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Educational Settings Impact on Minnesota's American Indian Academic Proficiency. Published by LAP LAMBERT Academic Publishing OmniScriptum GmbH & Co. KG Heinrich-Böcking-Str. 6-8, 66121, Saarbrücken, Germany

A Study of the Impact Educational Setting has on Academic Proficiency of American Indian Students as Measured by the Minnesota Comprehensive Assessment. A published dissertation completed for the requirements for the degree of Ed.D. University of Minnesota. Hillstrom, R. (2013).

The State of Students of Color and American Indian Students 2012.
The Minnesota Minority Education Partnership Saint Paul MN, (Fall 2012), Hillstrom, R. & Mariani, C. et al.

Echoes of the Past, Voices of Today: A Case Study on the American Indian Drum in the Robbinsdale Area Schools American Indian Education Program. Unpublished thesis completed for the requirements for the degree of Master of Arts in Ethnomusicology, Bethel University, Saint Paul MN, Hillstrom, R. (2009).

Presentations

MnEEP, PELSB February 5-6, 2021
"Cultural Competency Training (CCT)"

National Urban Alliance Summer Institute: June 23-25, 2020
Minneapolis MN. *"Getting CLEAR- The Foundations of Responsive Pedagogy"*

Nurse Family Partnership: November 20, 2019
Denver CO. *"Individuals Making Positive Accelerated Change Together (IMPACT)"*

Minnesota Indian Education Association Conference: November 13, 2019
Hinckley MN. *"Understanding American Indian Student Count."*

National Urban Alliance Summer Institute: June 12-14, 2019 Saint Cloud MN. *"Getting CLEAR- The Foundations of Responsive Pedagogy"*

GlobalMindED: June 6, 2018, Denver CO *"Equity Consciousness"*

ASCD: March 27, 2017 ASCD EMPOWER 17 Anaheim CA.
Real Equity: Addressing Strengths and Values of ALL Students.

Minnesota School Board Association: January 12, 2017 Leadership conference 2017 Minneapolis MN. *“Got Consciousness? Leadership for Racial Equity”*

Minnesota Indian Education Association Conference: November 17, 2016

American Indian Education - An Overview of Pedagogy to Policy

Minnesota ASCD Spring Conference. April 9, 2016. Minnesota Department of Education. *American Indian Education - An Overview of Pedagogy to Policy.*

Minnesota Educational Equity Partnership 2016 Conference: Minnesota Path’s Pathway Forward Deepening Race Equity in Education. February 25, 2016. Minneapolis, Minnesota. A CLEAR Solution Framework.

National Dropout Prevention Conference: November 3, 2014 Louisville Kentucky. *Solutions Not Suspensions: A Look into Saint Paul Public Schools Collaborative Research Project.*

National Indian Education Association: October 31, 2013

44th Annual Convention & Trade Show Rapid City South Dakota

Beyond the Regression Models: The Impact Educational Setting has on Academic Proficiency of Minnesota’s American Indian Students as Measured by the Minnesota Comprehensive Assessment

World History Association: June 28, 2013

22 Annual Conference, Minneapolis Minnesota

Beyond the Regression Models: The Impact Educational Setting has on Academic Proficiency of Minnesota’s American Indian Students as Measured by the Minnesota Comprehensive Assessment

Director of Research

Minnesota Education Equity Partnership

August 2021- Present

Responsibilities: Supervising the production of the 2022 SSOC/AIS, create a culture of collaboration, establish new research-based methodology, train researchers, articulate goals, strategies, and directions, identify and gather case studies for the SSOC/AIS report, provide analysis of data collected, develop a framework for the report and provide drafts for Research Collaborative Table for review, production (writing and design) of final SSOC/AIS report, and recommendations for ongoing research/evaluation work based on the SSOC/AIS report.

**Director of Educational Equity
Osseo Area Schools (OAS)
July 2015 – September 2021**

Responsibilities include: Provide system level leadership, Covid-19 Response Team, Distance Learning Planning Team, Long Range Financial Planning (LRFP), managing over 5 million dollars, Enrollment Capacity Management Advisory Committee (ECMAC), Executive Director / Lead Administrator of Freedom Schools (multiple locations), Magnet School coordinating, District Strategic Planning Team, directly supervise the English Learner program and American Indian Education program, supervise Department of Educational Equity, monitor and implement the World's Best Work Force Plan, family and community engagement, employee contract negotiations, design and provide professional development opportunities for staff and leadership, address disparities in student achievement across racial, socio-economic, and other identifiable student groups, leading collaborative partnership with National Urban Alliance and the CLEAR Model © to establish a platform for culturally responsive pedagogy, develop and implement programs to address achievement gaps, collaborate with school administrators to review achievement data and develop School Improvement Plans (SIP), develop and support an evaluation process of the Site Improvement Plan to determine the impact of interventions on individual student achievement, lead collaborative work to develop, monitor and implement the Achievement and Integration Plan, disseminate information to the public on issues related to educational excellence through written reports, presentations and other means, develop and maintain contacts with community organizations, responsible to resolve and reconcile issues or concerns presented by families, students, staff and community regarding diversity, integration or equity, grant management and accountability, direct Achievement and Integration budget, planning, monitoring, reporting and evaluating systems, collaborate with PK-12 Operations Coordinator to process grant and categorical funds to meet auditing and accountability requirements, collaborate with system leaders on the development and implementation of policies, programs, procedures, and plans to ensure provisions of government legislation and rules are followed, monitor and analyze building and district level data as needed to provide reports to program managers and building administrators.

**Assistant Director Office of Teaching and Learning
Saint Paul Public Schools (SPPS)
July 2014 – July 2015**

Responsibilities include: providing day-to-day oversight of a complex academic division (AVID, International Baccalaureate, Advanced Placements, Post Secondary Educational Opportunities, College in The Schools, BOB Scholars, Prom-

ise Scholars, and the Honoring Project), ensure district wide equitable academic Talent Development and Accelerated Services (TDAS) for all students, determine district wide abilities testing and assessment measures, serve the district as the Qualified Administrator for the Intercultural Developmental Inventory (IDI), coordinating, monitoring and implementing supports for equity through academics, administrative training, staff development, management, strategic direction, administrative oversight, critical leadership in enhancing student development, empowering student voice, support senior district leadership and school board members, support the academic mission and strategic plan, develop and support policy and practices regarding institutional issues, serve as district representative the with external agencies and boards, establish local assessment procedures and norms, develop assessment options, compile and analyze data, prepare reports and recommendations, established and maintained budgets, grant preparation and evaluation, collaborate with all stakeholder to meet needs of highly divers community.

**Assistant Administrator of Equity
Saint Paul Public Schools (SPPS)
December 2013 – July 2014**

Responsibilities included: Develop and provide district wide professional development for culturally responsive / relevant instructional practices and curriculum, Primary Researcher for Solution in Action Collaborative Research Project – a district initiative to reduce disproportionate patterns in suspensions, lead district primary equity professional development efforts, advise superintendent, cabinet and school board on key issues, serve the district as the Qualified Administrator for the Intercultural Developmental Inventory (IDI), coordinating, monitoring and implementing supports for the Racial Equity department, site and departmental programming, administrative training, staff development, workshops, visiting schools and classrooms to assess equity development, facilitate progress towards equity goals, work with School Comprehensive Improvement Plans (SCIP), support principals to promote equity development, coordinate the collection of data on best practices and implementation of culturally responsive practices and intervention strategies, research racial equity best practices and make recommendations for implementation, maintain and present records for reporting, evaluation, accountability, respond to inquiries regarding program dissemination by providing information sessions, programs and publicity, meet with stakeholders on racial equity programming, policy, and procedures to communicate and gather feedback for further development, contribute to the District's Strong Schools, Strong Communities efforts by partnering with other staff to contribute to student achievement and the alignment and sustainability of resources.

**Program Manager of Equity
Saint Paul Public Schools (SPPS)**

July 2013 – December 2013

Responsibilities included: Coordinating, monitoring and implementing supports for the Racial Equity department, professional development programming, develop and provide district-wide professional development for culturally responsive / relevant instructional practices and curriculum, site and departmental programming, administrative training, staff development, workshops, visiting schools and classrooms to assess equity development, facilitate progress towards equity goals, work with School Comprehensive Improvement Plans (SCIP), support principals to promote equity development, coordinate the collection of data on best practices and implementation of culturally responsive practices and intervention strategies, research racial equity best practices and make recommendations for implementation, maintain and present records for reporting, evaluation, accountability, respond to inquiries regarding program dissemination by providing information sessions, programs and publicity, meet with stakeholders on racial equity programming, policy, and procedures to communicate and gather feedback for further development, contribute to the District's Strong Schools, Strong Communities efforts by partnering with other staff to contribute to student achievement and the alignment and sustainability of resources.

**Elementary Coordinator of Talent Development and Accelerated Services
Saint Paul Public Schools (SPPS)****May 2012-July 2013**

Responsibilities included: Coordinating district-wide services for 43 elementary schools to ensure all students meet their individualized academic potential. Organized district-wide abilities testing, created local testing norms, researched testing options and programs, quantitative and qualitative research projects, professional development design and training, supported classroom teachers with strategies to increase student access and success in advanced classes, compiled and analyzed data, prepared reports and recommendations, established and maintained budgets, developed methods to maintain program records, developed program documentation, grant preparation and evaluation, provided direction to assigned program staff, collaborated with AVID staff, collaborated with Research, Evaluation and Assessment department, drove racially equitable academic policies for SPPS, and contributed to the SPPS Strong Schools, Strong Communities initiative.

Research Manager**Minnesota Minority Education Partnership****August 2011-November 2012**

Responsibilities include: Supervising the production of the 2012 SSOC/AIS, create a culture of collaboration, articulate goals, strategies, and directions, identify and gather relevant data for the SSOC/AIS report, provide analysis of data

collected, guide student interns in qualitative inquiry for the SSOC/AIS report, develop a framework for the report and provide drafts for Research Collaborative Table for review, production (writing and design) of final SSOC/AIS report, and recommendations for ongoing research/evaluation work based on the SSOC/AIS report.

**Indian Education Specialist (Cultural Liaison)
Robbinsdale Area Schools
May 2008 - June 2010**

Provided academic and cultural education services overcoming educational barriers, addressing retention issues, special education, supporting institutional assessment, planning and research that contributed to data-driven decision-making supporting culture accountability in the district. Responsibilities included: programming for 14 schools. Activities included: grant management, fundraising, research, monitor and disseminate up-to-date strategies and practices for community engagement, advising students, project management, creative problem-solving, preparing students for career / technical education and or college, behavioral intervention, teaching, social work, staff development, tutoring, recruit and train tutors, diversity team, program documentation, school improvement team, and curriculum development.

**American Indian Community Expert (Liaison)
West Metro Education Program
October 2009 – June 2010**

Worked closely with district administration and schools to provide leadership, policy and evaluation in the area of diversity and multiculturalism. Created efforts for organizational change toward intercultural competency in the community. Help create a meaningful learning experience for a broad range of people and communities to help ensure success for all students, especially American Indian students and at-risk- youth who are underrepresented. Coordinating and facilitating workgroups to accomplish goals and objectives. Provided academic and cultural education services. Activities included: research, monitor and disseminate up-to-date strategies and practices for community engagement, project management, designing new initiatives, behavioral intervention, teaching, staff development, and curriculum development.

**Reserve Teacher
Minneapolis Public Schools
September 2007 - May 2008**

Provided a variety of educational services for all grade levels and subjects in the public school system.

**Engineer/Owner
Creation Station Media Corp
October 1985 - Present**

Own and operate two recording studios, the Alpha Room (production) and the

Omega Room (mastering). Provide artistic, administrative and technical support for countless organizations. Work history includes managing all aspects of over 500 recording projects with a client list that ranges from national recording artists to local Blues bands. Work history includes audio for national television.

Executive Director

Y.E.S. Kids

July 2001 - October 2005

Y.E.S. is an acronym for Youth Educational Services. Responsibilities included all aspect of administration, major gift officer, staff development, staff management, grant management, budgeting, fundraising, school-based support, behavioral and academic interventions, as well as developing, delivered and managed educational after-school programs that were sensitive and understanding of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds to help prepare all students for academic success. Special attention was paid to at-risk-youth, students of color, low-income students and students from other groups that are underrepresented. Y.E.S Kids served over 400 students weekly. While under my direction in 2003 the program was awarded the Humanitarian of the Year award for St. Louis Park.

President – Founder

Sacrifice Productions Incorporated

July 1985 - August 1991

Provided organizational leadership for a nonprofit organization serving youth and families. Programs concentrated on child abuse prevention and substance abuse awareness. Responsibilities included all aspects of administration, major gift officer, staff development, staff management, grant management, budgeting, and fundraising. Special attention was placed on developing corporate sponsorship as a critical component of organizational success.

Academic Awards

University of Minnesota, Duluth Minnesota

Recipient of Education Department Fellowship

Augsburg College, Minneapolis Minnesota

Performing Arts Scholarship, Phi Theta Kappa Scholarship, Native American Student Leadership Award, Suma Cum Laude and Academic Dean's List

Normandale Community College, Bloomington Minnesota

Graduated with high honors, Phi Theta Kappa, National Dean's List

Leadership and Civic Activities

MIEA Administrator of the Year 2019
MnEEP All My Relations /Ron McKinley Award 2019
Youth Hockey Coach, Armstrong/Cooper Youth Hockey Association 2017-2018
Minnesota Educational Excellence Partnership 2015-2017
Minnesota Academic Excellence Foundation 2012-2014
Minnesota ASCD 2013-2016
World Savvy Global Competency Advisor 2013-2014
Global Literacy Advisory Board – Minnesota Department of Education 2012-2013
Charter Member of the City of Robbinsdale 2003-2013
Vice President of Robbinsdale City Charter 2009-2010
Youth Hockey Coach, Cooper Youth Hockey Association 2004-2006
Youth Football Coach, Armstrong/Cooper Association 2002-2004
St. Louis Park Humanitarian of the Year Award in 2003

Professional Certifications

Minnesota Aspiring Superintendents Academy
Intercultural Developmental Inventory (IDI) Qualified Administrator

Professional License

Minnesota Superintendent License

References

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