursday June 20th

Aspiring to School or District Leadership: The 'Leader' Factor - Dr. Arleene Kennedy

Leadership is an interesting word. It encompasses more than the mere understanding of 'guiding' individuals. It is about the character, integrity and meaning you bring to the role of being a leader. Education has faced extreme challenges across the United States and the role of the school and district leader will play a significant role in making the changes necessary to improve the quality of education. To be successful as a school or district leader, there are five qualities that you must possess (The Five Educational Leader Factors© :Leader Integrity, Leader Determination, Leader Courage, Leader Knowledge, and Leader Moral Compass. These factors support any individual aspiring to leadership by providing them with the intrinsic support necessary to navigate challenging situations, while making decisions that will support the best interest of all children."We can whenever and wherever we choose, educate all students whose education is of interest to us... [the question is] how we feel about the fact that we haven't so far." -Ron Edmonds, 1969

Collaborative Leadership as a Pathway to Equity - Micheal Robert, Ed.D.

"If you're not at the table, you're on the menu." This is a popular saying that underscores how important the concept is that representation matters! This session will serve 3 critical functions on making sure you can become part of and then build from within, a collaborative culture that believes in shared leadership that is reflective of and represented by the community. First, we will examine how aspiring leaders, particularly aspiring leaders of color, can prepare themselves to lead and stand out among a pool of applicants. Second, we will examine how once given an opportunity, leaders can cultivate a culture of collaboration, drawing from successful structures of the presenter's experience within the Osborn School District. Finally, we will highlight how the values of the community must be reflected in the decision-making process.

Dr. Joyce Luckie is the Principal at CJ Jorgensen Elementary in Roosevelt School District since 2012, the Riverside School District Governing Board President since 2009 and a Chicago, IL native. She has taught as a pre-school, k-12 and substitute teacher capacity since 1993 in various subjects across the United States. She has a Doctorate Degree in Educational Leadership, from Argosy University, a Master's degree in Organizational Management from University of Phoenix, a Bachelor in Business Administration from Chicago State University and an Associate degree in Real Estate from San Diego City College. She has business experience as Restaurant Management, Realtor, Commercial and Residential Property Management, Corporate Trainer, Human Resource Director and a Small Business owner. Joyce realizes the most successful people and organizations of the future will be those that are capable of rapidly and effectively bringing about lasting, system-wide changes. Students deserve new and innovative ways of creating a new future for their families and generations to come!

Dr. Louis Laffitte, Jr., is an instructional trailblazer who partners with thought leaders across the country to improve outcomes for learners of all ages and demographics. With more than two decades dedicated to the field of education, Laffitte's critical insight into what drives teaching and learning has benefited students and colleagues alike. With a career path focused on empowering the disenfranchised, Laffitte has been a voice and advocate for change, which has benefited the many leadership roles he's undertaken as an educator. These roles include principal, special education director, human resources director and assistant superintendent. He is currently the superintendent at an award-winning school system in Arizona. In addition to his leadership responsibilities, Laffitte is also an adjunct lecturer at a college in Arizona. Laffitte received his Ed.D. from Pepperdine University in Educational Leadership.

Dr. Arleen Kennedy was appointed as St. David Unified School District #21 superintendent in July 2018 after serving over 24 years in education as a classroom teacher, school administrator, and district office support personnel. Dr. Kennedy graduated from South Carolina State University in May 1993 with a BA in Political Science/Pre-Law. Continuing the educational journey, in December 1996, she received a MAT in Secondary Education from The Citadel Military College. Additionally, Dr. Kennedy holds a second M.ED in Educational Administration from Charleston Southern University and has recently defended her dissertation to complete her ED.D program in Urban Educational Leadership. She fostered active professional membership with the following organizations: the School Superintendent Association (AASA), the Association for Supervision and Curriculum Development (ASCD), the National Council of Social Studies (NCSS), the National Association of Secondary School Principals (NASSP), and the National Association of Elementary School Principals (NAESP). Dr. Kennedy is a member of the Order of the Eastern Stars, Sisters of Faith #45. She is the mother of one son, Justin Kennedy.

Dr. Robert worked for 12 years as a Spanish bilingual and dual language teacher in Phoenix and Los Angeles, as a Montessori elementary teacher in Page, AZ, Phoenix, and on the Pacific island of Saipan, and as a community college adult ESL instructor. He has been an administrator for the past 13 years, currently serving as the Superintendent of the Osborn School District in Phoenix, AZ. Dr. Robert has presented at local and national conferences on the topics of bilingual education, early literacy, and school leadership.

TEACHER EFFICACY STRAND

Wednesday June 19th

Managing Your Teaching Career - Brenda Cunnigham

Doing your job is only part of your job. If you want to avoid stagnation, underemployment, and dulling creativity–to continue to reach and inspire your students–make sure you stay in demand and on top of your game and get paid what you're worth...this session will review 7 strategies to manage your career in education and keep you in position for greatness.

Opportunities for Teachers - Kim Graham

The Arizona Educational Foundation provides several programs that support and celebrate teachers and schools. This session will explore information on the Arizona Teacher of the Year Awards, the Next-Gen Teacher Project, the Principals Leadership Academy of Arizona (for teachers interested in pursuing administrative roles), and much more.

Thursday June 20th

True freedom through reigniting the imagination - Michelle LLC

This session will discuss the power that lies within the child's imagination. How the mind holds the child's imagination which is the playground. We will look at the child's imagination unlimited possibilities and the positive and negative spins that create results. We'll exploring the top 5 items that block a child's imagination from becoming studio of masterpieces. This is vital in understanding all the powers that are at play and learning the tools to be the solution. Have you ever asked why creating a safe learning environment is MANDATORY. We will understand when we start with how you feel about yourself, your abilities and then your students. We can see the spaces that may keep you from getting through to a student. To fully impact children we must know who we are. When do you use your imagination? Is there shame, guilt or judgment wrapped up in it? Where is your little child? What work do we all need to do? Figuring out how to use the imagination to get the results you desire is simple once you understand how it all works.

National Board Certification and You! - Adrienne Henderson-Cole, National Board Certified Teacher

Interested in the National Board Certification process? Unsure if you're ready? Want to know more about how everything fits together? If so, this session is for you! During our time together we will focus on the requirements of the process, financial assistance that is available, an overview of the four components, the standards and writing, and answer any questions you may have. This session will also be an opportunity for you to connect with a community of National Board Certified Teachers, who are trained to coach candidates through the logistics of certification..

Brenda Cunningham, CEO of Push Career Management and keynote speaker, is a CPRW (Certified Professional Resume Writer), CJSS (Certified Job Search Strategist), and CCM (Credentialed Career Manager). Her company provides 1:1 professional resumes, LinkedIn profiles, job search/interview coaching, and corporate outplacement services to major brands. The author of Crush the Pink Slip: Get Back to Work in 60 Days, Brenda is on a mission to provide practical resources to super smart professionals. With 9.5 years in corporate America as an engineer and Project Manager, for a multibillion-dollar manufacturing company, and having supported dozens of emerging leaders she is well equipped to help you navigate the corporate ladder.

Kim Graham has served as Executive Director of the Arizona Educational Foundation since November 2018. Previously, she served as Deputy Director of Louisiana A+ Schools, a internationally known whole-school transformation model focused on arts integration. Graham spent most of her professional career in Tennessee, where she created and designed two nationally known arts integration initiatives, Value Plus Schools and Arts360º, programs launched during her tenure as Director of Arts Education for the Tennessee Arts Commission. Both programs were cited by the National Governor's Association as models for states seeking education reform through the arts. Graham is the former Chair of the National Endowment for the Arts' Arts Education Advisory Group and has taught workshops and served as a panelist for The John F. Kennedy Center, the U.S. Department of Education, and the Arts Education Partnership. Kim has also been a 10th grade English teacher. She holds a Master of Arts Degree in Theatre and Speech Communications, a Master of Arts Degree in English, and a Bachelor of Arts Degree in Communication Arts.

Michelle LLC is a Certified Transformational Life Coach, Author, and Educational Motivational Speaker. Specializing in Thought Training, Michelle's passion is to speak life into the lives of all. In 2005 Michelle founded The Divine Vision Center for Healing and Self Discovery. She is a passionate trainer on innovative and leading edge topics. Her unwavering commitment to invest in the beauty and power of each child of all ages, shines through in every interaction she has.

Adrienne Henderson-Cole, Ed.S., a National Board Certified Teacher, has collaborated for several years with the National Board for Professional Teaching Standards, school districts and professional development organizations to create quality programs of candidate support. Adrienne's passion for supporting teachers of color is inspired by the self doubt she felt when she wondered: Is this process for us? She believes ALL teachers should participate and is fueled by the impact it will have on our youth.

ADVOCACY STRAND

Wednesday June 19th

Advancing Education Equity through ESSA: Teacher Equity Perspective - Teniqua Broughton, M.Ed., CNAP

This session will cover a brief overview of the National Urban League's Every Student Success Act, ESSA report card on Arizona with a focus on teacher equity, utilizing other education data to outline teacher preparedness issues associated with achievement gaps for Arizona students.

Community Safety in Education - Max Goshert

Every year, preventable tragedies take the lives of hundreds of children throughout the state. Teaching community safety in our classrooms can help reduce the frequency of these tragedies and create a safer community for those around us. This presentation will look at the leading causes of death for children from age 0-14, including motor vehicle accidents, drownings, and suicide. The trends behind each of these causes will be examined and methods to combat these trends will be discussed. Participants will leave with the ability to incorporate community safety skills into their curriculum so that their students are both less likely to fall victim and to become vigilant to the well-being of those around them.

Thursday June 20th

Before They Even Walk In the Door: Exclusionary Praxis in Arizona Charters Through Application and Registration - Dawn Demps

This presentation will unpack the results of an investigation launched by the American Civil Liberties Union of Arizona (ACLU-AZ) into the exclusionary practices charters around the state employ to deny marginalized student populations entry into their schools. Through the ACLU-AZ's Demand to Learn Campaign, parents from around the state filed complaints regarding the dissuasion and discouragement they experienced attempting to enroll their children in various charter schools. The resultant Schools Choosing Students report discovered a myriad of state and federal violations which effectively served to anesthetize student options and parent choice. Which schools set forth to make corrections to these violations? Which denied they were outside the letter of the law? Finally, what do these findings foreshadow about the condition of disparate educational denial in all schools, public charter and traditional public, throughout the state?

Understanding Racial and Socio-Economic Disparities in Education, and how our Students are Impacted - David Jefferson

Race and poverty can play a significant role in determining the school experiences of students. The sad reality is that students of color are disciplined at a higher rate than their peers and have less access to the robust course offerings needed to equip them for success in higher education. Similarly, students who come from low socio-economic status are also denied opportunities that are given freely to students who have greater economic means. In this session we will explore the challenges students of color and students in communities with a low socio-economic status face daily in our school. Participants in this session will be equipped to identify the factors that impact our students and learn practical ways to raise awareness and energize stakeholders. The focus of this session is to: Identify the challenges that students of color and students in low socio-economic status face in our schools; Identify the ways disproportionality affects students of color and things that can be done to support student populations which are impacted; Discuss the impact socio-economic status has on the experiences of students; Identify the outcomes our students may face if we do not take action; and Share strategies that educators and stakeholders can use to increase awareness and create change in their schools and communities.

Teniqua Broughton leverages her initiative, experience and insight to impact her community. Teniqua effectively serves as an executive consultant for organizations and individual clients', manages projects and events, as well as empowers nonprofit leadership and equity through public speaking and workshop engagements. Her extensive non-profit experience in both direct services to children and organizational leadership serves as a platform for Teniqua to infuse her knowledge acquired through experiences into professional organizations, while also providing insight on stages of organizational lifestyles. As the CEO of VerveSimone Consulting, LLC she has clients such as the State of Black Arizona, serving as their Executive Director. Teniqua's contributions can be seen in many local and regional organizations as she tirelessly serves as a founding member of the African American Women's Giving and Empowerment Circle (AAWGEC), Board of Trustee and Chair of Multicultural Advisory Committee for Western States Arts Federation (WESTAF) and Commissioner and Chair of the City of Phoenix Arts & Culture Commission.

Max Goshert works for the American Red Cross to increase the number of participants in emergency preparedness courses in Arizona, Nevada, New Mexico, and Southern California. Max received his Master's in Public Policy from Arizona State University and his Bachelor's in Marketing from the University of Arizona. Max also serves as the Senior Research Associate for the Grand Canyon Institute.

Dawn Demps, mother, crusader, organizer, speaker, artist and life student, is a Flint, MI native that has been involved with community advocacy since 12 years old. She utilizes her own lived experiences as a young girl in the projects, high school dropout and single mother to connect with students and parents to promote tools for self-advocacy, structural reforms and champion the concerns of these populations. Dawn has worked with nationally renowned scholars and innovators such as: Educational sociologist, Dr. Pedro Noguera, environmental justice crusader, Majora Carter, Dr. Tyrone Howard, UCLA educator and author and non-violence advocate and Hip-Hop legend KRS-One. She has received several educational and community-based awards and recognitions. She formerly served as the Executive Director of the Urban Center for Postsecondary Access and Success (UPASS) which helped students successfully navigate high school and tackle postsecondary challenges and opportunities. She is currently a PhD candidate at Arizona State University in Education Policy and Evaluation studying Black youth and parent voice, art and visual messages regarding the Black educational experience, the history of Black student exclusion and the resulting community and parental responses to these policies and practices.

David Jefferson, Civil Rights Advocate: As a parent of special needs children, he understands and appreciates all of the difficulties parent's face as they try and navigate the special education maze; attempt to access supports in the developmental disability system and work to identify resources to meet their children's behavioral health needs. David formed Parent Support Arizona to ensure parents have access to education and civil rights advocacy services; the ability to identify and connect with local resources and supports. David also devotes considerable time to equipping and training civil rights advocates and education professionals from across the United States on topics ranging from the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1973; understanding and navigating Medicaid behavioral health programs; Disproportionality and the school to prison pipeline. David is also active in the community and serves on the Board of Directors for several non-profit organizations including the Council of Parent Attorneys and Advocates, "COPAA"; The Arizona Disability Coalition; Reach Family Services, a "Family Run" Behavioral Health Agency; and the NAGI Foundation, an animal welfare organization that operates in partnership with the Salt River Pima-Maricopa Indian Community.

Wednesday June 19th

1:30 - 2:20 pm

WEDNESDAY WORKSHOPS

The Power of Our Stories - Marcelino Quiñonez, MFA

Culturally appropriate materials taught to students more than teach the concepts and the POs required by the state. These materials empower students to imagine the power of their own stories and abilities. These materials allow students to reflect on their own journeys and in the process enhance their abilities to dream of their desired futures. Over the course of the last 14 years, I have taught in the classroom and as a guest artist “The House on Mango Street” by Sandra Cisneros. The novel and writing prompts inspired by the text and coupled with theatre techniques have allowed me to motivate students to seek knowledge on their own, and to analyze their roots from a critical and creative perspective. I’ve been amazed and overwhelmed by their response and feel the lessons learned and shared with the group can further prepare educators who work with multiple cultures in our schools. Sharing our stories empowers all of us to advance the stories we want written of ourselves.

Math Fluency in Problem Solving - Courtney Johnson, Ph.D.

Math has its own language and helping students to become fluent in that language will occur with these researched based strategies! Conferees will discover an array of fluency techniques that WILL strengthen the mathematical intelligence of ALL students. This hands-on learning experience will help teachers, school leaders, and central office leaders become aware of neurological, phonological, and retention techniques that will help teachers ensure all students retain information and improve their mathematic achievement.

Reflection of Me: Identifying the Real Me - Amber Williams

This session will discuss the key elements of what makes up an at-risk, minority scholar. Identifying how cultural inequities and under-representation directly affects the scholar. This presentation will demonstrate how having a structured mentoring program can be empowering for both the scholar and the learning community; by building scholar self-empower, leadership, and accountability.

Anti-Bullying: Creating a Safe Environment for Youth - Tamika Sanders, Ph.D.

We’ve all heard the song, “sticks and stones may break my bones, but words will never hurt us”. However, words are just as powerful as stones and have the power to both heal and destroy. Hateful words are one of the main reasons why bullying is a growing phenomenon that causes over 160,000 students to miss school every day. A recent U.S. study shows that 17 percent of students reported having been bullied "sometimes" or often. This amounts to almost 1 in 5 students. Many times students who bully also suffer from being bullied at home themselves. Through the use of activities and group discussions, this workshop will help educators understand the impact of bullying, how to combat bullying and create a safe space for students to thrive.

Marcelino earned his B.A. and MFA in Theatre from Arizona State University. He has performed with Actors Theatre of Phoenix, Tempe's Childsplay, Arizona Jewish Theatre Company, Teatro Bravo!, New Carpa Theatre and ASU Gammage. His play "El Che" was published as part of an anthology titled "Latina/o Heritage on Stage: Dramatizing Heroes and Legends" and was presented in Phoenix in August 2016. Marcelino was elected to serve on the Roosevelt School District Governing Board from 2012-16 and currently serves on the Arizona Opera Board of Directors. He has served as a high school English and Drama teacher and as an adjunct professor at Arizona State University and South Mountain Community College. He has received numerous awards and recognitions for his efforts, including appearing on the cover of TIME Magazine in 2012. Marcelino formerly served as the Director of Youth Outreach at St Vincent de Paul and is currently the Director of Educational Outreach and Partnerships for Arizona State University.

Dr. Tamika Sanders is an entrepreneur and educator. Her company Savvy Pen is dedicated to extending learning beyond the classroom through public programming and strategic partnerships that infuse arts, education, and the community. Through Savvy Pen, Dr. Sanders prides herself on working with schools to build inclusive classrooms, conduct multicultural training's for educators, and create interactive programs that bridge cultural and socioeconomic divides. She hopes to continue using the arts to break barriers, unite people, and create social change

Amber Williams, commonly known as MsLadee, by all youth and young adults that she has met, worked with, or has mentored. She is a dynamic visionary by far--purposed to inspire, to teach, to empower and transforms the lives of people and the community. Her unique storytelling approach; using a customized lesson with an underlying message that redefines and changes lives. She is an educator and inspirational strategist; working to make a sound impact whether in the classroom, or in a public arena. Currently, she has a Master degree in Education with an emphasis in Cultural Studies and Reading.

Courtney Johnson, Ph.D. is a former teacher, math coach, and school administrator. He is currently the CEO of Johnson Learning Systems, and the Author of "Math Fluency in Problem Solving, Grades 3-5" which is a test prep series that helps students to become fluent in the language of math!

Wednesday June 19th

2:30 - 3:20 pm

WEDNESDAY WORKSHOPS

Don't Let My S.W.A.G. (Strong With Amazing Gifts) Trouble You! - Edwin Lou Javius

Culturally appropriate materials taught to students more than teach the concepts and the POs required by the state. These materials empower students to imagine the power of their own stories and abilities. These materials allow students to reflect on their own journeys and in the process enhance their abilities to dream of their desired futures. Over the course of the last 14 years, I have taught in the classroom and as a guest artist “The House on Mango Street” by Sandra Cisneros. The novel and writing prompts inspired by the text and coupled with theatre techniques have allowed me to motivate students to seek knowledge on their own, and to analyze their roots from a critical and creative perspective. I’ve been amazed and overwhelmed by their response and feel the lessons learned and shared with the group can further prepare educators who work with multiple cultures in our schools. Sharing our stories empowers all of us to advance the stories we want written of ourselves.

Restorative Justice Practice - Rethinking Discipline - Deirdre D. Bruce

Restorative Justice Practice is a theory based on a set of principles that guide a response for specific conflict or harm. These principles are based on practices that have been used for centuries in indigenous cultural and

religious groups. The practice is best accomplished through cooperate process, that include all stakeholders buy-in. Effective implementation of Restorative Justice Practice can lead to the transforming of people, relationships, schools and communities. Restorative Justice Practice is an alternative to the current policies and procedures associated with school discipline, which are often referred to as a feeder for the "school-to-prison pipeline." Restorative Justice Practice embodies values of empathy, respect, accountability and responsibility, attributes that enhance all climates and cultures. Finally, Restorative Justice Practice build long lasting relationships, which research supports as directly linked to student achievement.

Literacy is Social Justice - LaTonya Jones

This workshop will examine the inherent connection between social justice and literacy. Statistics show that low reading skills contribute to societal ills like poverty, incarceration, and school dropout rates. African-Americans are disproportionately represented in many of these areas. African American students in Arizona have the lowest literacy rates with 59% performing below proficiency in reading. Learn ways to use data to diagnose and combat low reading skills and save our children.

How Adverse Childhood Experiences (ACEs) May be Impacted by Historical Trauma - Dr. Carlian W. Dawson

The premise of this workshop is that populations historically subjected to long-term, mass trauma-colonialism, enslavement exhibits a higher prevalence of disease even several generations after the original trauma occurred. Understanding how historical trauma might influence the current health status of African Americans in the U.S., we examine how stress from racial trauma affects infants/toddlers, preschoolers, school-age children through adulthood and how it may provide new insight for eliminating health disparities and that multigenerational trauma may connect to increased ACEs.

Edwin Lou Javius, Founder/President/CEO of EDEquity Inc., an educational consulting firm, he has led his company to be one of the most sought-after educational consultant firms in the country. The company's Culturally Conscious Behavioral and Learning tools have provided essential data to support site administrators and teachers clear approach to analyze how culture can be used as preventive strategies for Black students.

A native from Detroit, recent transplant to Phoenix; math educator with almost two decades of teaching in her toolbox; a proven track record and a wealth of experience working at Title I Schools, ensuring that all students have access to equal and equitable educational options; vast knowledge and training in teacher coaching, building relationships, being culturally responsive and classroom management; a lifelong learner, who is extremely passionate about empowering and educating boys and girls of color.

LaTonya Jones is a Community Literacy Advocate who firmly believes that literacy is social justice. She has spent more than 20 years in education as a literacy coach, reading specialist, and most importantly, a classroom teacher to gifted, regular, and special education students. She is a National Board certified teacher in Early/Middle Childhood Literacy. She is also a certified K-12 reading interventionist and National Education Association Master Teacher. LaTonya has never met a child she could not teach to read. She has created reading curriculum for local and national organizations. She currently works with community organizations who recognize that many children in impoverished areas are unable to read on grade level. She assists them by providing training and identifying resources to help them analyze and assess reading skills in order to fill the gaps and move them to proficiency.

Dr. Carlian W. Dawson - A skilled leader and builder of leadership teams for school districts, post-secondary/early education institutions and businesses; with more than 30 years broad-based experience in education and organizational development. For the last 15 years Dr. Dawson has been an education consultant and Principal Coach. Dr. Dawson has demonstrated success in revitalizing underperforming organizations and improving instructional leadership skills while attaining academic objectives through effective intervention strategies and process improvements. Under the mentoring of Dr. Bruce Perry, M.D., Ph.D. and Neuroscientist, Dr. Dawson has added the Neurosequential Model of Childcare becoming a consultant in using a trauma-informed and trauma sensitive curriculum. Dr. Dawson has a Bachelor of Science from Grand Canyon University, Masters in Multicultural Education and Education Administration from Arizona State University, and a Doctorate in Educational Leadership from Illinois State University.

THURSDAY WORKSHOPS

Thursday June 20th

1:30 - 2:20 pm

Implicit and Explicit Biases in Public Education - Dr. Stuart Rhoden

This presentation focuses on a history of public education and the foundation of separate but equal being the basis for much of the cultural, intellectual and social biases that permeate public schools in the United States. The presenter delves into the definitions of discrimination, stereotype and biases and ask the audience to unpack their own experiences with each of these phenomena. Snowden (2005) articulates a definition of explicit biases and the work from Myrdal (1944) highlights the history of implicit biases. Also included in the presentation is Dardner's 2009 work on culture and power in the classroom. How to become more aware of biases and how to confront them, both inside the classroom and elsewhere will be discussed.

Strategies On Neutralizing The Trouble Makers - Ghazi Muhammad

Every school and every classroom will have the presence of a child who will be disruptive, disrespectful, defiant and even violent at times. The children who are considered the "trouble makers" and constantly being sent to some form of detention. Their behavior produces disorder and chaos in the classrooms. This will constantly have a duel effect: 1) takes the teacher focus off of teaching the students 2) takes the students focus off of learning from the teacher. Neither one of these are good. I would like to share a few strategies that have proven to be effective in neutralizing this type of behavior in most of the students that fall into this category.

MONEY TO MEMPHIS - John Prothro

MONEY TO MEMPHIS is the chronicles the Civil Rights Movement from Emmett Till's murder to Martin Luther King's assassination. After experiencing Money to Memphis, educators will have a deeper understanding of what has framed race relations in America. To improve understanding of the mindset of African American children, educators should know the history that helped shape the state of today's affairs. Money to Memphis teaches that history traversing the 1954 – 1968 timeline, historically proven pivotal in American history, by highlighting significant events, laws and people that directly affected African Americans.

Leadership 101 - Brian Guliford

Leadership matters, quality leadership and research methodologies to identify appropriate leadership components, traits, skills, and characteristics have been studied for quite some time. Why does leadership matter? It matters because leadership when considered within an organizational context is critical to the overall health and success of any organization that involves people. This interactive 45 minute presentation will support aspiring leaders in building a foundational understanding of core leadership vocabulary, concepts, and theories (Berger 2014). All leaders should have a foundational understanding of who they are as leaders so this can be clearly communicated to organizational followers. The benefits of leadership can be taught and learned by any individual who aspires to be a leader and understands the importance of human connection and relationships as it relates to organizational success. A leader's acquisition of Transactional and Transformational leadership skills in conjunction with charisma influences an enhanced leader skill-set that will impact organizational change and productivity for the better

Stuart Rhoden is an Instructor in the University College at Arizona State University. He teaches courses related to academic success, critical thinking and sociology. His research interests focus on education policy/reform, secondary and post-secondary education, students of color, and diversity issues. Dr. Rhoden has presented at several academic conferences and has published academic and editorial publications. His book, Building Trust and Resilience among Black Male High School Students: Boys to Men, was published in 2018.

Ghazi Muhammad is an empowerment speaker, published author and professional story teller. He teaches clients throughout the country to pull back and eliminate the masks and manifest the power of their authentic self. In the 80's, Ghazi began his speaking career among at-risk youth. Surviving the harsh realities of a troubled past, Ghazi became committed to helping others to break free from the shackles of poor choices and feelings of guilt, shame, insecurities and unworthiness.

After graduating from UCLA and earning a teaching credential, **Mr. Prothro** began his teaching career in Los Angeles. After 7 years in Los Angeles, Mr Prothro moved to San Jose, California where he taught for 3 years. Next, Mr Prothro moved to Chandler, Arizona, where he continued his teaching career in elementary school for the next 11 years. Then he made the leap to Junior high School where Mr Prothro taught for 8 years. Currently, Mr Prothro teaches at Perry high School in the Chandler Unified School District. He and his wife Roxane have three children, Alyssa, John III and Stephen.

Principal Guliford is entering his 23 year of public educational service. He graduated from Peoria High School in 1992. From 1992-1996 he attended Northern Arizona University on a Football and Track & Field scholarship, graduating with a B.S. in Criminal Justice minor in Sociology. In 1996 he began his public service by working at The Arizona State House of Representatives for the honorable Art Hamilton. One year later he transitioned to the Az. Department of Juvenile Corrections. While working as a Youth Counselor for the ADJC, Principal Guliford, received a Post Baccalaureate in Secondary Education from Chapman University. For 10 years, he served as a Secondary Social Studies Teacher at Peoria High School dedicating his time coaching football, basketball, and track & field. In 2007 he earned his Master's Degree (M.Ed.) in Educational Leadership from the University of Phoenix. That same year Mr. Guliford began his service as a building Assistant Principal for 9 years, 7 years within the Peoria Unified School District, 1 year within the Prendergast Elementary School District, and 1 year within the Phoenix Union High School District. In 2015 Principal Guliford transitioned to the Phoenix Union High School District serving as the Assistant Principal for Student Opportunities at Maryvale High School. During the 2015-2016 school year, Mr. Guliford was appointed Principal at South Mountain High School. He will be entering his 4th year of service to the South Mountain Community. Principal Guliford is currently a Doctoral Candidate at Grand Canyon University preparing a Doctoral Dissertation analysis about educational and social factors that support/limit 9th grade success.

THURSDAY WORKSHOPS

Thursday June 20th

2:30 - 3:20 pm

Before They Even Walk In the Door: Exclusionary Praxis in Arizona Charters Through Application and Registration - Dawn Demps

This presentation will unpack the results of an investigation launched by the American Civil Liberties Union of Arizona (ACLU-AZ) into the exclusionary practices charters around the state employ to deny marginalized student populations entry into their schools. Through the ACLU-AZ's Demand to Learn Campaign, parents from around the state filed complaints regarding the dissuasion and discouragement they experienced attempting to enroll their children in various charter schools. The resultant Schools Choosing Students report discovered a myriad of state and federal violations which effectively served to anesthetize student options and parent choice. Which schools set forth to make corrections to these violations? Which denied they were outside the letter of the law? Finally, what do these findings foreshadow about the condition of disparate educational denial in all schools, public charter and traditional public, throughout the state?

Restorative Justice Practice - Rethinking Discipline - Tamika Sanders Ph.D.

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religious groups. The practice is best accomplished through cooperate process, that include all stakeholders buy-in. Effective implementation of Restorative Justice Practice can lead to the transforming of people, relationships, schools and communities. Restorative Justice Practice is an alternative to the current policies and procedures associated with school discipline, which are often referred to as a feeder for the "school-to-prison pipeline." Restorative Justice Practice embodies values of empathy, respect, accountability and responsibility, attributes that enhance all climates and cultures. Finally, Restorative Justice Practice build long lasting relationships, which research supports as directly linked to student achievement.

Experiencing the Full Impact of Culture - Amber Williams

The focus of this presentation is to demonstrate how to effectively address the epidemic of cultural inequities and the lack of accurate cultural representation in the learning environments, school cultures , and curriculum. Also to demonstrate how to benefit (academically and socially) from having, and or creating culturally relevant curriculum for scholars.

Leadership Matters: Great Leaders Lead for the Promise of Hope for our Students - Dr. Anna Battle

Great leaders recognize that the way to acquire and maintain increased academic outcomes is to maintain a proactive vision, monitor goals and objectives, develop leadership within a school community, and accept responsibility for student achievement. This presentation will include data to encourage leaders to build leadership capacity, inspire leaders of learning, and ensure all students are prepared for post-secondary education. Educational leaders often struggle with accountability and lose their main focus, concentrating on state assessments and school labels. Please do not misunderstand me, these items are very important, but we must focus on excellence; not only with testing but also in the lives of our students. There are many perceived and real roadblocks that interfere with preparing our students for the future. Educational leaders influence people and have a position to increase the number of students' access into higher education. Systems in schools, relationships with families, and great teachers make the difference. Raising the bar, our students, our communities, and our world are dependent upon us.

Dawn Demps, mother, crusader, organizer, speaker, artist and life student, is a Flint, MI native that has been involved with community advocacy since 12 years old. She utilizes her own lived experiences as a young girl in the projects, high school dropout and single mother to connect with students and parents to promote tools for self-advocacy, structural reforms and champion the concerns of these populations. Dawn has worked with nationally renowned scholars and innovators such as: Educational sociologist, Dr. Pedro Noguera, environmental justice crusader, Majora Carter, Dr. Tyrone Howard, UCLA educator and author and non-violence advocate and Hip-Hop legend KRS-One. She has received several educational and community-based awards and recognitions.

She formerly served as the Executive Director of the Urban Center for Postsecondary Access and Success (UPASS) which helped students successfully navigate high school and tackle postsecondary challenges and opportunities. She is currently a PhD candidate at Arizona State University in Education Policy and Evaluation studying Black youth and parent voice, art and visual messages regarding the Black educational experience, the history of Black student exclusion and the resulting community and parental responses to these policies and practices.Dawn believes the difficulties that presently face oppressed communities are more complex than the band-aid policies of current and past leadership.

Dr. Tamika Sanders is an entrepreneur and educator. Her company Savvy Pen is dedicated to extending learning beyond the classroom through public programming and strategic partnerships that infuse arts, education, and the community. Through Savvy Pen, Dr. Sanders prides herself on working with schools to build inclusive classrooms, conduct multicultural training's for educators, and create interactive programs that bridge cultural and socioeconomic divides. She hopes to continue using the arts to break barriers, unite people, and create social change.

Amber Williams, commonly known as "MsLadee", by all youth and young adults that she has met, worked with, or has mentored. She is a dynamic visionary by far--purposed to inspire, to teach, to empower and transforms the lives of people and the community. Her unique storytelling approach; using a customized lesson with an underlying message that redefines and changes lives. She is an educator and inspirational strategist; working to make a sound impact whether in the classroom, or in a public arena. Currently, she has a Master degree in Education with an emphasis in Cultural Studies and Reading.

Dr. Battle currently serves as the Chief Operations Officer at ASU Preparatory Academy. In her role, she oversees the daily operations and the long-range planning of ASU Prep Academy. Serving as the point person for all ASU Prep matters, her role is to supervise school directors and staff, and work with appropriate staff to manage fiscal operations. As the Chief Operations Officer, her responsibilities include hiring staff, solving issues, and teacher and leadership development. She reviews, manages, and continually refines the leadership and academic development programs through formulating training, learning and development, and disseminating knowledge and information through transformative, data-driven strategies.

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NATIONAL BIG 6 PRIORITIES

The Big 6 Priorities were defining points in Dr. Michael McFarland first address to conference attendees following his installation as the organization s 24th president. His words rang loud and clear during the Dr. Deborah Partridge Wolfe Honors & Awards Red Carpet Banquet as the 46th NABSE Conference in Baltimore, Maryland came to a close. Dr. McFarland spoke of honoring our past while being clear about the needs of our future as an organization. The Big 6 Priorities serve as the guiding principles to move NABSE forward with relevance, impact, sustainability and excellence.

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Emancipation Arts: Clottee Hammons, emancipationartsaz@gmail.com

Grand Canyon Education: provides innovative educational learning solutions that promote student success and institutional growth. www.gce.com

Mindfulness First: supports schools in prioritizing mental health and social emotional wellbeing. We train students, teachers, staff and parents in trauma-informed Mindfulness-Based Social-Emotional Learning. Our online teacher training program builds resilience and stress-reduction techniques for teachers, and provides classroom resources for teaching those techniques to students.

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Johnson Learning Systems: Math has its own language and helping students to become fluent in that language will occur with these researched based strategies! Conferees will discover an array of fluency techniques that WILL strengthen the mathematical intelligence of ALL students. This hands-on experience will help school leaders become aware of neurological, phonological, and retention techniques that will help teachers ensure all students retain information and improve mathematically.

Courtney Johnson, PhD ·● 800-484-1590 ·●courtney@johnsonlearningsystems.com ● johnsonlearningsystems.com

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