

Center for Leadership Equity And Research



association of california  
school administrators

# 5th Annual Mentoring Summit

October 28, 2016

California State University, Fresno



## Expanding Our Horizons, New Dimensions in Mentoring

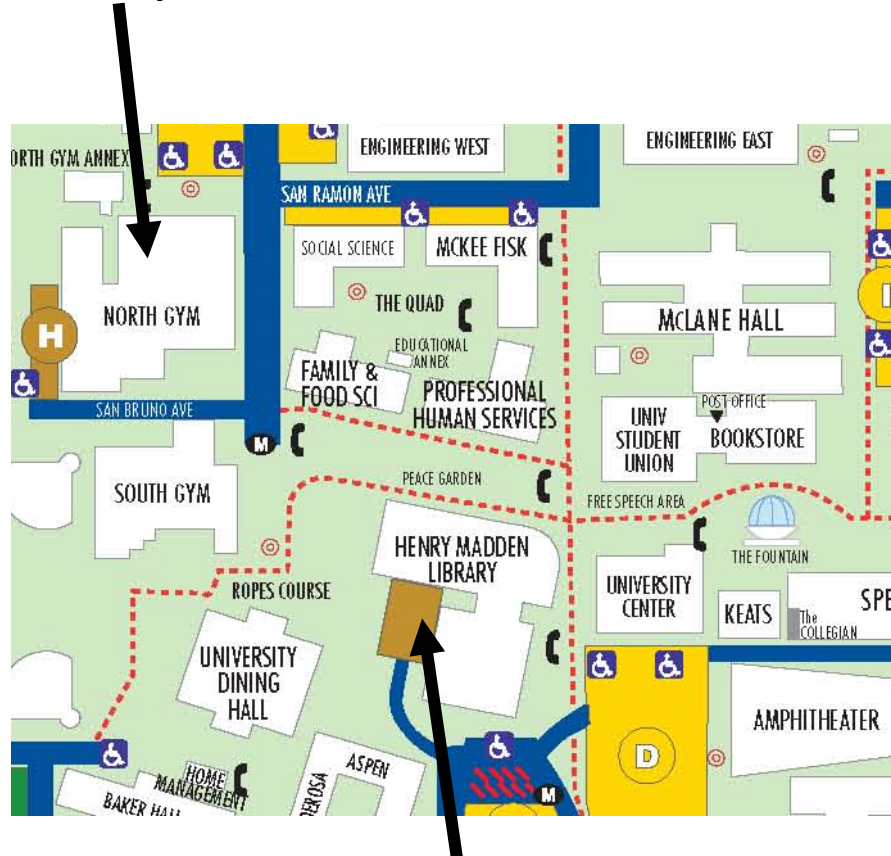
Education....Community Organizing....Business Leadership Mentoring

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# CAMPUS MAP

## BREAKOUT SESSION ROOM LOCATIONS

North Gym 118



Henry Madden Library

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## WELCOME

### A Message from our Executive Director

Welcome! It is wonderful to celebrate our Fifth Annual CLEAR Mentoring Summit with you. When we began development of the Center for Leadership, Equity and Research five years ago, I could only imagine that we would come this far in such a short time. Developing and mentoring educational leaders, and specifically leaders of color, has been a goal of mine, and essential for our systems, for many years. Additionally, addressing issues of equity and capacity-building has been a long-time effort as has been the opportunity to share CLEAR's work and findings in the research realm. Our three CLEAR strands: Leadership, Equity, and Research have provided us with the opportunity over the past five years to impact social justice issues in both the PreK-12 and higher education spheres.

CLEAR's Leadership Mentoring Program mission is to lead with intentional activism (praxis), respect for others, integrity and dignity. The unquestionable value of leadership development and mentoring leaders is to provide an essential system of support. It is then our responsibility together to do the important work of changing the world for the better.

Thank you for attending the Fifth Annual CLEAR Mentoring Summit. We hope you enjoy our great keynote speaker, Dr. Jeff Duncan-Andrade, and the expert workshop presenters. Please join our CLEAR community by visiting us at [www.clearvoz.com](http://www.clearvoz.com).

All the best,

A handwritten signature in blue ink that reads "Kenneth R. Mejdelsens".

Ken

# SUMMIT AT-A-GLANCE

*All activities take place in the North Gym 118, except Breakout Sessions. Please see page 3 and 4 for room locations.*

## MC - Dr. Janell Morillo

7:30 a.m. – 8:30 a.m.	Registration & Continental Breakfast
8:30 a.m. – 9:30 a.m.	Welcome <i>Dr. Janell Morillo, Assistant Vice President, Student Affairs, California State University, Fresno</i> <i>Dr. Joseph I. Castro, President, California State University, Fresno</i> <i>Dr. Ken Magdaleno, Executive Director, CLEAR</i> <i>Dr. Lynnette Zelezny, Provost and Vice President for Academic Affairs, California State University, Fresno</i>
9:30 a.m. - 9:45 a.m.	Break
9:45 a.m. - 10:45 a.m.	Breakout Session I <a href="#"><i>Henry Madden Library</i></a>
10:45 a.m. - 11:00 a.m.	Break
11:00 a.m. - Noon	Breakout Session II <a href="#"><i>Henry Madden Library</i></a>
Noon - 1:00 p.m.	Lunch
1:00 p.m. - 3:30 p.m.	Keynote Speaker <i>Dr. Jeff Duncan-Andrade</i>
3:30 p.m. - 4:00 p.m.	Wrap-Up

# BREAKOUT SESSIONS

## Breakout Session I

9:45 a.m. - 10:45 a.m.

*Breakout sessions are organized into the following strands:*

**PreK-12 Education and Higher Education, Community Organizing, Business Leadership Mentoring**

T.E.A.M. <b>PreK-12 and Higher Education, Community Organizing, Business Leadership Mentoring</b>	Henry Madden Library 2108
Peer-to-Peer Mentoring in a Comprehensive Internship <b>PreK-12 and Higher Education</b>	Henry Madden Library 2206
Evidence-based Mentoring to Support and Retain Beginning Special Education Teachers: An Overview of Free Online Resources <b>PreK-12 and Higher Education</b>	Henry Madden Library 2134
Integrating Successful Strategies In The Workplace To Increase Leadership Capacities In Others – A Reflection of Best Practices From A Mentor/Protégé Two Year Model <b>PreK-12 and Higher Education, Community Organizing, Business Leadership Mentoring</b>	Henry Madden Library 3212

# BREAKOUT SESSIONS

## Breakout Session II

11:00 a.m. - 12:00 p.m.

*Breakout sessions are organized into the following strands:*

**PreK-12 Education and Higher Education, Community Organizing, Business Leadership Mentoring**

Meaningful Work Changing Student Behavior with School Jobs <b>PreK-12 Education, Community Organizing, Business Leadership Mentoring</b>	Henry Madden Library 2108
Mentoring with an Equity Lens <b>PreK-12 Education, Community Organizing, Business Leadership Mentoring</b>	Henry Madden Library 2206
Fostering Graduate Success Through Mentorship: A Case Study <b>PreK-12 and Higher Education</b>	Henry Madden Library 2134
A Narrative Approach to Developing Caring Relationships <b>PreK-12 and Higher Education, Community Organizing</b>	Henry Madden Library 3212



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## CLEAR Mentoring Program

The CLEAR Leadership Mentoring Program is a leadership development and mentoring program that provides current and future leaders with veteran mentors who will guide and support them as they continue to develop leadership skills. Both protégés and mentors are also provided expert training in the area of “praxis” or “intentional activism.” This activism is meant to change the manner in which “things have always been done” in order to address ongoing equity issues in schools and communities.

### ***Meet Cohort #5!***



Mentor, Linda Mendez (*left*)  
Protégé, Leena Mendoza (*right*)



Protégé, Alex Gutierrez (*left*)  
Mentor, Constantino Aguilar (*right*)



# BOLD

## STARTS EARLY.

Why wait for Valley kids to become college students to boldly impact their growth?

Fresno State's Huggins Center is a regional model for best practices in early childhood education—bringing training and research together in a 'live' child care environment.

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## KEYNOTE SPEAKER

### Jeff Duncan-Andrade, Ph.D.



Jeff Duncan-Andrade, Ph.D., is an Associate Professor of Raza Studies and Education at San Francisco State University. He is also the founder of the Roses in Concrete Community School, a community responsive lab school in East Oakland ([www.rosesinconcrete.org](http://www.rosesinconcrete.org)), and the Community Responsive Education Group (CRE) working with schools and districts around the world to develop and support effective classroom and school cultures.

As a classroom teacher and school leader in East Oakland for the past 23 years, his pedagogy has been widely studied and acclaimed for producing uncommon levels of social and academic success for students.

Dr. Duncan-Andrade lectures around the world and has authored two books and numerous journal articles and book chapters on effective practices in schools.

## Equality or Equity: Which One Will We Feed?

There is very little research and writing done by urban educators to document effective practices in urban schools. Dr. Duncan-Andrade has taught and researched effective teaching practices in schools around the world for over 23 years to provide insights to educators and school leaders into effective systems change, program building, and daily educational practices.

This discussion equips leaders and educators to leverage research-based critiques of up-by-your-bootstraps theories of individualized success being pedaled to schools. In their place, it offers concrete, time-honored, research based strategies that foreground relationships, relevance, and responsibility as essential ingredients to fundamentally altering the business-as-usual approach that continues to fail so many of our young people.

Through the voices of young people and educators, this talk reissues license for community responsive practices that transform engagement and educational outcomes for all children, relieving undeserved suffering in schools and communities.

*Expanding Our Horizons,  
New Dimensions in Mentoring*

# BREAKOUT SESSIONS

## BREAKOUT SESSION I

9:45 a.m. - 10:45 a.m.

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### **T.E.A.M.**

Henry Madden Library 2108

**PreK-12 and Higher Education, Community Organizing, Business Leadership Mentoring**

The CenCal Mentoring Academy serves in 11 schools across Fresno County impacting over 7,000 students annually. CenCal offers a comprehensive program that connects mentors, dropouts, truants, and suspended youth to programs and services that will lead them to success both academically and personally.

The CenCal approach to mentoring can be characterized as the T.E.A.M. concept. As a T.E.A.M. we link Teachers, Educators, Administrators, and Mentors together to create a pathway for children who learn differently to find it easier to connect with people and paths that lead them to success. We provide a mix of one-on-one and group mentoring, self-care programming, and community resources to keep kids in school. Through our collaboration as a T.E.A.M. schools have reported an increase in daily attendance, decreased negative behaviors, and reduced suspensions. The T.E.A.M. concept offers schools the flexibility to incorporate innovative methods to help students learn.

**Alan Autry**, President of CenCal Mentoring Academy

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### **Peer-to-Peer Mentoring in a Comprehensive Internship**

Henry Madden Library 2206

**PreK-12 and Higher Education**

Pioneering the student experience through dual mentorship, graduate students at Fresno State in the Student Affairs and College Counseling/PPS Credential (K-12 Counseling) experience a comprehensive internship that spans three semesters with at least three support programs through a rotational internship. Through this experience, student interns are mentored by educational professionals and serve as mentors themselves to incoming graduate students. Interns who serve as mentors participate in the evaluation of their mentee(s), assist their mentees in identifying strengths and weaknesses, evaluate life luggage and develop concrete goals. Through the multifaceted internship, interns also gain opportunities to mentor Tutors and Supplemental Instruction Leaders who impact the student population.

**William Hardaway**, Academic Support Coordinator at California State University, Fresno, **Mazie Moua**, SupportNet Coordinator at California State University, Fresno and **Stephanie Covacevich**, Graduate Student at California State University, Fresno

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### **Evidence-based Mentoring to Support and Retain Beginning Special Education Teachers: An Overview of Free Online Resources**

Henry Madden Library 2134

#### ***PreK-12 and Higher Education***

Special education has consistently been a field with low supply of teachers and high-quality special education teachers in high demand. In a recent report from the Learning Policy Institute, Darling-Hammond, Furger, Shields, and Sutchter (2016) presented a dire picture of the impending teacher shortage in California. Darling-Hammond, et al., (2016) emphasized the following points regarding special education teachers:

In special education, the number of credentials issued dropped by 21 percent between 2011–12 and 2013–14, while substandard permits and credentials increased by 10 percent. Nearly half (48 percent) of special education teachers licensed in California in 2013–14 lacked full preparation for teaching.

There's a large and growing disparity between supply and demand for special education teachers. For example, while districts estimated their hiring needs at roughly 4,500 special education

teachers in 2014–15, only about 2,200 fully prepared new teachers emerged from California’s universities that year. (<https://learningpolicyinstitute.org/product/addressing-californias-emerging-teacher-shortage-brief>)

In addition to the need for newly prepared personnel, the revolving door of special education teachers needs to be addressed. Beginning teachers are most at-risk for leaving the profession, with estimates of up to 50 percent of new teachers leaving within the first couple years. Paired with those who are hired on permits or emergency-type credentials, with little to no preparation, school administrators face particular challenges in providing appropriate mentoring and support. There is a pressing need for effective mentoring, induction, and retention of special education teachers. School administrators need practical, research-based strategies to support beginning special education teachers.

This presentation will provide an overview of two free, web-based modules from the IRIS Center to address special education teacher induction and retention. Participants will learn about evidence-based strategies to provide comprehensive training for new special education teachers and to reduce attrition. These modules translate research to practice, describing the components of a comprehensive induction program and the development of a model for retaining effective special educators. This presentation will especially focus on responsive mentoring, supportive school communities, and principal support. Participants will have the opportunity to access the full modules to further their own learning independently.

The IRIS Center is federally funded through the Office of Special Education Programs. Its premise is that all education professionals working in inclusive settings must be well prepared to meet the educational needs of all students. The Center’s mission is to create materials designed to equip school personnel with the skills and knowledge necessary to effectively teach students with disabilities in inclusive settings and support school administrators in their efforts to develop inclusive practices. The IRIS Center collaborates with nationally recognized experts to develop content for its resources and materials. The How People Learn (HPL) framework of adult learning (Bransford, Brown, & Cocking, 2000) that forms the foundation of the IRIS modules—the Center’s most popular online resources—involves the use of four overlapping lenses (learner,



knowledge, assessment, and community-centered) to analyze and enhance learning situations (Harris, Bransford, & Brophy, 2002).

**Sara Werner Juarez, Ph.D.**, Assistant Professor of Special Education, Moderate/Severe Disabilities Kremen School of Education and Human Development at California State University, Fresno

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**Integrating Successful Strategies In The Workplace To Increase Leadership Capacities In Others – A Reflection of Best Practices From A Mentor/Protégé Two Year Model**

Henry Madden Library 3212

**PreK-12 and Higher Education, Community Organizing, Business Leadership Mentoring**

While there are many Mentor/Protégé programs in existence, not all are from research based origins as CLEAR. This presentation focuses on the pairing, planning and continuation of the relationship that has helped the success of both presenters in the K-12 and post-secondary setting. Both settings are always in need of leaders whether it be the food service person to the leader. Our experience over the past two and a half years has allowed both of us to grow our workforce as Directors. We will share best practices that were originally set forth at the beginning of the mentoring program. Additionally, we will present a mini-toolkit of strategies that will prove effective in your work setting with the hopes of bringing forth the need of mentoring. Active participation will let the attendees experience what this process will look and sound like. By providing effective strategies to build your workforce, you not only provide a need for mentoring, you provide a model of empowerment through a positive experience.

**JoJo Reyes, Ed.D.**, Director of Adult Education and Independent Study at Central Unified School District and **Nate Saari**, Director of Matriculation and Outreach at Reedley College

# BREAKOUT SESSIONS

## BREAKOUT SESSION II

11:00 a.m. – Noon

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### **Meaningful Work Changing Student Behavior with School Jobs**

Henry Madden Library 2108

*PreK-12 Education, Community Organizing, Business Leadership Mentoring*

This program is a systematic approach to creating student leadership and membership in your school by collaborating with staff to identify school jobs that students can serve. Meaningful work lays out a process for students to apply for jobs, run job selection and manage jobs. As intervention support, staff match students with jobs to foster mentoring relationships. Through these jobs, a school builds a system for supporting student behavior with positive relationships. Jobs provide students a true sense of contribution and value within a school. This session will provide an overview of the Meaningful Work program and provide examples of how student jobs increase positive behaviors for even our most adversely impacted students and support a school wide system of positive behavior supports.

**Brynn Marcum M.Ed.**, Consultant for Safe & Civil Schools

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### **Mentoring with an Equity Lens**

Henry Madden Library 2206

*PreK-12 and Higher Education, Community Organizing, Business Leadership Mentoring*

In California, data and research show that there is a disproportionality of diversity within the teaching staff that reflects and aligns with the diversity of the student population. Education Code section 44100(2) states that “it is educationally sound for the minority student attending a racially

impacted school to have available to him or her, the positive image provided by minority classified and certificated employees.” Approximately 75 percent of the student population is of color; while approximately 35 percent of the teaching staff is of color. Contributing factors to the lack of diversity in school districts is directly linked to a shortage of diverse applicants to fill staff vacancies, inefficient pipeline to employment, as well as an ineffective process for seeking and attracting diverse applicants. The absence of mentoring of diverse teachers and aspiring administrators to support the pipeline to leadership has also greatly impacted this data.

This presentation will provide for an interactive session where participants will focus on providing support to aspiring and current leaders of diverse backgrounds through mentoring with an equity lens. Participants will also have an opportunity to participate in activities where they will reflect on the history of public education in the United States, their role as agents/targets of oppression in the school system, review current educational data, and learn about practical steps that they can take to provide support, to diverse leaders through mentoring strategies with an equity lens in order to ultimately support educational equity for our students.

**Nicole Anderson**, ACSA Diversity and Equal Access Executive

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### **Fostering Graduate Success Through Mentorship: A Case Study**

Henry Madden Library 2134

***PreK-12 and Higher Education***

This presentation considers the impact of dedicated individual and cohort mentorship for graduate students at Fresno State through the Graduate Net Initiative’s Graduate Research Fellowship program.

With support from a Title V Part B grant, the Graduate Net Initiative’s Graduate Research Fellowship Program was created to foster the development and dissemination of high-quality, high-impact graduate research as a means to achieve student academic and professional success. The goals of the interdisciplinary fellowship program were twofold: to help Fellows develop professional skills applicable both during their academic careers and beyond, and to provide resources to help them

strengthen and disseminate their research, all with the support of a dedicated mentor. The first cohort of students participated in the fellowship program in the 2015-16 academic year.

This presentation assesses our initial efforts in the development of the first interdisciplinary, cohorted graduate mentoring program at Fresno State. The program was set up to include three types of interactions: cohort meetings led by a dedicated mentor, one-on-one meetings with the dedicated mentor, and participation in professional development workshops. Using survey data collected throughout the year, we evaluate the program's effectiveness. Our initial findings suggest that participating in the mentoring program helped fellows develop additional professional skills. The fellows were also able to use additional resources that helped them strengthen and disseminate their research.

The findings and conclusions of our evaluation serve two purposes. First, our conclusions are the basis for adjusting the GNI Fellowship program at Fresno State. We propose subsequent modifications to enhance its strengths and address existing limitations. Second, the findings will be useful to other similar institutions that are seeking to develop mentoring programs for graduate students.

**Maritere López, Ph.D.**, Associate Professor of History at California State University, Fresno and **Annabella España-Nájera, Ph.D.**, Assistant Professor of the Department of Chicano and Latin American Studies at California State University, Fresno

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### **A Narrative Approach to Developing Caring Relationships**

Henry Madden Library 3212

**PreK-12 & Higher Education, Community Organizing**

An effective mentor is a role model who understands that who we are is more important than what we know. The keys to effective mentoring are to bring our hearts and minds together, and, through kindness, connect. Unfortunately, traditionally, too much emphasis in education and community relationships building has been placed on cognition, or what we know. When conflict inevitably arises, whether from trauma or other stressors, there is a rush to find solutions without first developing deeper understandings through social and emotional learning (SEL) that lead to

healing. Our narrative and SEL inspired practices at RSVP have demonstrated to us that effective connectivity occurs when we relate as equals, always with kindness in our hearts.

In order to achieve this connectivity, supported by advances in neuroscience, we have found that a narrative approach that separates the person from the problem (externalization), that asks what is really going on (deconstruction), and that draws upon the students' strengths, not their deficits (unique outcomes), combined with mindfulness, allows for the deepest of understandings that bring about transformations.

In separating the person from the problem, and focusing on the students, staff, or community members' strengths, we are able to work together on the problems "out there", not see them as some moral deficiency "in here". Using the restorative justice practice of working "with" students, staff and community members, not working "for" them, we grow together, enabling trust and respect to flourish. A mentor using these tools will promote understanding, compassion, and healing.

**Richard Jaffee Cohen, JD**, Founding Board Member and Senior Trainer,  
Restorative Schools Vision Project (RSVP)

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## ABOUT CLEAR

CLEAR is dedicated to eliminating educational and social disparities which impede equitable opportunities and outcomes for all students and the communities from which they arrive. This includes advocacy by its leadership which is called upon to intentionally amplify a collective voice of educational leaders and allies through a forum of professional learning, political action, and community empowerment.

### Advisory Board Members



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Assistant Professor of  
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**Jesus González Jr., Ed.D.**  
Assistant Principal of  
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Lecturer/Educational  
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Director of College 4 ME  
- C4ME



**Janell Morillo, Ed.D.**  
Assistant Vice President  
of Student Affairs  
Administration at  
California State  
University, Fresno



**Darlene Murray, Ed.D.**  
Student Equity Coordinator  
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### CLEAR Staff



**Ken Magdaleno, Ed.D.**  
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**Jenny Vue**  
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# MY CONFERENCE TAKEAWAYS

Five big ideas to take home to my school, district, organization or business:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

Top three things I'm going to share with one other person:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Great people I met at the summit (names and e-mail):

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