THE NEW JERSEY NETWORK
TO CLOSE THE ACHIEVEMENT GAPS

2012-13
SCHEDULE OF EVENTS AND ACTIVITIES

In 2007 the Penn Center for Educational Leadership at the University of Pennsylvania and the Educational Information and Resource Center (EIRC) came together to establish a regional network of school districts in southern New Jersey that is committed to collaborate together to support and nurture the school success of ALL of their students.

The Network is a valuable regional resource that offers venues where best research-based and promising practices percolate—practices that address the critical areas of academic achievement, educational opportunity and equity. NJNCAG is uniquely positioned to systemically support school districts in eliminating the observed achievement disparities among subgroups of students defined by race/ethnicity, economic circumstance, gender and/or disability.

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2012-13 NJNGAG
SCHEDULE OF EVENTS AND ACTIVITIES

(All Events Will Be Held At The EIRC, 107 Gilbreth Parkway, Suite 200, Mullica Hill, NJ 08062-4446 Unless Otherwise Designated)

SEPTEMBER 2012

September 28  SCHOOL COUNSELORS SHARING OF PROMISING PROGRAMS AND PRACTICES
9:00-Noon

SUPERINTENDENTS’ STEERING COMMITTEE
12:30-2:00

OCTOBER 2012

October 4  DATA AND ASSESSMENT TASK FORCE
8:30-10:30

HUMAN RESOURCES RECRUITMENT AND RETENTION TASK FORCE
10:45-Noon

MIDDLE SCHOOL STUDENT LEADERSHIP INSTITUTE PLANNING COMMITTEE
12:15-1:30

October 11  DIVERSE LEARNER INSTRUCTIONAL PRACTICES WORKSHOP
8:30-3:00

“Moving Mountains with Our Underachieving Students: How Explicit Thinking Instruction Ignites Student Learning”

Sheryl Dwyer, National Educational Consultant and Managing Director, Comprehensive Thinking Strategies LLC, Orange Park, FL

And

Dr. Sandra Parks, National Educational Consultant, Author & Co-Founder of the National Center for Teaching Thinking, St. Augustine, FL
Thinking, like technology, is not a “curriculum,” but rather a way to get better results at whatever learning task is at hand. The Common Core standards call for the type of instruction that builds knowledge and produces competent critical thinkers. Effective implementation will depend on how educators address the six instructional shifts that have emerged. This workshop is designed to reflect on these current shifts and examine how the explicit teaching of thinking strategies can spark the kind of cognitive development and intellectual mindfulness ALL students will need to develop in order to meet these expectations.

Audience:
- District Office Administrators & Staff (Assistant Superintendent, Directors, Consultants For Instruction, Technology, Curriculum, Staff Development)
- Principals/Assistant Principals
- School-Based Staff Developers/Coaches
- Title I School Staff
- Special Education Staff
- Teacher Leaders/Coaches/Mentors/Team Leaders

NOVEMBER 2012

November 2 DIVERSE LEARNER INSTRUCTIONAL PRACTICES WORKSHOP
8:30-3:00

“Creating School Cultures That Nurture Our Diverse Learners’ Optimism and Engagement”

Dr. Megan Tschannen-Moran, Professor of Education, College of William and Mary and Co-Founder of the Center for School Transformation, Williamsburg, VA

In this hands-on workshop, participants will experience how a focus on strengths can build a collaborative and productive culture in schools working with challenging and/or diverse student populations. You will learn firsthand the power of the positive. Through one-on-one and small group conversations grounded in your best professional experiences while working with these populations, you will develop powerful images of schools at their best and design concrete action steps to innovate ways to make those images a reality.

The evidence base for this workshop includes research on three powerful constructs that together do what few variables explored by educational researchers can boast: they explain student achievement above and beyond the effects of SES. These include high trust, a culture of strong academic press, and collective teacher efficacy. Trust brings out the best in teachers by facilitating greater collaboration, innovation, and more open communication, while trust in students fosters a more positive learning environment and less reliance on rules and punishments to keep order.

A culture of academic press speaks to high expectations for students and the support mechanisms in place to assist all students to meet those expectations. It also reflects a high degree of respect among students for those who do well academically. Collective teacher efficacy means a deeply held belief among faculty that together they have the capabilities necessary to foster learning and engagement of ALL students. Parallel beliefs from the student perspective are also powerful predictors of student success. This workshop builds a bridge between these potent theories to the real world of your schools.

Dr. Tschannen-Moran is the author of Trust Matters: Leadership for Successful Schools and co-author of Evocative Coaching: Transforming Schools One Conversation at a Time with her husband, Bob.

Audience:
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- School-Based Staff Developers/Coaches
- Title I School Staff

UPDATED 1/30/2013
Special Education Staff
Teacher Leaders/Coaches/Mentors/Team Leaders

DECEMBER 2012

December 5  EDUCATORS OF COLOR NETWORKING SESSION
5:30-8:00

December 18  DIVERSE FAMILY-COMMUNITY PARTNERSHIP WORKSHOP
8:30-3:00

“Can We Talk? Working With Your Diverse Families Without Trepidation”

Andrea Lawful Trainer, Family Engagement Consultant and Parent Leadership Facilitator, Abington, PA with Parent Leaders From Regional School Districts

This interactive and engaging workshop is designed to share proven strategies that have worked in creating conditions in the school, home and community that facilitate tangible improvement in family involvement and student academic success. We will look at a framework for effectively addressing issues that often arise in schools with diverse families, and explore key elements for engaging effective family/parent partnership. We will address strategies for overcoming traditional barriers to meaningful parent/caregiver engagement through intentional coaching, building trusting and respectful relationships, raising mutual expectations for children’s school success and moving beyond misunderstandings and misassumptions.

This workshop will give you practical and real-world tools for overcoming real and perceived obstacles to connecting with the people who truly are most critical to you in improving and accelerating children’s academic success

Audience:
- District Office Administrators & Staff
- Principals/Assistant Principals
- Title I School Staff
- ELL Staff
- Parent Leaders
- Teacher Leaders/Coaches/Mentors/Team Leaders

JANUARY 2013

January 10  NJNCAG MIDDLE SCHOOL STUDENT LEADERSHIP INSTITUTE
“OVERCOMING CHALLENGES TOGETHER”
8:30-2:30
Camden County College
Blackwood, NJ

Keynote Speaker: Mr. Carlos Ojeda Jr, President & CEO, CoolSpeak, Pottsgrove, PA

UPDATED  1/30/2013
BREAKOUT SESSIONS

“Lessons We Have Learned: Finding & Making Time For Success”
High School Leaders from Williamstown High School:
Troi Barnes, Adele Taylor, Lelai Givens, Idi Uffen and Andre Watson
Monroe Township School District

“Bullies, Parents & Teachers – Omg: How To Find My Own Voice”
Dr. Chuck Williams, Director of the Center for the Prevention of School-Aged Violence
Associate Teaching Professor, Psychology and Education
Drexel University

“Code Switching Or Keeping It Real? A Conversation On Standard English Vs Ethnic Slang And How It May Affect You”
Mrs. Andrea Lawful-Trainer, Educational Consultant and Parent
Mr. Alex Peay, Founder and President of Rising Sons

“Power Of Youth”
Mr. Carlos Ojeda Jr., President and CEO OF Coolspeak

January 23

DIVERSE LEARNER INSTRUCTIONAL PRACTICES WORKSHOP
8:30-3:00

“Total Participation Techniques in the Language Rich Classroom: Making Every Student an Active Learner”

Dr. William Himmele, Associate Professor of Education, Coordinator of the ESL Certificate Program and ASCD Author
Millersville University
Millersville, PA

Based on his ASCD top ten bestselling book, Total Participation Techniques: Making Every Student an Active Learner, Dr. Himmele will share engaging instructional strategies that not only get students actively involved in their learning, but do so using higher-order thinking at all grade levels. He will present easy-to-use alternatives to the “stand and deliver” approach to teaching that causes so many students to tune out—or even drop out. He will model and present multiple interactive ways to engage all students in active learning and multiple ways to allow them to demonstrate the depth of their knowledge and understanding. He will explain both the why and the how of TPT’s as participants experience field-tested techniques that support high level academic performance of all students, including English language learners, students receiving learning support, gifted students, and reluctant learners.

Dr. Himmele is also co-author of The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners with his wife Pérsida.

Audience:
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• ELL Staff
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UPDATED 1/30/2013
February 5  DIVERSE LEARNERS AND SCHOOL CULTURE WORKSHOP
8:30-3:00

“So You’re __, and I’m Not... How Can I Still Support You? Racial Socialization, Identity, and School Success”

Dr. Ali Michael, Diversity Consultant
Philadelphia, PA

This workshop will focus on identifying and providing effective solutions to addressing some of the thorny and socially complex issues often confronting school staff in working with African-American and other non-majority students in predominantly majority schools. An experiential rather than theoretical approach will be taken to highlight and examine some of the personal, professional, and systemic issues that tend to create barriers between students of color, their families, and the staff that are in place to support them. Strategies for breaking down those barriers will also be discussed.

Ali is a diversity consultant and trainer who’s work focuses on common questions, dilemmas, and successes of White teachers who are learning to address racial inequity in their classrooms and schools. As an adjunct instructor at the University of Pennsylvania, she teaches a course entitled “Whiteness: Counseling and Educational Perspectives.” Her current efforts focus on supporting teachers to mitigate the unintentional, pervasive effects of institutional and individual racism in their classrooms, and how white families racially socialize their children.

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

February 13  SCHOOL COUNSELORS AND PUPIL SERVICES WORKSHOP
9:00-Noon

“School Counselors Role In Preparing First Generation College Students For Their Future”

Dr. Kara Ieva, Assistant Professor
Counseling in Educational Settings Program
Rowan University
Glassboro, NJ

The goal of this meeting is to share with school counselors in our NINCAG network about the challenges and tribulations that first generation college students face in gaining access to college, and discuss K-12 strategies in intervening and preparing students for successful and realistic college and academic planning.

POINTS OF DISCUSSION
• The accessibility or barriers to obtaining first generation data and statistics from K-12 school districts, as well as where to obtain first generation data

UPDATED  1/30/2013
• The misconceptions about first generation students (middle school and high school), personal stories and interactions
• Advocating for this population in college course planning
• Strategies used by school counselors specific to this population in preparing students for successful academic, career, and life planning (including groups, guidance lessons, and individual counseling).

Kara is Assistant Professor in the Counseling in Educational Settings program at Rowan University. She is a former Spanish teacher and school counselor in both the middle and high school settings in Title I schools. Her areas of interest include counseling children and adolescent “at-risk” populations regarding college and career readiness, group counseling and leadership, and professional school counselor development. Kara is currently the co-principal investigator and project director for the Rowan University Aim High Science and Technology Academy that aids first generation college students access and preparation for post-secondary education.

Audience:
• School Counselors at All Levels
• Pupil Services Administrators
• Principals/Assistant Principals

February 14
DATA AND ASSESSMENT TASK FORCE
8:30-10:30

HUMAN RESOURCES RECRUITMENT AND RETENTION TASK FORCE
10:45-Noon

MARCH 2013

March 6
DIVERSE LEARNER INSTRUCTIONAL PRACTICES WORKSHOP
8:30-3:00

“Opening the Common Core: Bringing ALL Students to College and Career Readiness”

Delia Garrity, National Education Consultant, Author and Former Assistant Superintendent in the Rockville Centre School District
Rockville Centre, NY

The Common Core State Standards (CCSS) provide a unique opportunity to open academic doors to ALL students, including special education students, English Language Learners, low SES students as well as high achievers. The proper implementation of the CCSS has the potential to close both the achievement and opportunity gaps in our schools.

Our researched-based ACES framework for instructional improvement will prepare all students for college and career readiness. The four ACES – Acceleration, Critical Thinking, Equitable Practices, and Support are natural allies, and when used to inform curriculum, teaching, and instructional design features they together create a synergy that levels up instruction in a way that will effectively bring ALL students to college and career readiness levels.

This workshop will highlight practical K-12 curricular perspectives, instructional strategies and lesson plans that provide examples of how to implement the four ACES. Each lesson will be linked to the CCSS to deepen each participants understanding of the standards and how they can be realized in K-12 lessons in a way that invites all to learn in a challenging, meaningful way.

Delia is co-author with Carol Burris, High School Principal in Rockville Centre, of two important books in our field: Detracking for Excellence and Equity (ASCD, 2008) and Opening the Common Core: How to Bring ALL Students to College and Career Readiness (Corwin, 2012).
Suggested Audience:
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- Title I School Staff
- ELL and Special Education Staff
- Teacher Leaders/Coaches/Mentors/Team Leaders

March 6  SUPERINTENDENTS’ STEERING COMMITTEE
3:00-4:30

APRIL 2013

April 27  3rd ANNUAL NJNCAG EDUCATOR OF COLOR RECRUITMENT FAIR
9:00-1:00

MAY 2013

May 15  EDUCATORS OF COLOR NETWORKING SESSION
5:30-8:00
## 2012-13
### NEW JERSEY NETWORK TO CLOSE THE ACHIEVEMENT GAP
### MEMBER DISTRICTS

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<tr>
<th>Member District</th>
<th>Superintendent</th>
<th>County</th>
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<tbody>
<tr>
<td>Berlin Borough/Gibbsboro</td>
<td>Anthony Trongone, Superintendent</td>
<td>Camden County, NJ</td>
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<td>Thomasina Jones, Superintendent</td>
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<td>Piera Gravenor, Superintendent</td>
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