Digging out to Freedom Deep Dive - A Constructivist Approach to Education and Liberation
Deeper Learning Conference 2019
Kelly Niccolls, Dr. Tameka McGlawn, Peter Rivera, Abby Benedetto

**The “Why”**

- Those who are deeply committed to building high quality teaching, learning and leading experiences in public education are often faced with historical, economic and political challenges inherent in America’s institutions.
- Structural barriers persist and continuously perpetuate “opportunity and access gaps” which impact the full realization of advancing institutional equity within the education ecology, especially in urban settings.

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**10:30 - 12:30**
Welcome to the circle
Who are we, how will we be in community together?
Community Expectations

**Equity Stories**
Writing Workshop
Sharing

**12:30 - 1:30**
Lunch

**Liberation Labs - Choose you own area of inquiry**

1:30 - 3:30
Liberating Adult Learning - Kelly Niccolls
Skills at the Center: Holonomy as a path to Equity - Abby Benedetto
Finding Your Voice in Funding & Partnership Conversations &
Owning Your Voice in Courageous Leadership - Dr. Tameka McGlawn & Peter Rivera

**Prep for Exhibition**

3:30 - 4:30
Get ready to #shareyourlearning with our partner Deep Dive, as well as with those who choose to come and explore our work/thinking.

**Exhibition Time**

4:30 - 5:30
4:30-4:55 - Deep Dive A Exhibits/Deep Dive B Attends
- 4:30-4:45 - Deep Dive B attends only Deep Dive A’s exhibition
- 4:45-5:55 - Deep Dive B attends other exhibitions in same building
- Deep Dive A Facilitators will signal the transition by flicking the light switch.

5:00-5:25 - Deep Dive B Exhibits/Deep Dive A Attends
- 5:00-5:15 - Deep Dive A attends only Deep Dive B’s exhibition
- 5:15-5:25 - Deep Dive A attends other exhibitions in same building
- Deep Dive B Facilitators will signal the transition by flicking the light switch.
**Kelly Niccols** is a High School Administrator in Tacoma Public Schools. Before coming to Tacoma, Kelly spent the last five years as a School Development Coach for New Tech Network, working with schools and districts across the country to re-imagine teaching and learning. Kelly is from California, where she taught high school English for seven years before moving to Washington. In addition to her education work, Kelly is also a facilitator for the Center for Courage and Renewal. Kelly is a dedicated educator and relentless in her efforts to support schools being a place of meaning, inspiration and empowerment for all students.

**Dr. Tameka McGlawn** serves as the Executive Director of the University of California Berkeley’s College and Career Academy Support Network (CCASN).

Dr. McGlawn has provided a servant and transformational leadership approach to urban learning communities for nearly twenty-five years. Having served at every institutional level (K-20), in a myriad of settings and professional roles, Dr. McGlawn offers a unique perspective on student-centered assets and achievement, leadership optimization, equity-based outcomes and intersectionality. Her actionable research interests, where she has served and facilitated professional development, learning and capacity building includes, strategic reform implementation, systemic mechanisms of accountability, culturally responsive pedagogy and leadership, building network-community alliances through innovative collective impact initiatives and Design-Based Implementation Research and Improvement Science. Dr. McGlawn is a proud graduate of both the CSU San Diego’s Community Based Block Multicultural & Social Justice Master’s Program, and the Rossier School of Education at the University of Southern California where she earned her doctorate in Educational Leadership. She also holds credentials in Administrative Services and Pupil Personnel Services. An effective consensus builder and action-oriented researcher, Dr. McGlawn brings an ideal synthesis of research savviness, practical application and a deep devotion to increased equity and economic opportunities for all students, their families and communities. Dr. McGlawn graciously serves as a Board Member for the Buck Institute for Education, is intrigued to be a Deeper Learning Equity Fellow and is honored to be a Member of the University of California Office of the President’s UC Curriculum Integration Advisory Council.

**Peter Rivera** is an Education Program Officer at the Hewlett Foundation. He works with our Deeper Learning partners to spread, scale, and support educators in effective teaching and learning practices.

Previously, Peter served as program and policy development advisor for the nation's second largest school district, Los Angeles Unified. He worked on scaling new high school math courses, developing a school performance framework, and implementing district-wide improvement science efforts. From 2010-2016, Peter worked as a senior program officer at the California Community Foundation, where his grantmaking supported nonprofits and educational institutions in Los Angeles. Peter also conducted charter school oversight as a program manager/program monitor for the San Diego Unified School District. He began his career in education at the Long Beach Unified School District.

Peter holds a bachelor’s degree in political science from the University of California Los Angeles, and a masters degree in public policy from the University of Southern California. He is a Los Angeles native and enjoys supporting his hometown sports teams.

**Abby Benedetto** is currently living the role of Deeper Learning Coach with Envision Learning Partners. Over the last eleven years, she has had the opportunity to explore deeper learning through a variety of roles. Presently as a Deeper Learning Coach, she has the opportunity to work with educators from schools, districts and other educational contexts across the country toward transforming education through the lens of performance assessment. She works with schools all over California, and from Hawaii to New Hampshire with the goal of aligning deeper learning skills to authentic assessment practices and cohesive instructional design in order to engage all students in meaningful deeper learning. Finding her way into this coaching role has been a bit of a trail of switchbacks. Abby joined Envision Education 11 years ago as a founding teacher of an Enrollment School in San Francisco because she was lucky enough to be placed there as a student teacher while getting her masters in education from the MUSE program at UC Berkeley. She spent five years teaching English to ninth and tenth graders, most of whom were to be the first in their families to attend college. In 2010, Abby was offered the opportunity to help build Envision Learning Partners, the externally-facing consulting branch of Envision, and stepped out of the classroom for the first time to design, plan, and begin implementation of sharing innovation around performance assessment and portfolio defense. However, she found that she missed the cacophony of teenagers too much, and so she returned to the classroom in 2012 for a joyful reunion with students she had taught two years prior, and practiced what she had learned as a coach until June 2016. At that point, she found herself wanting a new challenge and so once again stepped into the arena of adult learning.