

# Family Leadership Design Collaborative 2021 Codesigning Educational Justice Institute



## FACILITATORS



**ANN M. ISHIMARU**

Dr. Ishimaru (Japanese American yonsei/she/her) is an Associate Professor of Educational Foundations, Leadership & Policy at the University of Washington College of Education as well as a mom, auntie, daughter and granddaughter. Her scholarship focuses on understanding and cultivating family/community and systems-based leadership to foster educational justice in P-12 schools and communities. Dr. Ishimaru's community-based research aims to transform racialized scripts and build systemic capacity to collaborate with racially minoritized students, families, and communities in transformative change-making

Dr. Craig (Yakama) is a Professor of Practice and the Director of the Leadership for Learning (L4L) practitioner doctorate program at the UW College of Education. Dr. Craig has served as a teacher, teacher leader, principal, and central office administrator in suburban and reservation settings in Washington state. As a practitioner and community member he strives to contribute to school systems that reflect the communities being served in ways that are equitable and just. His work in L4L and the COE centers on partnering with students, leaders in the field, and faculty members to develop deeper understanding of the models of leadership practice that will truly transform school systems toward equity. As a scholar, Dr. Craig focuses on Indigenous knowledge and models of leadership, collaborative and collective leadership, and school improvement and design that build on strengths of community culture and goals.



**ANTHONY B. CRAIG**



**MEGAN BANG**

Dr. Bang (Ojibwe and Italian descent) is a Professor of the Learning Sciences and Psychology at Northwestern University and is the Senior Vice President at the Spencer Foundation. Dr. Bang studies dynamics of culture, learning, and development across the life course. Dr. Bang's design work has been focused on inter-generational place based (field-based) learning environments that aim to support Indigenous resurgence through STEAM and has studied teacher practice and student learning in such environments. Further, Dr. Bang has engaged in a range of scholarship with respect to family and community engagement and leadership. She is a teacher educator and engages in the professional development of education leaders. She is former preschool teacher, middle-school and high-school teacher. She is a mother, auntie, grandmother, sister, and daughter.



## FACILITATORS (continued)



MUHAMMAD KHALIFA

Dr. Khalifa is a professor of educational administration and Executive Director for Urban Education Initiatives at the Ohio State University. Prior to OSU, Dr. Khalifa held the Robert Beck Endowed Professorship in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota, Twin Cities. Having worked as a public school teacher and administrator in Detroit, Dr. Khalifa's research examines how urban school leaders enact culturally responsive leadership practices. His latest book, *Culturally Responsive School Leadership* (2018) was published by Harvard Education Press. He has led equity audits in U.S. schools as a way to reduce achievement and discipline gaps, and he is the first to develop and use online Equity Audits for schools.

## PANELISTS

EYAL BERGMAN



As the son of immigrants and educators, Dr. Bergman was raised with a deep appreciation for public schools. He was the founder of the Family & Community Engagement Office in the Cajon Valley Union School District in El Cajon, California. He built the department on a vision rooted in his experience as community organizer and youth mentor. Dr. Bergman holds a doctorate degree from the Education Leadership (EdLD) program at the Harvard Graduate School of Education.

OMAR ESCALERA



Dr. Escalera is the principal at Robert Frost Elementary in Pasco Washington. His focus is on language acquisition and dual language math instruction. He has participated in bilingual initiatives and efforts to identify and recruit teachers of color. Dr. Escalera began his career in education as a bilingual tutor and has taught in elementary and middle school. He has served as a district facilitator and as an assistant principal at Pasco High School. Dr. Escalera holds a doctorate degree in educational leadership from the University of Washington.

KEISHA SCARLETT



Dr. Scarlett is the Chief Academic Officer of Seattle Public Schools. Dr. Scarlett has dedicated her career to advocating for and creating academic opportunities and environments that tap into the inherent brilliance of students, particularly those furthest from educational justice. She is on a mission to normalize Black Excellence and to eliminate opportunity gaps – the gap between inferior opportunities and superior opportunities. Dr. Scarlett holds a doctorate degree in education leadership and policy studies from the University of Washington.





## CONSULTANCY TEAM: SUPPORTING PARENTS IN EDUCATION AND BEYOND (SPEB)

Supporting Partnerships in Education and Beyond, formerly The Somali Parent Education Board, believe that childrens' success depends upon strong partnerships between parents, schools and communities. SPEB's mission is to close the education gap by promoting parent leaders in the education system. They partner with parent leaders to provide workshops and inform parents about education policy changes at the local, state, and federal levels, while also working with schools to develop culturally responsive methods to communicate/include parent voices. SPEB also collectively collaborates with existing organizations that share similar values to make meaningful and positive influences to shift the education system.



## PLANNING COMMITTEE *(also includes Ann Ishimaru and Anthony Craig)*



**DANA R. ARVISO**

Dana is Director of Unite:Ed and pursuing her doctoral degree at the UW College of Education. She has spent the past decade working for Potlatch Fund, a Native American-led foundation, where she served as the Executive Director and grew the grantmaking programs to include the Language Preservation, Native Student Success, and Healthy Pathways for Native Youth strategic initiatives. She is an enrolled member of the Navajo Nation and grew up on the Bishop Paiute-Shoshone Indian Reservation in California. Dana proudly commits herself to improving the lives of youth, families, and communities through education and working for social improvements within the fields of education and philanthropy. She brings a wide-range of experiences in Native education, informal learning, digital literacies and youth filmmaking, family literacy, early childhood education, Native philanthropy, nonprofit capacity building,



## PLANNING COMMITTEE

HANNA HONG



Hanna is a doctoral student in Language, Literacy and Cultural Studies in the College of Education at the University of Washington. After earning her BA in Language, Literacy and Cultural Studies along with her reading and ELL endorsement, she taught in South Korea and in the U.S.

Hanna has served in multiple roles such as classroom teacher, specialist and instructional coaching for multilingual learners. While earning her MA in Teacher Leadership at UW, her research interests in instructional practice when working with MLs deepened, particularly students with immigrant backgrounds. Currently she is an Instructional Coach for teacher candidates in UW's elementary teacher education program.

AMY LI



Amy is a doctoral student in school psychology at the UW College of Education. She is a school psychologist and previously worked in the equity department of a Seattle area school district.

Amy is passionate about the overall well-being of children and has a deep desire for school systems to recognize and value the beauty and brilliance of children and families, particularly marginalized communities. Amy's research areas focus on how community expertise can be leveraged towards educational justice and how social emotional learning can be a means towards addressing racial inequities in education.

MARY PADDEN



Mary is a doctoral student in educational policy, organizations and leadership at UW. A former special education teacher, her research interests include how authentic, equitable collaborations between schools and families can lead to racial justice and thriving communities.

Most recently, she completed a Master's in Education Policy at UW while teaching in Seattle Public Schools and working with the district's research and evaluation team. Through her work, she aims to partner with communities to advocate for justice in education and beyond.

### THE FAMILY LEADERSHIP DESIGN COLLABORATIVE

We are a group of family members, community leaders, educators, and researchers from across the United States, whose work centers racial equity in family engagement. The collaborative reflects a wide range of our cultural, ethnic, racial, gender, sexual orientations, ages, religions, and social class identities. We belong to and lead early childhood, K-12, and higher education institutions as well as community programs, cultural organizations, organizing groups and national networks.

PROJECT INVESTIGATORS: Megan Bang & Ann Ishimaru  
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