

All Staff Equity Training

January 21, 2013

Welcome to the first All Staff Equity Training for the School District of Onalaska. As our district continues to move forward with its implementation of the RTI system it is imperative that we acquire the tools we need to support high levels of learning for all. At the center of the RTI process is culturally responsive practices. Today we will work to develop a better understanding of our students and learn ways in which we can be culturally responsive educators.

Staff will participate in two conference-style breakout sessions. Breakout sessions were based on staff feedback and are designed to give participants a more in-depth understanding of the culture of topic as it relates to the school setting.

THANK YOU
for attending the first All Staff Equity Training for the School District of Onalaska! We appreciate your dedication to ensuring high levels of learning for all and working to implement the RTI process. The knowledge and skills you have gained today will support our students, staff, and community.

Time	Activity
7:45—8:55	Welcome/Keynote
9:00—9:50	Breakout #1
10:00—10:50	Breakout #2
11:00	Processing discussions (See back for room #)
11:30	Dismiss Staff

Keynote Speaker:

Cristina Sanchez-Lopez, Education Specialist

Cristina is an education specialist at the Illinois Resource Center (IRC). She collaborates with educators in the US and Canada on ELs and special education; middle school mathematics; literacy across the content areas; multilingual education, engaging parents, and supporting Pre-K educators who serve English Language Learners (ELs). Prior to coming to the IRC, Cristina taught at the elementary, middle school and university levels in the US and Mexico. At present, Cristina teaches graduate courses in the areas of EL reading and the foundations of language minority education. Cristina has been working extensively with her colleague, Theresa Young (SLP), in collaborating with school problem-solving teams as they support ELs. Cristina is co-author of the book: *Special Education Considerations for English Language Learners: Delivering a continuum of services* (Caslon Publishing, 2007 / 2nd edition available early 2013) as well as various articles and chapters on addressing the needs of ELs. Cristina and her husband have raised their daughter bilingually.

Processing Discussion

Locate the room number on the back of this booklet. This is your assigned room for the processing discussion. Teachers in each room should divide into two smaller groups for discussion. You are not required to take notes. An evaluation will be sent via e-mail in the next few days.

Please base this discussion on the following questions:

1. Why did you choose the sessions you did?
2. Was there anything that you heard today that you were glad everyone else heard?
3. Is there anything you heard today that bothered you?
4. Did you have any questions that went unanswered?
5. Were there any sessions you would be interested in learning more about?
6. What is one specific, easy idea you can incorporate into the everyday work you do?
7. Was there something that took you by surprise today? What was it? Why?
8. Why is this day important to our district (why is this day important to you, your team, or your school)?

Hmong Culture (room 321)

Matt Stewart - Hmong Mutual Assistance Association, La Crosse & Kong Yang

Approximately 10% of our student body comes from the unique cultural background that is the Hmong Culture. Not all, but many of our Hmong students are asked live in two cultures: one at home and another at school. Not all, but many of our Hmong students have a family support system which values education, but does not have the benefit of their own experience with an American educational system to draw from. Not all, but many of our Hmong students are required to use two different languages, finding it difficult to fully master either. Not all, but most of these students are willing to give an exceptional amount of effort to be as successful as possible your classroom. Kong and Matt will share what educators must know to help these students, with the help of their families, make that goal become a reality.

Mental Illness in Our Schools (room 305)

Ted Stein & Deb Mahr - NAMI & Mental Health Coalition

More and more widespread... younger and younger... We find a growing number of our students struggling with mental illness. Their health condition impacts academic performance, classroom management, and overall quality of life. As educators, we are not only compelled to effectively educate these unique students, but to advocate for the assistance they need to turn the corner away from despair and toward hope.

Breakout Sessions:

Please select two sessions to attend. If a session is full you may need to change the order in which you attend your choices or select another.

Helping Culturally and Linguistically Diverse Learners Show What They Know Across the Curriculum (room 326)

Cristina Sanchez-Lopez - Illinois Resource Center

In this session you will learn more about culturally and linguistically responsive instruction. This includes: making content more comprehensible for linguistically diverse learners, integrating oral language into literacy instruction on a daily basis, and using performance based authentic assessments.

Accommodations and Modifications: What, When, Why, How (room 326)

Dr. Jeanne Danneker & Dr. Jim Kirk

Participants will learn the difference between accommodations and modifications, and practical ideas for implementing them. Dr. Jeanne Danneker and Dr. Jim Kirk are professors from Winona State University's Department of Special Education. They have 36 years of K-12 teaching experience between them and will share many useful strategies for meeting the needs of diverse learners in your classroom. (room 310)

GLBTQ Panel (room 306)

UW La Crosse Students and staff

Gay, Lesbian, Bisexual, Transgender and Queer students are present in our classrooms, teams and hallways. As children "come out" younger and younger and our society becomes more accepting it is crucial that we as educators understand sexual orientation and gender identity. Join us for a panel discussion where you get to ask the questions!

Understanding and Engaging Under-Resourced Students (room 313)

**Chad Dull, Dean of Instructional Support Services,
Western Technical College**

Have you ever wondered why students or co-workers do the things they do? We bring our whole selves to school or work and this includes the hidden rules of social class we learned growing up. This presentation will help you begin to understand the behavior and mindsets associated with different economic class backgrounds as well as identify resources we can build to promote success for all.

Micraggressions: The Little Things Matter (room 320)

**Beth Hartung Executive Director, Options Clinic
& Amanda Goodenough UW-La Crosse**

It's like 10,000 little cuts. Microaggressions. It's a more contemporary form of bias... often subtle and well-intentioned, but it still cuts deep. Join us to explore these everyday, commonplace exchanges (as they relate to race, gender, sexual orientation, religion, ability and other identities) and the negative impact they can have on the target person or group. Participants will discuss how microaggressions manifest in our daily lives, in school settings, and within the larger society, and how we can move beyond them.

Multicultural Children's and YA Literature in the Classroom K-12 (room 311)

Teri Talpe

An introductory presentation on the vast subject of multicultural children's and YA literature in the classroom. We will look briefly at how we define this genre, its evolution and response to societal changes since the mid 1960's, and specifically how to integrate it in your classroom. There will be plenty of books on hand to browse through. A list of useful resources and a bibliography of selected multicultural books for grades K-12 will also be available.

Achievement Gaps...They're Really Opportunity Gaps! (room 324)

Barbra Stewart

Identifying our struggling students, recognizing commonalities among these students and implementing interventions is no longer simply the right thing to do, it's an essential requirement of our jobs. Not only is this an opportunity for us to initiate practical, effective interventions to serve these students, but opens doors to future opportunity and success for these individuals as well as our society as a whole. Barb Stewart, the Associate Dean of Students at UW-La Crosse and parent in our district will give you strategies and motivate you to the opportunity to close the opportunity gap.

Privilege, You Didn't Ask For It... (room 304)

Kayla Piper & Lynette Prieur Lo

Unearned perks and privileges. Almost everyone benefits from one or more privileges society graces them with, which many of our students, neighbors and friends are unable to enjoy. Come to be challenged to learn about these inequities and find the courage and skills to join a growing group of people committed to chipping away at the institution of privilege and level the playing field for all.

Gender Differences (room 322)

Deb Hoskins

Gender is the diversity we experience so frequently in our schools that we almost forget it's there. While boys and girls are similar in many educationally significant ways, the norms of our society can march into our classrooms right along with our students to affect how we teach and our students learn. This session will identify which differences matter and which do not, explore how social stereotypes can gender our students' experiences as well as our own teaching, and share proven techniques to effectively serve both genders in order to offer a bright future for every student.