



FLDC Systems Codesigning Institute 2022

FACILITATORS AND PLANNING COMMITTEE



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.



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.



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.



FLDC Systems Codesigning Institute 2022

AMY LI	SIMONE NGONGI-LUKULA	DAWN CAMERON WILLIAMS
		
Amy is a Ph.D. candidate in School Psychology at the University of Washington. Amy is passionate about the overall well-being of children and has a deep desire for school systems to see and value the beauty and brilliance of children and families, particularly marginalized communities. Amy's research interests 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.	Simone is a doctoral student in Education Policy, Leadership and Organizations at the University of Washington Simone's research interests include immigration and schooling and multicultural education. Simone are motivated by her Congolese and American cultures and involve studying the impact of school on identity formation for Black African youth in the U.S.	Dawn is a Ph.D. Candidate in Educational Policy, Organizations, and Leadership at the University of Washington and also works as the Director of Professional Learning & Coaching at Cultivate Learning. Her research interests center race and equity in early childhood policy and teacher education. Her research experiences include the Equitable Parent-School Collaboration project focused on family engagement, a codesign study on teacher-designed professional learning, and the ethnic-racial socialization practices of families. Dawn teaches undergraduate and graduate courses on policy, leadership, and teacher preparation.