



Winter Conference Program



OALA: A Decade of Service
Ensuring the Educational
Success of Latino Students



March 15, 2014
Oregon State University
Corvallis, Oregon

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2014 OALA Conference Agenda:

- 8:00 - 9:00 Onsite Registration
Location: Memorial Union Building (MU)
- 8:30 - 9:00 Continental Breakfast and Networking
- 9:00 - 9:15 Welcome and Opening Remarks:
OALA President - Mark Davalos
Location: MU Ballroom
- 9:15 - 10:00 Morning Keynote - Pat Sánchez
- 10:00 - 10:15 Break
- 10:15 - 11:35 Session #1 - *MU Classrooms*
- 11:35 - 12:50 Lunch and Entertainment
Entertainment:
Woodburn High School Mariachi Band
DLEA Award
ALLY Award
Location: MU Ballroom
- 12:50 - 1:35 Afternoon Keynote - Dr. Luis Cruz
- 1:35 - 1:50 Break
- 1:50 - 3:10 Session #2- *MU Classrooms*
- 3:10 - 3:25 Break
- 3:25 - 4:00 Raffle
Closing Remarks
Location: MU Ballroom



Morning Keynote

Pat Sánchez



Pat Sánchez is the Superintendent of Adams 14 school district based in Commerce City. He brings more than 18 years of comprehensive administrative experience to the Adams 14 team, most recently as the Director of Human Resources for Aurora Public Schools. His impressive, educational background includes time spent as a principal at M. Scott Carpenter Middle School in Adams County School District 50, West High School in Denver Public Schools and Ranum/Westminster High School. He has also served as assistant principal at Westminster High School, and as Dean of Students, as well as assistant principal at Aurora Central High School in Aurora Public Schools. Additionally, Pat has served as State Director of the Vocational Industrial Clubs of America, and as Assistant State Director for Trades and Industry

for the Colorado Community College system. With a belief that no one rises to low expectations, Pat strives to create a culture of high expectations, combined with one that supports both academic and social growth for all students. Pat knows that students need not only the academic press, but also the social support needed to be empowered to succeed in today's global economy.

Because people tend to support what they help create, Pat insists on engaging in regular communications with all District stakeholders, in order to foster a climate and culture of mutual trust and respect. Pat received a bachelor's degree in industrial science from Colorado State University, and a master's degree in administration supervision and curriculum development from the University of Colorado at Denver.

In his free time, Pat enjoys hunting, fishing and spending time with his wife and two children.

Afternoon Keynote

Dr. Luis Cruz



Dr. Luis F. Cruz is the former proud Principal of Baldwin Park High School, a school located in the Baldwin Park Unified School District approximately 20 miles east of Los Angeles. Several years ago, Dr. Cruz joined Dr. Anthony Muhammad's leadership and consulting company, New Frontier 21, as an educational consultant and has since been traveling around the country showcasing the work that is collectively transforming Baldwin Park High School into an organization closing the achievement gap and "saving student lives". As a result, Dr. Cruz has also gained notoriety as a passionate and motivating public speaker, trainer and educational consultant in the United States. His combination of enthusiasm, humor, practical application and sincere zest for student achievement has catapulted Dr. Cruz to become one of the most sought after "rising stars" in the profession.

Dr. Luis F. Cruz has been a teacher and administrator at the elementary, middle school and high school levels and has achieved notable recognition as a leader who vehemently strives to ensure organizations realize that all students can and must be successful in schools. In 2007, Dr. Cruz led a collective effort to secure a grant of \$250,000 for Baldwin Park High School from the California Academic Partnership Program (CAPP) for the purpose of effectively utilizing "Courageous Leadership" in an effort to promote a more equitable and effective organization. As a recipient of the Hispanic Border Leadership Institute's fellowship for Doctoral Studies (a fellowship focused on funding doctoral studies for those identified as leaders in the Latino community), Dr. Cruz graduated from the University of California at Riverside with a Ph.D in Institutional Leadership and Policy Studies in 2009.

Workshop Session 1

10:15 am – 11:35 pm

Presenter:	Session Title:	Room:
Eric Zeller, Arthur Lin <i>MIND Research Institute</i>	Where Neuroscience, technology, Mathematics, and Common Core Interest	MU 206
Hilda Roselli, David Bautista <i>Oregon Education Investment Board Oregon Department of Education</i>	Identifying and Eliminating Barriers for Latino Students in Oregon	MU 208
Carmen Urbina , Sara Gandarilla, Joel Lavin <i>Eugene School District 4J , North Clackamas School District</i>	Creating Safe Space for Staff of Color	MU 211
Moses Wambalaba <i>Education Northwest, Equity Assistance Center</i>	Key Components of Educational Equity: Using Equitable Strategies to Meet the Needs of Diverse Learners	MU 213
Deborah Peterson, Ed.D. <i>Portland State University</i>	But, Teacher, she called me a “@#%!” Aren’t you going to do anything about it? Interrupting Racial Violence in Schools	MU Board Room 2nd Floor
Theresa Deussen Angela Roccograndi <i>Education Northwest</i>	Closing the ELL Achievement Gap: The Impact of Project GLAD	MU Council Room 2nd Floor
Magdiel Farro, Travis Reiman, Gustavo Olvera, Pete Muilenburg <i>Hillsboro School District</i>	Hillsboro School Community Creates Bilingual Seal	MU Journey Room 1st Floor
Kerri J. Wenger, Ph.D, Tawnya Lubbes, Armida Hernandez, Leonel Martinez, Jan Dinsmore <i>Eastern Oregon University</i>	Supporting Rural Latino Leaders in Education: Teacher Preparation Embedded in Future Teachers’ Lives and Communities	MU East Ballroom



Workshop Session 2

1:50 pm – 3:10 pm

Presenter:	Session Title:	Room:
David Bautista, <i>Oregon Department of Education</i>	Culture, Language and the Americanization of Latina/Latino Students: Success or Identity Crisis	MU 208
Darilís García-McMillian	Latino Recruitment and Retention: Steps to Graduation	MU 211
Edgar Solares <i>Portland State University Beaverton School District</i>	Latino Students: More Than Meets the Eye	MU 213
Rudyane Rivera-Lindstrom, Med, <i>Oregon Department of Education: Equity Unit</i>	Equity: Our Intentional Mission to Support Our Students	MU Board Room 2nd Floor
Trever Ball, Rosemary Chibuzo-Mba <i>McKay High School</i>	McKay High School and a story of a Turn Around School	MU Council Room 1st Floor
Dr. Luis F. Cruz	How a PLC Addresses the Need of English Language Learners	MU Journey Room 1st Floor
John Lenssen <i>Lenssen and Associates</i> Debbie Ashley <i>Hillsboro School District</i> Lauri Lewis <i>Hillsboro School District</i> Pat Ramirez <i>Forest Grove School District</i> Keith Menk <i>TSPC</i>	<i>Panel Discussion</i> Recruiting, Hiring, and Retaining Teachers and Administrators of Color	MU East Ballroom



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Where Neuroscience, Technology, Mathematics, and Common Core Intersect

Erich Zeller, Arthur Lin

MIND Research Institute

In order to achieve the goals of Common Core State Standards and raise the bar for STEM performance in the United States, we must first understand the neuroscience behind math learning. Current pedagogical and neuroscience research shows that to learn math deeply and conceptually, as required by the Common Core, learning needs to begin with an experience, interactive conceptual tasks. This presentation will showcase digital tools that engage students in hands-on problem solving and leverage the neuroscience of learning mathematics to promote students' persistence in problem solving, conceptual development, and intrinsic motivation. The results of learning mathematics in this intuitive way are transformative, not only on test scores but also on the students themselves.

(MU Room 206)

Identifying and Eliminating Barriers for Latino Students in Oregon

Hilda Roselli, David Bautista

Oregon Education Investment Board & Oregon Department of Education

Governor John Kitzhaber has charged the Oregon Education Investment Board with developing a unified education system spanning students' experiences in public education, identifying and eliminating barriers for students, and advocating for strategic investments that expand opportunities for historically under-served populations. Participants will learn about recent OEIB progress on these goals as well as related strategic investments. Opportunities will be provided for audience input on barriers and solutions related to: diversifying the education workforce (recruitment and retention of educators of color) and improving student transitions for grades 11-12

(MU Room 208)

Creating Safe Space for Staff of Color

Carmen Urbina , Sara Gandarilla, Joel Lavin

Eugene School District 4J , North Clackamas Scholl District

Though we want to believe it's not true, our schools and districts are often not safe spaces for our staff and faculty of color to speak their truth about race and racial issues. Our mostly white, dominant culture schools often shut down such conversations without even realizing it. Leaders in the Eugene School District will share learnings and attempts to shift this dynamic in some of their schools. Come share your ideas and experiences on this topic in this open discussion.

(MU Room 211)

Key Components of Educational Equity: Using Equitable Strategies to Meet the Needs of Diverse Learners

Moses Wambalaba

Education Northwest, Equity Assistance Center

How do school administrators and teachers ensure that they are meeting the learning needs of students from diverse cultural backgrounds? This interactive session will outline the components of educational equity and demonstrate how each of the components can be applied in and out of the classroom to ensure their students benefit from instruction and school environment regardless of their race, gender, or national origin. The key components include instructional strategies, materials, and assessment. Participants will identify one component they will implement immediately at their school.

(MU Room 213)

Workshop Session 1

10:15 - 11:35

But, Teacher, she called me a “@#%!” Aren’t you going to do anything about it? Interrupting Racial Violence in Schools

*Deborah Peterson, Ed. D,
Portland State University*

One third of racial incidents in this country happen in our schools and on our university campuses, yet few teachers or school leaders are trained in interrupting racial violence. Some ignore the violence and others use disciplinary action, both of which create hostile learning environments for Latino students. To ensure Latino student success, school leaders must respond quickly and appropriately to all acts of racial violence. This presentation has two goals: 1) synthesize successful strategies school leaders have used to interrupt racial violence; 2) develop your own school plan to respond to racial violence. Participants will spend half the session working in groups to begin developing a school-based plan and will receive handouts they can use with their school leadership teams.

(MU Board Room - Second Floor)

Closing the ELL Achievement Gap: The Impact of Project GLAD

*Theresa Deussen, Angela Roccograndi
Education Northwest*

Project GLAD is an instructional approach that aims to simultaneously build academic language and grade-level content knowledge. While developers claim it contributes to the educational success of all students, it has been seen as a particularly promising instructional approach for English language learners. It has been widely used up and down the west coast of the US, but until now had never undergone a rigorous scientific study of its impact. In this presentation, we will present the Year 1 results from an experimental study of Project GLAD we have been conducting in fifth-grade classrooms in Idaho. We will describe Project GLAD for those not familiar with the program, and then we will compare results to findings from other educational interventions to help the audience understand the practical significance of the results. We will describe the teacher training and implementation effort involved and discuss strategies schools might use that could affect the level of implementation.

(MU Council Room - Second Floor)

Hillsboro School Community Creates Bilingual Seal

*Magdiel Farro, Travis Reiman, Gustavo Olvera, Pete Muilenburg
Hillsboro School District*

The Hillsboro School District currently has a class of high school sophomores who have been in our Dual Language Program since kindergarten. Their skills—bilingualism, biliteracy, academic achievement and cultural competency—are unparalleled and deserve recognition. In partnership with Western Oregon University, parents, students and staff, we have developed a process for students to create Bilingual Seal Portfolios, share their bilingual autobiography with a Bilingual Seal Panel, and ultimately receive an award called the Bilingual Seal. We will share our documents, including FAQs and scoring rubrics, and solicit feedback and ideas for improvement from the audience. Our goal is to share this work with OALA participants in order to generate support for this kind of student recognition State-wide by the time our students earn the Bilingual Seal in 2015-2016.

(MU Journey Room - First Floor)

Workshop Session 1

10:15 - 11:35

Supporting Rural Latino Leaders in Education: Teacher Preparation Embedded in Future Teachers' Lives and Communities

*Kerri J. Wenger, Ph.D, Tawnya Lubbes, Armida Hernandez, Leonel Martinez, Jan Dinsmore
Eastern Oregon University*

How do we identify, recruit, and ensure the educational success of rural Latino leaders in education? At Eastern Oregon University, the response is: take education TO students, and support them in the heart of the communities where they live and work. This three-part interactive panel presentation aligns with the Leadership Development conference strand. The first part of the presentation will provide an overview of EOU's cohort-based, undergraduate teacher preparation model. Face to face teacher preparation characterized by university coursework integrated with hundreds of hours in high-poverty, linguistically diverse schools is designed to meet the needs of nontraditional, first-generation college students. Insights from over a decade of research help us highlight effective aspects of the on-site cohort model for preparing 21st century teachers. The second part of the presentation will include lessons from program graduates Armida Hernandez, now Director and teacher at a K-7 school in Ontario, OR, and Leonel Martinez, social studies and science teacher in grades 6-8 at dual-immersion charter school in Ontario, OR. These teacher leaders share their experiences as college students: what helped them, what was most challenging, and what they need right now to support their journeys into educational administration. The third part of the presentation will focus on one particularly strong university/school partnership in supporting Latino pre-service teachers, their young students, and diverse families.

(MU East Ballroom)



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Confederation of School Administrators

Mission Statement: We develop and support educational leaders to ensure student success.

The Confederation of Oregon School Administrators (COSA) serves and represents more than 2,000 school administrators, managers and executives.

COSA was founded in 1974 to give Oregon's education leaders a united voice in helping to shape public policy, advocate for schools and speak on behalf of students. COSA's perspective has earned the respect of educators, the Legislature, the Department of Education and other statewide agencies.

COSA consistently puts the interests of schools and students ahead of self-interest.

Contact Us

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Workshop Session 2

1:50 - 3:10

Culture, Language and the Americanization of Latina/Latino Students: Success or Identity Crisis

David Bautista

Oregon Department of Education

In this presentation we will briefly review at the socio-cultural, political and historical achievement of Latino and Latina students and look at the different theories that explain academic achievement besides culture, language and acculturation. With almost fifty years of statistical data pointing at the lack of increase in the educational achievement of Latino students, it is critical to look at societal issues as root factors that play into the success of Latina/Latino students. Latinos and Latinas continue to be educationally and economically lagging behind from most other groups. In order to bring success to our Latina/Latino students we must educate ourselves about the pedagogy of consciousness, oppression, repression, reject deficit theory, embrace the culture of caring, continue to reflect on your own pedagogical practice, look at the students as human beings, and remember that education is not neutral. We have to understand the role of the socio-cultural, political and historical forces that shape our society.

(MU Room 208)

Latino Recruitment and Retention: Steps to Graduation

Darilís García-McMillian

Latinos continue to be an undereducated group within higher education in the U.S. Recruitment and retention initiatives can increase the number of Latino students who attend colleges and universities as well as improve persistence through graduation. Higher education administrators, family, alumni, and peers impact college experiences of Latino college students which influence college graduation. This presentation addresses strategies that institutions can implement in order to ensure the educational success of Latinos.

(MU Room 211)

Latino Students: More Than Meets the Eye

Edgar Solares

Portland State University/Beaverton School District

This presentation addresses how a phenomenon known as stereotype threat can affect the academic performance of Latino students. Classroom cues that trigger a stereotype threat will be identified along with effective practices to reduce such threat. Intentionality about the instructional practices implemented in the classroom can bring about a more equitable classroom environment that will be more supportive of Latino students resulting in better academic performance and achievement.

(MU Room 213)

Equity: Our Intentional Mission to Support Our Students

Rudyane Rivera-Lindstrom, Med

Oregon Department of Education: Equity Unit

Almost half of our Latino boys and girls are not graduating high school. It is because of this crisis that it is imperative that schools and other organizations be intentional in how we set the stage for our students. In this presentation participants will learn how an established equity lens is used to guide effective decision making, and provide proper academic and behavior intervention supports for our Latino students. By using a wrap-around approach, we can begin to properly identify student needs and establish opportunities that will allow our Latino students to thrive and gain the skills and confidence necessary to compete in our society.

(MU Board Room - Second Floor)

Workshop Session 2

1:50 –3:10

McKay High School and a story of a Turn Around School

Trever Ball, Rosemary Chibuzo-Mba

McKay High School

This interactive presentation engages the audience in a dialogue about best practices and what has worked at McKay High School to make it a successful ‘turning around’ school. Teachers are engaged in a rigorous professional development programs as well as weekly monitored professional learning communities. In addition to the support offered to staff, students also are provided with educational supports to ensure their academic success. The total number of second language learners who are enrolled in the Newcomer Center, English Language Development and in mainstream classes comprise a majority of the 2, 000 plus student school population. There are support programs for all students; second language learners attend a Saturday Language Academy. All students at McKay High School are eligible for free breakfast, lunch and supper. At the conclusion of this session, participants will have learned instructional strategies and practices which make McKay High School a learning community for all.

(MU Council Room - First Floor)

How a PLC Addresses the Need of English Language Learners

Dr. Luis F. Cruz

Learn how a school community infused all the characteristics associated with a Professional Learning Community to produce learning for its English Language Learner population. This workshop will detail the components of a PLC that teacher leaders utilized to help close the achievement gap for students learning English as a second language. Discover how distributive leadership and the act of listening to English Language Learner Students helped educators in one school community better understand what was needed to meet the academic needs of this critical student population.

(MU Journey Room - First Floor)

Recruiting, Hiring, and Retaining Teachers and Administrators of Color

Facilitator: John Lenssen

Lenssen and Associates

Join a panel discussion as Human Resource and TSPC Leaders share practices, identify challenges, and explore solutions to recruiting, hiring, and retaining teachers and administrators of color.

Panel Members:

Debbie Ashley, Hillsboro School District

Lauri Lewis, Hillsboro School District

Pat Ramirez, Forest Grove School District

Keith Menk, TSPC

(MU East Ballroom)



LSAMP is dedicated to increasing the quality of underrepresented students (Black/African American, Latina/o, Native American/Alaskan Native, Pacific Islander/Native) successfully completing science and engineering baccalaureate degree programs. At the same time, LSAMP is working to increase the number of students interested in and qualified for graduate level studies.

The LSAMP program at Oregon State seeks to integrate students into the academic life of their institution and into their chosen discipline in a way that will foster growth and success. Students are provided with financial, academic, social and professional resources in a coordinated effort to help them achieve their academic and professional goals.

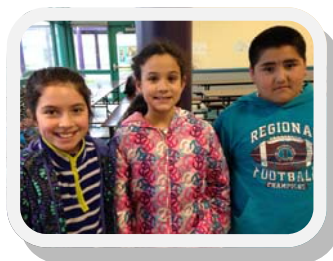
Louis Stokes Alliance for Minority
Participation
Oregon State University
140 Covell Hall
Corvallis, OR 97331
Marleigh Perez, Program Coordinator
lsamp@oregonstate.edu
Visit us online at: lsamp.oregonstate.edu



Mark your calendars!

The **Oregon Association of Latino Administrators** is pleased to invite you to the 11th Annual Winter Conference!

Date: February 7, 2015



For information please contact:
Dr. Perla Rodriguez, prodriguez@fgsd.k12.or.us or
Gina Roletto, rolettog@gmail.com

Notes

Notes

Notes



Confederation of Oregon School Administrators
 "We Develop and Support Educational Leaders to Ensure Student Success"



Certificate of Attendance

This certificate is presented to:

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8

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for having participated in the 2014 OALA Winter Conference.
 March 15, 2014 • Oregon State University, Corvallis, OR

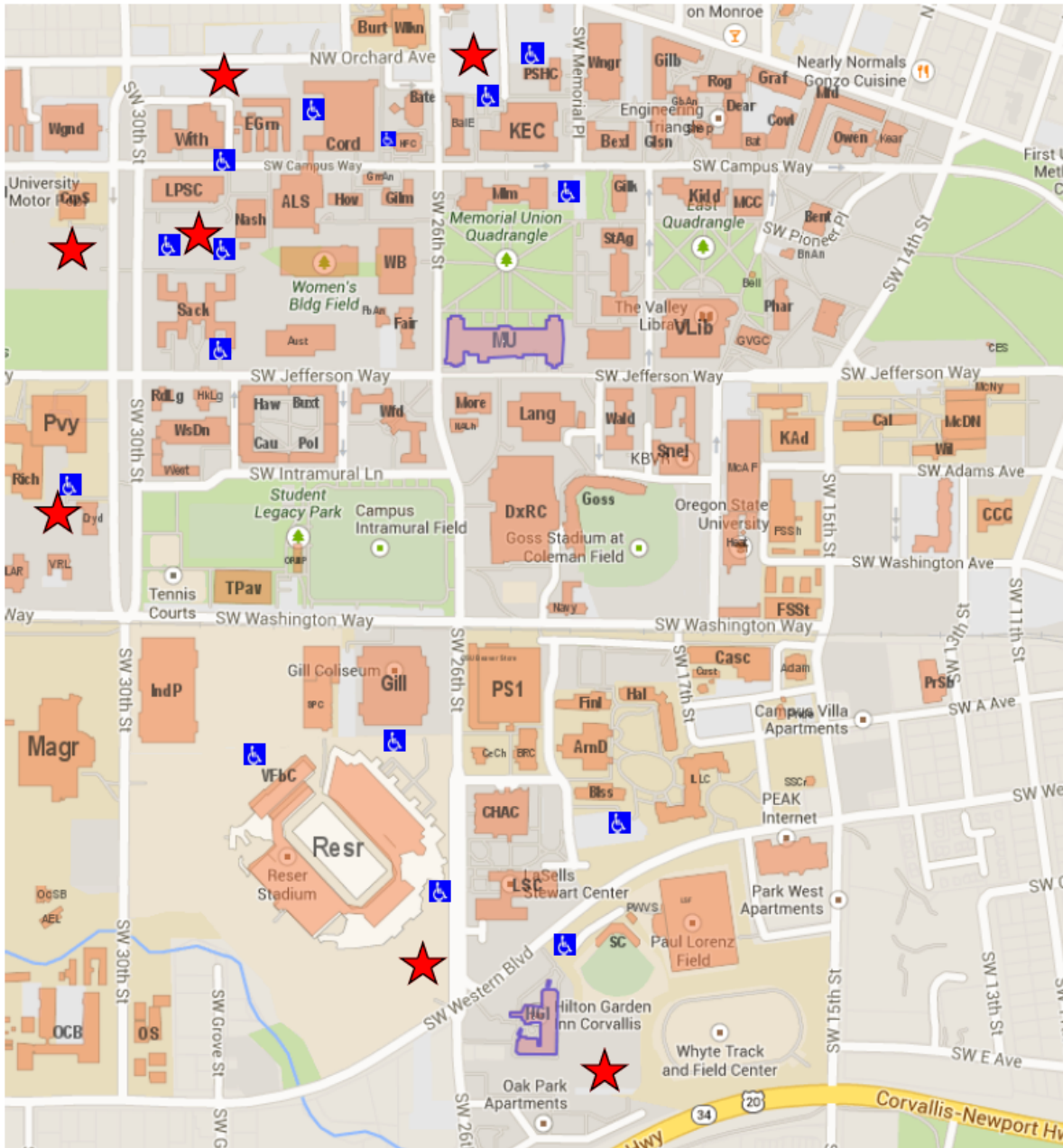
Oregon Professional Standards:

- 1.0 Visionary Leadership
- 2.0 Instructional Improvement
- 3.0 Effective Management
- 4.0 Inclusive Practice
- 5.0 Ethical Leadership
- 6.0 Socio-Political Context



Parking Options for 3/14-15/2014

*Please note that on-campus parking is not free on 3/14 until after 5:00pm



Indicates general parking that we recommend using during the conference. The Saturday of the Conference, parking throughout campus is available as long as it is not marked as reserved and/or something other than students or staff.



We've also identified a few of the many ADA parking spaces available on campus.

The buildings with a bold blue outline indicate the OALA conference locations.



Oregon State University

LSAMP

Louis Stokes Alliance for Minority Participation

Thank You
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Beaverton School District
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