



Graduate School of Education
PennGSE

Delaware Valley Consortium *for*
EXCELLENCE & EQUITY

2014–15 SCHEDULE OF EVENTS

***“Preparing Each and Every Student for Success in
Post-Secondary Education and in Life”***

The Delaware Valley Consortium for Excellence and Equity is an evolving collaborative network of metropolitan school districts in PA, DE, and NJ that have committed to learn and work together to support, nurture the school and life success of ALL of their students.

The Consortium serves as a critical regional resource for participating districts to take proactive and system-wide leadership responsibility for significantly improving the academic performance of all students, increasing high level educational opportunities to learn for all students, and eliminating the observed opportunity and achievement disparities among subgroups of students defined by race/ethnicity and/or economic circumstance. The Consortium creates an important venue where our best collective thinking about policy, research and practice percolate- thinking and action that enhances all of our students’ academic achievement, access to high level educational learning opportunities, and equity in attainment.

Dr. Robert L. Jarvis, Director
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Graduate School of Education
PennPCEL

Center *for* EDUCATIONAL LEADERSHIP

Activities for the 2014-2015 year will focus on:

EFFECTIVELY ADDRESSING THE SOCIAL– EMOTIONAL AND CULTURAL DIMENSIONS OF LEARNING

All Events will be held at 3440 Market St. Philadelphia PA 19104, 5th Floor unless otherwise indicated.

DISTRICT LEADERSHIP PLANNING MEETING

WEDNESDAY, SEPTEMBER 24, 2014 9:00AM—NOON

“Districts Organizing for Success”

This will be a highly interactive culminating forum for Superintendents’ continued sharing of district successes, promising initiatives, challenges and key equity and excellence lessons learned.

Audience: District Superintendents and/or Their Representatives

DIVERSE STUDENT LEARNERS WORKSHOP

TUESDAY, SEPTEMBER 30, 2014 8:30AM –3:00 PM



Dr. Bonnie M. Davis, CEO
Educating for Change &
Author
St Louis, MO

“Cultural Literacy for the Common Core: Six Steps to Powerful, Practical Instruction for All Learners”

How can teachers reach and teach all students while implementing the Common Core State Standards? Dr. Davis explores how to create a classroom community that honors every voice and provides positive visibility for every learner in the context of a standards based classrooms. You will walk away from this workshop with ideas and strategies you can use immediately. Come ready to talk, listen, & learn powerful and practical instructional strategies that reach and teach all learners. You will engage in meaningful discussion and practice high impact instructional strategies that most positively impact student learning, and will design an implementation plan to use with your students to support improved academic achievement for all diverse learners in your schools.

Dr. Davis is a veteran teacher of more than forty years who is passionate about education. She taught in middle schools, high schools, universities, homeless shelters, and a men’s prison. She has presented at numerous national conferences and currently works in

school districts across the country, and her work is rooted in critically examining what “we don’t know we don’t know” about ourselves in order to more effectively teach students who don’t look like us. Moving from self reflection to action, her work offers educators culturally responsive, standards-based instructional strategies that bridge culture, language, race, and ethnicity. Her multiple publications include: **Cultural Literacy for the Common Core: Six Steps to Powerful, Practical Instruction for All Learners; How to Teach Students Who Don’t Look Like You: Culturally Responsive Teaching Strategies; How to Coach Teachers Who Don’t Think Like You: Using Literacy Strategies to Coach Across Content Areas; The Biracial & Multiracial Student Experience: A Journey to Racial Literacy and Creating Culturally Considerate Schools: Educating Without Bias.**

Audience: District Office Administrators and Leadership Staff (Assistant Superintendent/ Directors/ Consultants/ Coaches For Instruction, Curriculum, Staff Development) Teacher Leaders Special Education, Title 1 Teachers and Principals/Assistant Principals

DIVERSE STUDENT LEARNERS WORKSHOP

TUESDAY, OCTOBER 21, 2014 8:30AM –3:00 PM



Dr. Eli Johnson
Education Consultant & Author
Cameron Park, CA

“Common Core Instructional Strategies to Create Equity”

The Common Core calls for a rigorous approach to instruction for all students. Research shows that the #1 indicator of Academic Success for students is their successful acquisition of Academic Language. This research which is championed in countries like Australia and New Zealand is of a major reason that the Common Core (after searching other nation’s standards) required that Academic Language be mandatory for all students in grades 3-12. The new Common Core Standards have three key areas that were not emphasized in previous state standards: Academic Language, Informational Text Structure, & Text Complexity. The Common Core Standards expect teachers to figure out how to teach students these key skills, concepts, & strategies. This workshop will identify & teach the key strategies needed to support student mastery of academic language.

Throughout the workshop, we will look at what the research says about increasing instructional access and equity and dive into over a half a dozen research-based strategies that show us: *What To Do?* *Why To Do It?*, and most importantly *How To Do It*. These strategies identify key pedagogical principles for teaching our students how to master academic language, access academic text, and more effectively prepare for college and career. These strategies will help all of our students, master the speaking, listening, reading, and writing skills needed to be effective thinkers and learners.

Participants will learn how to teach for equity through strategies in academic language, listening skills, academic talk, informational text structure, structured discussion, text complexity, and so much more. Teachers and leaders will go back to their classrooms and schools armed with practical, research-based strategies that will help all students better access the Common Core and its’ essential standards.

Eli Johnson has spent his career helping students become academically successful in school. As a teacher, district administrator, author, and nationally recognized speaker he has impacted thousands of lives through his insightful message.

Audience: District Office Administrators and Leadership Staff (Assistant Superintendent /Directors / Consultants / Coaches For Instruction, Curriculum, Staff Development) ,Teacher Leaders , Special Education, Title 1Teachers and Principals/Assistant Principals

CURRICULUM & INSTRUCTION ADMINISTRATORS ACTION LEARNING NETWORK

THURSDAY, OCTOBER 23, 2014 9:00AM – NOON

“Equity Challenges in Implementation of the Common Core, Teacher/Administrator Evaluation and Detracking”

This will be a highly interactive forum for district Assistant Superintendents/Curriculum Directors sharing of promising initiatives, challenges and key equity and excellence lessons learned relative to their district’s rollout and implementation of the Common Core, high stakes state assessments and teacher/administrator evaluation, and detracking.

Audience: District Curriculum Directors, Superintendents, Assistant Superintendents, Instruction Administrators and Teacher Leaders

UPENN SCHOLARS SEMINAR

TUESDAY, OCTOBER 28, 2014 8:30am—2:30pm



Dr. Howard Stevenson
Professor
Applied Psychology &
Human Development
Division
Graduate School of
Education
University of
Pennsylvania
Philadelphia, PA

“Promoting Racial Literacy in Schools: Differences That Make a Difference”

Dr. Howard Stevenson is Professor of Education & Africana Studies and former Chair of the Applied Psychology and Human Development Division in the Graduate School of Education at the University of Pennsylvania. From 1994 to 2002, he was faculty master of the W. E. B. DuBois College House at Penn. Dr. Stevenson has served for 28 years as a clinical and consulting psychologist working in poor rural and urban neighborhoods across the country.

Dr. Stevenson’s recently published book, ***Promoting Racial Literacy in Schools: Differences that Make a Difference***, focuses on how educators, community leaders, and parents can emotionally resolve face-to-face racially stressful encounters that reflect racial profiling in public spaces, fuel social conflicts in neighborhoods, and undermine student emotional well-being and academic achievement in the classroom.

His research publications and clinical work involve developing culturally relevant in-the-moment strengths-based measures and therapeutic interventions that teach emotional and racial literacy skills for families and youth. Success of African American Students (SAAS), identified the protective role of racial identity and racial socialization processes in the development of emotional coping strategies for African-American students and families in predominantly White independent schools. Currently, Dr. Stevenson is conducting a classroom-based racial negotiation skills-building intervention called *Can We Talk?* for teachers and students to reduce negative stress reactions in student-teacher relationships. Dr. Stevenson has further collaborated with Penn professors in Nursing and Arts and Sciences to co-lead the *SHAPE-UP: Barbers Building Better Brothers Project*.

“Creating Inclusive Schools Through Constructive Community Partnerships”

In this interactive session, participants will have an opportunity to assess the rationale, structure and outcomes of school-community partnerships, using their own schools as examples as well as exploring exemplars from local and national partnerships. Together the group will consider the benefits and challenges of community partnerships for advancing the educational, social-emotional, and citizenship goals of their schools, and how building effective community partnerships can move us toward more truly inclusive developmental environments for all students.

Dr. Watts is the Director of the Lea School University Partnership, the University's new liaison to the Henry C. Lea Elementary School in West Philadelphia. She is a psychologist whose career has been devoted to developing healthy educational environments for children and youth. As a practicing child therapist, university educator, and program director, she aims to provide access for all children to the emotional and social developmental supports that will enable them to succeed in school, in their communities, and in their adult lives. She has focused her work on building capacity in mental health and educational systems to serve the complex needs of urban children, youth, and families through creating innovative institutional partnerships among schools, universities, and community health organizations.

Audience: District Office Administrators and Leadership Staff (Superintendent/Assistant Superintendent/ Directors/ Consultants/ Coaches For Instruction, Curriculum, Staff Development), Teacher Leaders, Special Education Teachers, Title 1 Teachers and Administrators, School Counselors, School Social Workers, School Psychologists



Caroline L. Watts, Ed.D.
Director, Lea School
University Partnership
Lecturer, Applied
Psychology and
Human Development
University of
Pennsylvania Graduate
School of Education
Philadelphia, PA

DIVERSE STUDENT LEARNERS & SCHOOL CULTURE WORKSHOP

TUESDAY, NOVEMBER 18, 2014 8:30AM–3:00 PM



Dr. Sara Truebridge
Educational & Youth
Resiliency Consultant
& Author
Danville, CA

“Culturally Responsive Education Within a Resilience Framework”

Participate in a powerful, strengths-based, results-oriented workshop that situates cultural responsive education within the framework of resilience. Resilience is the capacity all youth have for healthy development. It refers to an individual's capacity of being able to spring back, rebound, and successfully adapt in the face of adversity and stress. Resilience research focuses on the whole child. It includes having the awareness and belief that culture is a strength that all students and educators bring to the educational environment. Findings from resilience research support that the success of a culturally responsive education is increased when environments model and provide caring relationships, high expectations, and opportunities for meaningful participation and contribution.

Dr. Truebridge is veteran classroom teacher in Pre-K through high school settings and currently an education consultant and researcher who combines her experience and expertise in the areas of research, policy, and practice to promote success and equity for all.

Her professional experience and leadership in the field of education, social services, and resilience includes work in the development and formation of new schools, curriculum development, staff development, school climate, student engagement, social-emotional learning, cultural responsiveness, early childhood education, arts in education, special education, and parent education. Sara is the author of the recently released book, [Resiliency Begins With Beliefs: Building on Students' Strengths for Success in School](#).

Audience: District Office Administrators and Leadership Staff (Superintendent/Assistant Superintendent/ Directors/ Consultants/ Coaches For Instruction, Curriculum Staff Development) , Teacher Leaders, Special Education Teachers, Title 1 Teachers and Administrators, School Counselors, School Social Workers, School Psychologists Principals/Assistant Principals

HIGH SCHOOL STUDENT LEADERSHIP INSTITUTE

THURSDAY, DECEMBER 4, 2014



Average is Easy. Strive to Be Amazing”

Keynote Speaker: Carlos Ojeda—President / CEO—Cool Speak

1. Where I Am Does Not Dictate Who I Am

Ms. Jonice Arthur, Founder & CEO, Regna Services, LLC

2. Beginning At The End

Mr. Joaquin Zihuatanejo, Award Winning Teacher & Poet

3. Being the Alternate You Through Athletics

Mr. Patrick Livewell, Healthcare Company Administrator

4. Code Switch For Justice

Ms. Andrea Lawful-Trainer, Education Consultant

Ms. Keir Bradford-Grey, Chief Public Defender

5. Design In Circles: Motivation Beyond Personal, Familial and Community Crises

Dr. Tanji Gilliam, Founder, Oil House Productions, Director of Community Revitalization, Trenton Housing Authority

6. Thinking About Getting Into Your College of Choice Now

Ms. Laura Reddick, Assoc. Director of Adult & Veteran Recruitment Temple University

Ms. Cheryl Browning, Sr. Advisor, College Planning Specialist

7. If It Aint About the Money—It's About Being Resilient: The Key to Success in the Classroom & Life

Dr. Chuck Williams, Graduate School, Lincoln University

MIDDLE SCHOOL STUDENT LEADERSHIP INSTITUTE

FRIDAY, DECEMBER 5, 2014



“No More Excuses”

Keynote Speaker: Carlos Ojeda—President / CEO—Cool Speak

1. Finding Your Strength

Mr. Porter Ellet, Athlete & Youth Motivational Speaker

2. No Flex Zone, No Bully Zone: Don't Be a Hater or a Bystander

Dr. Chuck Williams, Director of Graduate School, Lincoln University

3. No Girls Allowed: Male Talk-Developing The Mind Set of School & Life Success

Mr. Christopher McFadden, Founder of Philadelphia Youth Project Educator, Youth Development Professional

4. Code Switch for Justice, Keeping it Real May Cost You

Ms. Andrea Lawful-Trainer, Educational Consultant

5. Change Your Song, Change Your Life

Mr. James Wilson, Jr., President, Success Connect

6. No Boys Allowed: Understanding the Challenges of Being a Young Woman of Color in Middle School

Dr. Crystal Lucky, Assoc. Professor English Africana and Women Studies, Villanova University

7. Lessons We Have Learned: Finding & Making Time for Success

Student Leaders From Lenape High School in Shamong, NJ

DIVERSE STUDENT LEARNERS WORKSHOP

TUESDAY, DECEMBER 9, 2014 8:30AM –3:00 PM



“Growth Mindset as a Pathway to Equitable Access”

The commitment to building and maintaining a learning environment where expectations are high for all students, differentiated, responsive instruction is the norm and a place where students value effort and perseverance paves the way for equitable access for all students. It is the mindset of the teacher and the student that will open the door for all students to access and embrace enriched and challenging instruction. Dr. Carol Dweck's research in the area of fixed and growth mindsets provides the springboard for this session with practitioner/schoolhouse application of her work.

Mary Cay Ricci
Coordinator of the
Office of Gifted &
Talented
Education
Baltimore County
Public Schools
Towson, MD

Participants in this interactive workshop will learn ways to build and maintain a growth mindset classroom or school culture and challenge students to change their thinking about their own abilities and potential. When children believe that perseverance and effort can change their performance in school, they can grow to become resilient, successful students. Workshop topics include: How an educator's fixed/growth mindset affects student achievement, building students' conceptual understanding of learning and the brain, the critical importance of differentiated, responsive instruction and ways students can learn from failure.

Mary Cay currently serves as the Coordinator of Gifted and Talented Education for Baltimore County MD Public Schools, and is the author of *Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools*. She serves on the Council for Exception Children-The Association for the Gifted (CECTAG) Board of Directors and is an active member of the National Association for Gifted Children (NAGC). Mary Cay has classroom experience at elementary and middle school levels and served as an Instructional Specialist K-12 for Montgomery County Public Schools, MD. Mary Cay is a frequent presenter at state and national conferences and serves as an educational consultant for public and private schools and districts.

Audience: District Office Administrators and Staff, Superintendent/Assistant Superintendent/Principals/Assistant Principals, Teacher Leaders/Coaches/Mentors/Team Leaders, School Counselors, Social Workers, Nurses, Psychologists, Parent Leaders

PARENT AND FAMILY PARTNERSHIP WORKSHOP

WEDNESDAY, JANUARY 21, 2015

8:30AM – 3:00 PM



Dr. Joe Mazza
Leadership Innovation
Manager
Graduate School of
Education
University of Pennsylvania
Philadelphia, PA

“Creative 21st Century Engagement of Diverse Parents and Families”

Every family in our school has different preferences in terms of their own home and work communications. Using technologies like e-mail and webpages to connect with diverse families is quickly becoming "old news" with the introduction of today's "two-way" social media tools like mobile school apps, Google+ Hangouts, Facebook, Twitter, Voxer, Skype and blogs. Some of our families don't have access to technology, so home visits and other low tech innovation efforts become key to ensuring the communication gap does not become greater and geared only to those with constant access.

Following a focus on stakeholder feedback solicitation, participants will learn how their district can safely and responsibly leverage high and low tech innovation to differentiate their communication efforts between school and home. You will not only leave with a "menu" of communications to infuse into your own schools and organizations, but these will be modeled LIVE during the workshop with other parents and educators around the world. The final piece of the workshop will focus on sustainability with the inclusion of the weekly professional learning Twitter chat called "#PTchat" - a free and open virtual mentoring space for those working to deepen home-school partnerships.

Dr. Joe Mazza, formerly lead learner (principal) at Knapp Elementary School, a diverse learning community the North Penn School District and K-12 Manager for Connected Teaching, Learning & Leadership in the district, now serves as the Leadership Innovation Manager with the Graduate School of Education at Penn. Joe has spent his career working with students, teachers & families as a 3rd grade teacher, bilingual assistant principal, middle school vice-principal and now elementary principal. In each setting, he has assumed the role of TV studio producer, webmaster and school technology integration coach. He was recognized as the 2013 recipient of EdTech Digest's Leader Setting a Trend Award and a finalist for Elementary Principal of the Year at the 2013 Bammy Awards in Washington, DC.

Joe's dissertation topic, Principals' Use Of Social Media Tools To Build Home-School Partnerships, connected him closely to the work of family engagement researcher Dr. Joyce Epstein. Much of his work revolves around translating the work of leading family engagement researchers into today's growing use of social media. He is currently working with the Institute for Educational Leadership as a national consultant on Family & Community Engagement in Washington, D.C. His passions lie in activating student voice, engaging all families, building teacher leadership and making technology integration as ubiquitous as possible. Building meaningful relationships are at the heart of his daily work in teaching, learning and leadership.

Audience: District Leadership Team of Five Participants, Including, District Office Administrators and Staff, Superintendent/Assistant Superintendent/ Principals/Assistant Principals, Teacher Leaders/Coaches/Mentors/Team Leaders, School Counselors, Social Workers, Nurses, Psychologists, Parent Leaders

DIVERSE LEARNERS & SCHOOL CULTURE WORKSHOP

TUESDAY, JANUARY 27, 2015 8:00am— 3:00pm



**Thom Stecher, CEO
Thom Stecher and
Associates
Malvern, PA**

“Building a Classroom Community: The Integration of Social Emotional Learning That Increases the Academic Success of ALL Students”

This workshop is designed to address the most critical issues in schools today - climate and community. Respect for self and others have been documented by research over the past thirty-five years as being lacking in children with developmental, behavioral and learning problems. It is impossible to teach and learn successfully in an environment that is less than safe. Educators K through 12 are invited to participate in this highly experiential classroom community-building workshop. We will work through a developmental program designed to identify, model and practice strategies for team, group, and community building, self-respect and social skill building.

“Satisfying the social and emotional needs of students does more than prepare them to learn. It actually increases their capacity for learning. Social and emotional learning has been shown to increase mastery of subject material, motivation to learn, commitment to school, and time devoted to schoolwork. It also improves attendance, graduation rates, and prospects for constructive employment while at the same time reducing suspensions, expulsions, and grade retention” (Hawkins et al., 1999; Malecki & Elliott, 2002). Research now shows “gains of eleven to seventeen percentile points on achievement tests indicating that SEL programs offer students a practical educational benefit” (Payton et al. 2008).

Thom Stecher is a nationally-recognized motivational speaker and educational consultant. He specializes in self-esteem, wellness, and student assistance programs. Raised in a family of educators, Thom believes that education is a life-long process and that we all teach best what we most need to learn. It is therefore imperative that we teach each other. Thom is one of the original developers of the nationally-recognized and acclaimed Masonic Model Student Assistance Program and has expanded the model to developmentally appropriate programs at the elementary, middle, and high school levels. Thom's work in student assistance finds him in training and development of school based prevention and intervention services for at-risk youth in over 30 states, and in Canada.

Audience: District Leadership Team of Five Participants, Including: District Office Administrators and Staff, Superintendent/Assistant Superintendent/ Principals/Assistant Principals, Teacher Leaders/Coaches/Mentors Team Leaders, School Counselors, Social Workers, Nurses, Psychologists, Parent Leaders

UPENN SCHOLARS SEMINAR

WEDNESDAY, FEBRUARY 18, 2015 8:30am—2:30pm



Dr. Scott Barry Kaufman
Scientific Director of the
Imagination Institute
Positive Psychology
Center
University of
Pennsylvania
Philadelphia, PA

“Ungifted- Intelligence Redefined: The Truth About Talent, Practice, Creativity and the Many Paths to Greatness”

Dr. Scott Barry Kaufman comes to Penn this year from New York University to serve as the Scientific Director of The Imagination Institute and as a researcher in the Positive Psychology Center, where he investigates the nature, measurement and development of imagination. In his book, ***Ungifted: Intelligence Redefined***, (2013) he presents a holistic approach to achievement that takes into account each person’s ability, engagement, and personal goals. Dr. Kaufman is also co-founder of The Creativity Post, and he writes the blog Beautiful Minds for Scientific American Mind. After graduating from Lower Merion High School in 1998, Kaufman received his B.S. from Carnegie Mellon University, where he was Nobel Prize Winner Herbert A. Simon’s last research assistant. In 2005, he received his M.Phil. from King’s College, Cambridge and earned his Ph.D. in Cognitive Psychology from Yale University..

Dr. Kaufman’s research focuses on the measurement and development of intelligence and creativity, with a consideration of implications for education, business, and society. Kaufman has over 40 scientific papers in numerous books and journals, including *Cognition*, *Intelligence*, and the *Journal of Creative Behavior*. He is also co-editor of ***The Philosophy of Creativity*** (2014), ***The Complexity of Greatness: Beyond Talent or Practice*** (2013), ***The Cambridge Handbook of Intelligence*** (with Robert Sternberg, 2011), and ***The Psychology of Creative Writing*** (with James C. Kaufman, 2009).

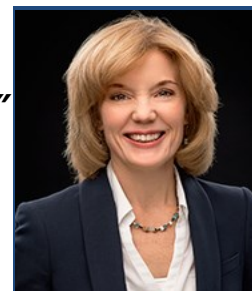
Most theories of human intelligence and tests of intelligence emphasize controlled and deliberate reasoning as the hallmark of human intelligence. While agreeing that such thought processes are an important component of intelligence, Kaufman argues that spontaneous forms of thinking such as insight, imaginative play, daydreaming, implicit learning, and a reduced latent inhibition are also important contributors to a wide range of intelligent behaviors as well as creative greatness. A key assumption of his theory is that abilities are not static entities but are constantly changing throughout the life span as the person continually engages with controlled and spontaneous modes of thought.. Under this conceptualization, personal characteristics such as passion, growth mindset, and persistence are also essential elements of human intelligence.

“The State of College Access and Completion: Improving College Success for Students from Underrepresented Groups”

Gaps in educational attainment by race/ethnicity and family income persist despite substantial annual investments by federal and state governments, colleges and universities, school districts, philanthropic organizations, and other entities in policies and programs that are designed to close these gaps. The central focus of Dr. Perna’s scholarship is to understand the forces that limit educational attainment, despite these considerable efforts, and the ways to promote educational attainment, particularly for students from traditionally underrepresented groups.

Dr. Perna joined the faculty as associate professor in 2005 and was promoted to full professor in 2010. Dr. Perna is the founding Executive Director of the Alliance for Higher Education and Democracy (Penn AHEAD) at Penn GSE. Prior to her appointment at Penn GSE, she served on the faculty at the University of Maryland, College Park; as a research scientist and director of data analysis, as well as acting director, at the Frederick Patterson Research Institute of the United Negro College Fund; and as director of institutional research at the University of Dallas. She has also served on the editorial boards of leading journals including *American Education Research Journal*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *Academe*, *Journal of Higher Education*, *Review of Higher Education*, *Journal of College Student Development*, *Journal of Women in Higher Education*, and *Research in Higher Education* and is associate editor of *Higher Education: Handbook of Theory and Research*. She is currently President-Elect (2013-2014) of the Association for the Study of Higher Education (ASHE).

Audience: District Office Administrators and Leadership Staff (Superintendent/Assistant Superintendent/Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development) Teacher Leaders Special Education Teachers Title 1 Teachers and Administrators School Counselors-School Social Workers-School Psychologists Principals/Assistant Principals



Dr. Laura Perna,
Professor and
Executive Director of
the Alliance for
Higher Education and
Democracy
(Penn AHEAD)
Graduate School of
Education
University of
Pennsylvania
Philadelphia, PA



Jonice Arthur
Founder and CEO
Regna Services, LLC
Feasterville, PA

DIVERSE LEARNERS & SCHOOL CULTURE WORKSHOP

TUESDAY, FEBRUARY 24, 2015

8:30am—3:00pm

“Going Beyond Instruction: Motivating Diverse Middle & High School Students: Strategies for Building a Successful Classroom and Nurturing a Positive Learning Environment”

Why is it so challenging at times to connect with our 21st century middle and high school students? Here’s a workshop that will explore that “great divide” and equip educators with the tools to bridge the gap by sharing and practicing positive methods for discourse and interaction with your diverse adolescent learners. Reaffirm effective classroom organization and management strategies that nurture a positive & productive classroom culture for learning by affirming positive student-teacher and teacher-parent communications and relationships. Jonice Arthur is the founder of Regna Services, LLC., an organization whose mission is to narrow the ever widening gap between the adult population and what has been deemed a lost generation by providing high quality services in the areas of life coping skills and professional staff development. She has worked as a Prevention Specialist & Teen Leader for the YWCA of Bucks County, a Life Skill’s Facilitator at the Bucks County Correctional Center, and an Instructor for Johns Hopkins University Center for Talented Youth. Jonice covers these topics: anger management, conflict resolution, life skills, role confusion vs. identity, blazing one’s own trail, classroom management and student/teacher connectedness.

Audience: District Leadership Team of Five Participants, Including: District Office Administrators and Staff, Superintendent/Assistant Superintendent/ Secondary Level Principals/Assistant Principals Teacher Leaders/Coaches/Mentors/Team Leaders, School Counselors, Social Workers, Nurses, Psychologists, Parent Leaders

HUMAN RESOURCE DIRECTORS PLANNING MEETING

TUESDAY, MARCH 3, 2015

12:00am—3:00pm

Human Resources Directors and representatives will meet to discuss and refine the details of the 9th Annual Educators of Color Recruitment Fair. We will review last years recruitment fair and make additions and adjustments as the discussion leads us.

CURRICULUM & INSTRUCTION ADMINISTRATORS ACTION LEARNING NETWORK

TUESDAY, MARCH 10, 2014

9:00AM – NOON

“Equity Challenges in Implementation of the Common Core, Teacher/ Administrator Evaluation and Detracking”

This will be a highly interactive forum for district Assistant Superintendents/Curriculum Directors sharing of promising initiatives, challenges and key equity and excellence lessons learned relative to their district’s rollout and implementation of the Common Core, high stakes state assessments and teacher/administrator evaluation, and detracking.

Audience: District Curriculum Directors, Superintendents, Assistant Superintendents, Instruction Administrators and Teacher Leaders

DISTRICT & SCHOOL LEADERSHIP EQUITY WORKSHOP

TUESDAY, MARCH 17, 2014

8:30AM – 3:00 PM

“Cultivating Equity Mindedness for Leaders Teams & Decision Making”



Dr. Sharon Radd
Educational Equity
Consultant &
Asst. Professor
Organizational
Leadership
St. Catherine
University
St. Paul, MN

Its hard to argue that the No Child Left Behind Act of 2001 (NCLB) has increased overall awareness of the “achievement gaps” that exist in and result from our current educational system. Still, this framing masks gaping disparities in opportunities and support to learn leaving these larger inequities unnoticed. In fact, “the achievement gap between children from high & low-income families is 30% to 40% larger among children born in 2001 than among those born 25 years earlier”: The “achievement gap” framing has done little to address what Ladson-Billings (2006) calls our “education debt” to historically marginalized students. Educational leaders who want to enact meaningful systemic transformation need to consistently practice critical consciousness, the active awareness of, and inquiry into, beliefs and language that otherwise mask systemic inequities. In order to build more equitable systems they need to engage others in identifying how and why their underlying personal and institutional beliefs, , norms, and practices contribute to inequality. This workshop offers

district and school leaders new information for understanding both the barriers and the promising pathways for engaging others in equity work, and provides practice with specific skills. Dr. Radd is an Assistant Professor of Organizational Leadership at St Catherine University and the Founder and Lead Consultant at Sankalpa Consulting. She specializes in the areas of educational equity, leadership, adult learning, organizational change and development, and communication, conflict and decision-making.

Audience: District Office Administrators and Leadership Staff (Superintendent/Assistant Superintendent/Directors/ Consultants/Coaches For Instruction, Curriculum, Staff Development), Principals/Assistant Principals, Teacher Leaders

SCHOOL COUNSELOR & PUPIL SERVICES LEADERSHIP FOR EQUITY

WEDNESDAY, MARCH 18, 2014 8:30AM –3:00 PM



Dr. Michael Nakkula
Practice Professor & Chair
Applied Psychology &
Human Development Division
Graduate School of Education
University of Pennsylvania

“Helping Students Invent Real Possibility In Their Lives”

Professor Michael Nakkula, Chair of Applied Psychology and Human Development at Penn’s Graduate School of Education, will discuss some of his work with middle and high school students and school counselors. His work with youth falls under the umbrella of “Inventing the Future: Project IF.” Through this project he emphasizes the shift from prevention to invention, or helping students invent real possibility in their lives. He uses a range of tools for this work, including specific approaches to strength-based counseling; methods for helping students become the planners, trackers, and interveners in their own academic progress; and surveys that can be used both for practice and program evaluation. He will share a range of these tools in this session.

His counseling work is closely related to his larger research activities, including national studies of the Developmental Assets Framework from the Search Institute; methods for studying more effective approaches to youth mentoring; and the nature of what he terms “academic identity development.” His research shows that how students see themselves academically is highly related to what they pursue in the future. Students who see themselves as genuinely welcomed in and connected to their educational environments tend to be strongly motivated to pursue and succeed in higher education. Such findings have important implications for first-generation college students – students who are the first in their families to attend college – because these students are particularly at risk for leaving college without a four-year degree. Come prepared to engage in active dialog around the topics listed above, and to jointly consider effective counseling practices with today’s children and youth.

Audience: District Pupil Services Administrators; Superintendent/Assistant Superintendent/School Counselors; School Social Workers; School Psychologists; School Nurses; Principals/Assistant Principals

9TH ANNUAL DVCEE EDUCATORS OF COLOR RECRUITMENT FAIR

SATURDAY, APRIL 18, 2015 8:30am —11:30am

University of Pennsylvania
3440 Market St 5th Floor GSE Conference Rooms
Philadelphia, PA

In honor of its commitment to increase diversity of faculty and staff at the school and district levels, DVCEE hosts its 9th Annual Educators of Color Recruitment Fair. The fair presents an opportunity for DVCEE districts to tap into a pool of highly-qualified candidates, and for the candidates to connect with our districts in furtherance of their efforts.

SUPERINTENDENTS’ ANNUAL PLANNING MEETING

THURSDAY, APRIL 30, 2015 NOON—3:00PM

This will be a highly interactive culminating forum for Superintendents’ continued sharing of district successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on 2014-15 Consortium activities and affirm continued commitment and provide input for program planning in the 2015-16 school year

Audience: District Superintendents and/or Their Representative

2014-15

Delaware Valley Consortium for Excellence & Equity Member Districts

Abington School District
Amy Sichel, Superintendent
Abington, PA

Bensalem Township School District
David E. Baugh, Superintendent
Bensalem, PA

Bethlehem Area School District
Joe Roy, Superintendent
Lehigh County, PA

Brandywine School District
Mark Holodick, Superintendent
Claymont, DE

Chester County Intermediate Unit #24
Joseph O'Brien, Executive Director
Downingtown, PA

Cheltenham Township School District
Natalie Thomas, Superintendent
Elkins Park, PA

Downingtown Area School District
Lawrence Mussoline, Superintendent
Downingtown, PA

Hatboro Horsham School District
Curtis Griffen, Superintendent
Horsham, PA

Lenape Regional High School District
Carol Birnbohm, Superintendent
Shamong, NJ

Lindenwold Public Schools
Geraldine Carroll, Interim Superintendent
Lindenwold, NJ

Lower Merion School District
Wagner Marseille, Acting Superintendent
Ardmore, PA

Methacton School District
David Zerbe, Superintendent
Eagleville, PA

Morrisville School District
Mike Kopakowski, Superintendent
Morrisville, PA

Norristown Area School District
Janet Samuels, Superintendent
Norristown, PA

Perkiomen Valley School District
Clifford Rogers, Superintendent
Collegetown, PA

Pennsylvania State Education Association
Michael Crossey, President
Harrisburg, PA

Philadelphia School District
William R. Hite, Superintendent
Philadelphia, PA

Phoenixville School District
Alan D. Fegley
Phoenixville, PA

Reading School District
Khalid Mumin, Superintendent
Berks County, PA

Red Clay Consolidated School District
Mervin Daugherty, Superintendent
Wilmington, DE

Rose Tree Media School District
James Wigo, Sr., Superintendent
Media, PA

Salem City School District
Patrick Michel, Superintendent
Salem, NJ

Southeast Delco School District
Stephen Butz, Superintendent
Folcroft, PA

Spring-Ford Area School District
David Goodin, Superintendent
Royersford, PA

Springfield Township School District
Nancy Hacker, Superintendent
Oreland, PA

Upper Dublin School District
Deborah Wheeler, Superintendent
Maple Glen, PA

Upper Merion Area School District
Jane Callaghan, Superintendent
King of Prussia, PA

West Chester Area School District
James Scanlon, Superintendent
West Chester, PA

Wissahickon School District
Judith Clark, Superintendent
Ambler, PA