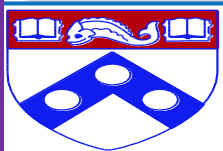


Delaware Valley Consortium *for*  
EXCELLENCE & EQUITY

**2016-2017 Schedule of Events**



Graduate School of Education  
**PennPCEL**

**Center *for* EDUCATIONAL LEADERSHIP**

UPDATED 7/21/2016

Welcome to year thirteen of the Delaware Valley Consortium for Excellence and Equity! For the past twelve years we have provided engaging and meaningful programming that has focused on inter-district collaboration and shared learning for continuous improvement in eliminating pervasive preparation, opportunity, and achievement gaps.

DVCEE is motivated by an equity driven mission to positively transform the lives of each and every one of our students by preparing them for success in post-secondary education and in life – especially our diverse children and youth who have traditionally struggled academically in our systems, or who might likely be the first in their family to attend and graduate from college.

Thanks so much for joining us for another exciting year of reflection, learning and taking action in your district that truly enhances the academic success of all of the precious young people you serve! Thanks for your ongoing personal and professional commitment to excellence and equity, and we look forward to supporting your efforts in any way we can.

Best Wishes,

Bob



Dr. Robert L. Jarvis  
Director

K-12 Outreach and Equity Leadership Initiatives  
Penn Center for Educational Leadership  
Graduate School of Education  
University of Pennsylvania 3440 Market St. 2<sup>nd</sup> Floor  
Philadelphia, PA 19104-3325  
Office: (215) 746-7375. Mobile: (215) 990-5788  
E-mail: [rjarvis@upenn.edu](mailto:rjarvis@upenn.edu)



Jennifer MacMillan  
Administrative Coordinator

K-12 Outreach and Equity Leadership Initiatives  
Penn Center for Educational Leadership  
Graduate School of Education  
University of Pennsylvania 3440 Market St. 2<sup>nd</sup> Floor  
Philadelphia, PA 19104-3325  
Office: (215) 746-3213  
E-mail: [macmill@upenn.edu](mailto:macmill@upenn.edu)

### Connect with Us!

Web: <http://www.gse.upenn.edu/pcel/programs/peec>

Facebook: Penn Excellence and Equity Consortia

Twitter: @pennedequity

**Get Schooled:** The Penn Ed Equity Podcast: <http://www.gse.upenn.edu/pcel/programs/peec/projects/podcasts>

Subscribe to Our Equity Newsletter:

<https://www.smores.com/8na6a>

***All Events, With The Exception of the Student Leadership Institutes, Will Be Held At:  
3440 Market St. Philadelphia PA 19104, 5th Floor Conference Suite***

## **SEPTEMBER 2016**

### **“DISTRICT AND SCHOOL LEVEL EQUITY ASSESSMENT: THE LEAD TOOL”**



**Dr. Rob Larson, Director for Strategic Directions and Director of the Oregon Leadership Network  
Education Northwest  
Portland, OR**

**Thursday, September 15**

**12:00-3:00**

This workshop is designed for district superintendent or assistant superintendents to learn more about a valuable tool and processes for developing a baseline assessment of district/school high leverage equity practices. The LEAD Tool™ helps school leadership teams start dialogue and sustain action in expanding educational opportunities, improving school climate, and attaining equitable outcomes. It provides teams the opportunity to examine practices and policies through the lens of 10 research-based equitable practices and to bring families, communities, and other stakeholders into the conversation. Teams can use the rubrics to assess their personal and organizational strengths, challenges, and progress. **Please plan to bring your laptop/tablet to the session and review the following website prior to our meeting:** <http://leadtool.educationnorthwest.org/>

*Rob works to strengthen partnerships and advocate for Education Northwest so that the organization can continue to support education agencies at the local, state, and federal levels. He also directs the Oregon Leadership Network—a statewide initiative focused on improving instructional leadership, assessing leader performance, and enhancing equitable practices. Prior to joining Education Northwest, Rob was the federal liaison for the Oregon Department of Education’s State Superintendent of Public Instruction. He also served as a teacher, assistant principal and instructional coordinator, and directed Education Northwest’s Science and Mathematics Education Program from 1992 to 1995.* <http://educationnorthwest.org/oln>

**Suggested Audience: Superintendent, Assistant Superintendent, Principals**

## **“THE POSSIBILITIES, PRACTICES, AND CHALLENGES OF INTEGRATING YOUTH INTO SCHOOL LEADERSHIP”**



**Dr. Marc Brasof, Assistant Professor of Education and Director of Secondary Social Studies and English Education  
Arcadia University  
Glenside, PA**

**Thursday, September 22**

**8:30-2:30**

Youth-adult leadership posits students, teachers, and schools benefit when young people participate in the decisions that impact them on a daily basis. Even though youth-adult leadership research highlights a wide-range of benefits, more often student leadership is undermined by sociocultural conditions and structural arrangements. Traditionally, adults do not consider students as a source of valuable insight. Adults' negative images that students are incapable of informing and leading school change end up supporting their exclusion in structures and decision-making processes, positioning students on the fringe of school change processes, rather than making them central partners. That being said, there are a plethora of examples where students are integrated into district, school, and classroom-level change initiatives that have produced more socially just, democratic institutions.

Our session will investigate the principles, practices, and challenges of integrating youth leadership into school decision making. We will explore the following questions: Can students be trusted to help govern their schools? What does youth-adult leadership look like? What outcomes happen when youth are genuinely included into major school decisions? What major hurdles are there and how can they be addressed? What are some first steps that can be taken?

*Marc's teaching and research focuses on organizational leadership and teaching and learning. His leadership scholarship examines the role of student voice in school reform, how to distribute leadership to teachers and students, and create more democratic institutions. Marc's research and practice centers on social studies, civic education, school-community partnership, and project-based learning. He is the National Constitution Center's Education Fellow (2010-16) and The Rendell Center for Civics and Civic Engagement Education Fellow, where he is developing national civic programming and materials. He serves on multiple boards including, Pennsylvania Council for Social Studies, Journal for Education Policy, Planning, and Administration, and Social Studies Journal. He is the author of Student Voice and School Governance: Distributing Leadership to Youth and Adults (2015). Marc's most recent secondary teaching experience includes a number of years on the faculty of Constitution High School, a magnet civics high school in Philadelphia, PA, as founding and lead social studies instructor.*

**Suggested Audience: Principals and Assistant Principals, Teacher Leaders, School Counselors, Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators**

UPDATED 7/21/2016

**OCTOBER 2016**

**HUMAN RESOURCES DIRECTORS' RECRUITMENT AND RETENTION TASK FORCE**

**Wednesday, October 5**

**9:00-12:00pm**

DVCEE district human resources directors and staff are invited to participate in a highly interactive session of sharing and learning around effectively addressing the challenges of diversifying their teacher, administrator and staff workforces, enhancing their efforts in recruiting educators of color, and building their districts' capacities to support and retain these employees. We will begin collective planning for our 11<sup>th</sup> Annual DVCEE Educators of Color Fair.

**“LEARNER- ACTIVE, TECHNOLOGY- INFUSED CLASSROOMS: BUILDING EXECUTIVE FUNCTION”**



**Dr. Nancy Sulla, President of Innovative Designs for Education  
Educational Consultant and Author  
Ramsey, NJ and Naples, FL**

**Monday, October 24**

**8:30-2:30**

A significant amount of content is available today through the Internet. Need to learn a skill? Google it! However, to be able to take advantage of that content, you need some foundational skills, such as: focusing, holding on to information while considering other information, initiating a task, identifying cause-and-effect relationships, persisting in a task, and more. These are the skills of executive function, without which, academic content is inaccessible. The rush to build academic achievement in struggling students has focused on better materials and better lessons. Still, a teacher can present the best lesson possible, but if students lack executive function, it will fall flat. Perhaps the missing link to student achievement is executive function.

*Dr. Nancy Sulla, author and creator of the Learner-Active, Technology-Infused Classroom, believes that the skill areas of executive function (working memory, cognitive flexibility, planning, reasoning, problem-solving, inhibitory control, and self-awareness) are more critical to student achievement than we think. Her instructional model engages students in a problem-based approach to understanding and applying content, with students taking greater responsibility for their own learning. Join her for a one-day workshop that will immerse you in a student-centered learning environment that builds executive function. Dr. Nancy Sulla is the President of IDE Corp. -- Innovative Designs for Education -- and author of the books, Students Taking Charge, and It's Not What You Teach But How. Her instructional model, the Learner-Active, Technology-Infused Classroom is a model for increasing student achievement through engagement, rigor, and responsibility. Her third book on executive function is due out spring of 2017. <http://www.idecorp.com/>*

**Suggested Audience: Principals and Assistant Principals, Teacher Leaders, School Counselors, Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators**

UPDATED 7/21/2016

## **NOVEMBER 2016**

### **“SCHOOL COUNSELORS’ STRATEGIC ACTION PLANNING FOR EQUITY AND CLOSING THE GAPS: TACKLING ACCESS THROUGH OUR K-12 SCHOOL COUNSELING PROGRAMS AND SERVICES”**



**Dr. Stuart Chen-Hayes**  
Associate Professor & Counselor Education/School Counseling Program Coordinator  
Lehman College of the City University of New York  
Bronx, NY

**Friday, November 4                      8:30-2:30**

Ethical K-12 School Counselors are critical players in ensuring all students attain essential academic, career/college, and personal/social competencies. Our work is to ensure all students and families receive annual planning tools, receive rigorous courses annually, benefit from school counseling core curriculum lessons, and other experiences that ensure readiness for and success in post-secondary education and life. This session will focus on working together in the development of specific school counseling program policies and practices that can be TACKLED to ensure ACCESS and academic success for every student.

We will create, enhance, and assess our school counseling program's mission, vision, and goals, and begin development of specific action plans focused on our roles in eliminating achievement, opportunity, and attainment gaps. We will TACKLE use of school counselor time, school counselor roles, and use of process, perception and outcomes data in moving toward our individual and organizational goals for our students.

*Stuart is a nationally-recognized leader in the reform and improvement of school counseling practice. He is co-author of the forthcoming book 101 Solutions for School Counselors and Leaders in Challenging Times. His work for many years has promoted the roles of counselors in closing of K-12 achievement, opportunity, and attainment gaps through equity-based work in concert with the Education Trust's National Center for Transforming School Counseling (NCTSC), and the National Office for School Counselor Advocacy (NOSCA) at the College Board, the Center for School Counseling Outcome Research (CSCOR), and the Center for Excellence in School Counseling and Leadership (CESCAL). A key focus of his work has been to collaborate with practitioners to develop strategies that promote equitable access to educational opportunities and rigorous academic preparation necessary for college and career success for all students.*

<https://lehmanedu.digication.com/stuartchen-hayes/Welcome>

**Suggested Audience: Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators, Principals and Assistant Principals, Teacher Leaders**

## **“EXAMINING WHITENESS IN U.S. PUBLIC EDUCATION: CALLING OUT THE WIZARD BEHIND THE CURTAIN”**



**Dr. Heather Hackman**  
Founder, Hackman Consulting Group LLC  
Minneapolis, MN

**Wednesday, November 16                      8:30-2:30**

This workshop is based on Dr. Hackman’s 24 years of teaching and training on racial issues and her 15 years of work in teacher education. Its focus is on the dynamics of Race, Racism and Whiteness and their impacts on P-12 education. The session begins with some grounding activities, followed by a clear explication of Race, Racism and Whiteness through a Racial Justice lens, and concludes with the application of that Racial Justice lens to core aspects of P-12 education such as curricula, teacher development, and policy construction. The workshop is not a “skills” workshop, but contends that if P-12 leaders do not have a Racial Justice lens in place they cannot possibly enact racially just policies. Therefore, the “lens shift” this training suggests is the pre-requisite for any attempts at Racial Justice educational leadership.

*Dr. Hackman has been teaching and training on social justice issues since 1992 and was a professor in the Department of Human Relations and Multicultural Education at St. Cloud State University in St Cloud, Minnesota for 12 years before she began focusing full time on consulting. She has taught courses in social justice and multicultural education (pre-service and in-service teachers), race and racism, heterosexism and homophobia, social justice education (higher education leadership), oppression and social change, sexism and gender oppression, class oppression, and Jewish oppression. She received her doctorate in Social Justice Education from the University of Massachusetts at Amherst in 2000 and has taught at the University of Massachusetts at Amherst, Westfield State College, Springfield College, St Cloud State University, Hamline University, and the University of St Thomas. In 2005 she founded Hackman Consulting group and consults nationally on issues of deep diversity, equity and social justice. She has published in the area of social justice education theory and practice, racism in health care (with Stephen Nelson), and is currently working a book examining issue of race, racism and whiteness in education through a model she calls “cellular wisdom”. Her most recent research and conference presentations have focused on climate change and its intersections with issues of race, class and gender. <http://www.hackmanconsultinggroup.org/>*

**Suggested Audience: Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators, Principals and Assistant Principals, Teacher Leaders**

## **“DESIGNING ENGAGING WORK: UNDERSTANDING THE KEYS TO STAFF AND STUDENT ENGAGEMENT”**



**Annissa Roland**  
Senior Associate, Schlechty Center for Leadership in School Reform  
Louisville, KY

**Tuesday, November 29**

**8:30-2:30**

The Schlechty Center offers a range of experiences designed for those who are working to transform their classrooms, schools, and school districts from places focused on compliance to places focused on engagement. The work of the Center begins with two assumptions. First, there is a direct link between the caliber schoolwork students are provided and the willingness of students to engage in schoolwork. When students engage in and persist with their work, they are much more likely to learn that which schools, parents, and the community deem important. Second, student engagement and staff engagement go hand in hand. At all levels, school district staff who are morally engaged—committed to the beliefs, values, and direction of the organization—are more likely to have a sense of joy and satisfaction in their work. They are also more likely to positively impact student engagement and student performance.

In this session, we will share frameworks that can be used by leadership teams, professional learning communities, design teams, and other groups to establish common understandings needed to describe and discuss student and staff engagement.

*Annissa Roland is an energetic and committed senior associate who has broad educational experience in designing powerful professional learning opportunities for students, teachers, and administrators. She began her career in the Des Moines Public Schools as a multi-age elementary school teacher. While teaching, she was a binding force between Iowa State University and M.L. King Jr. Academy of Math and Science, creating Math Co. whose mission was to design courses rich in math and science, as well as mini-conferences for elementary schoolteachers. Annissa is a former director of a neighborhood childcare center where she brought an early childhood education focus to the center through parent and staff development. She was a member of the Iowa Early Care and Education Professional Development Project, Des Moines Register's Smart Start Advisory Committee, and Child Care Council of Central Iowa. She has collaborated with regional and state level administrators to design and facilitate the professional development of early childhood administrators and educators. Annissa has served as both an elementary classroom teacher and as a high school academic coach in Savannah, Georgia, where she was known as a trailblazer in school reform and improvement. Before coming to work for the Schlechty Center, she served as a professional learning training specialist and academic coach in the district office of the Savannah-Chatham County Public Schools. <http://www.slechtycenter.org/>*

**Suggested Audience: Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators, Principals and Assistant Principals, Teacher Leaders**



## **DECEMBER 2016**

### **DVCEE MIDDLE AND HIGH SCHOOL STUDENT LEADERSHIP INSTITUTES**

#### ***“REACH UP & GIVE BACK: CHASING YOUR DREAMS AND LEAVING FOOTPRINTS TOWARD SUCCESS”***

Thursday, December 1	8:30-1:30	High School Student Leadership Institute
Friday, December 2	8:30-1:30	Middle School Student Leadership Institute

#### ***Opening Keynote***



*Carlos Ojeda, Jr. has been called one of the most dynamic speakers under forty in America today. As a community advocate, he has worked extensively with high school and college aged youth, spreading his message of education, leadership, community activism and entrepreneurship. His compassion, strength and genuineness have inspired youth, educators, and leaders whose paths he has crossed along his journey as an innovative and masterful communicator.*

**Carlos Ojeda Jr.**  
President/CEO  
Coolspeak  
Reading, PA

#### ***Anticipated Workshop Facilitators***

Andrea Lawful Sanders: ***“Code Switch for Justice...Keep it “Real” May Cost You”***

Dr. Crystal Lucky - ***RESPECT: “Just for the Girls”***

Joey Negrón - ***DEMAND: “Just for the Boys”***

Zach Gowen - ***“No Dad, No Leg, No Problem: Overcoming Obstacles”***

Lamarr Womble - ***“Finding Your Passion”***

Joaquin Zihuatanejo - ***“Writing the Wrongs of the World”***

Step Above - ***“Stepping Toward Success”***

Terri Lomax - ***“Get Your Social Media Game on Fleek”***

***These events will be held at the University of Pennsylvania’s Pearlman Quadrangle  
3417 Spruce St. Philadelphia, PA 19104***

## **"BRAIN BASED STRATEGIES TO PROMOTE STUDENT ENGAGEMENT IN THE CLASSROOM"**



**Shauna F. King, Executive Director**  
**King Professional Development Services "Serving Those Who Serve Our Children"**  
**Bowie, MD**

**Wednesday, December 14                      8:30-2:30**

Research has made a connection between student engagement and student achievement. Students who are engaged learn more and attend better to the instructional activities. However, today's student brains are different than in past generations. They have been raised in a fast paced society with technology and multi-media devices and are often bored by traditional lecture-based learning. Engagement requires that students be attentive and be committed to the task assigned. As educators, our goal is to have students who not only complete the tasks assigned but also complete them with enthusiasm and an excitement for learning. In this session, participants will actively engage in learning about recent brain-based research and how it can be used to promote student engagement and maximize student learning in the classroom. Participant objectives for this workshop include:

1. Review of brain-based research as it relates to attention, learning and retention.
2. Examine how the adolescent brain differs from the adult brain.
3. Demonstrate a variety of exercises and instructional strategies that promote high level student engagement at every level.

*Shauna has a talent and passion for connecting with adults who have chosen to serve children. She is a former principal, classroom teacher, intervention specialist and Positive Behavior Interventions and Support (PBIS) coordinator from Maryland. In addition to being a highly sought after speaker, Mrs. King serves as an adjunct instructor for LaSalle University and The Regional Training Center. As an independent consultant, Shauna is committed to supporting schools and districts that are implementing positive and proactive initiatives. She also serves as a certified presenter for The Upside Down Organization of Baltimore, and has presented internationally on topics including executive function, gender differences and the power of words. <http://www.kingprofessionaldevelopment.com/index.html>*

***Suggested Audience: Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators, Principals and Assistant Principals, Teacher Leaders***

**JANUARY 2017**

**“MULTI-TIERED SYSTEM OF SUPPORT FOR FUTURE-READY STUDENTS”**



**Amelia Van Name Larson, Vice President of Innovations and School Supports  
American Reading Company  
King of Prussia, PA**

**Wednesday, January 18                      8:30-2:30**

School systems are perfectly aligned with the results they get. What kind of systems, teaching, learning, and leadership will pave the way for a better future for all of our students? The potential of underachieving students is often neglected because of myths that perpetuate remediation rather than elicit and nurture the intellectual skills, dispositions, and behaviors these students need to be engaged and competent learners. This session will explore the critical questions to tackle and strategies to embrace when developing a bias-free tiered system of supports that provides equity of access to high quality learning for all of the young people we serve. Together, we will explore:

- The systems, practices and mindsets that perpetuate underachievement
- The impact of high-quality grade-level instruction, across a wide range of reading levels
- The integration of content for high levels of teaching and learning to build the knowledge, skills, and dispositions needed to meet the challenge and goals of the Common Core State Standards
- The engagement of students in the assessment process in a manner that allows them to truly own their learning
- The essential characteristics of effective interventions

*Amelia is the Vice President of Innovations and School Supports at American Reading Company. She most recently was the Assistant Superintendent of Pasco County, Florida Public Schools, and previously spearheaded the district-wide implementation of MTSS (Rtl).*

*Amelia has served as an educational consultant, delivering professional development and support to schools, districts, national organizations, and state Departments of Education nationwide in their efforts to update and realign curriculum frameworks, instruction, assessment, and implement an integrated multi-tier system of supports to improve outcomes for all. <https://www.americanreading.com/>*

**Suggested Audience: Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators, Principals and Assistant Principals, Teacher Leaders**

## **“MINDFULNESS- BASED STRATEGIES TO PROMOTE ACTIVE LEARNING AND POSITIVE BEHAVIOR ACROSS THE CURRICULUM”**



**Jenny Mills, Founder  
Roots and Wings  
Bryn Mawr, PA**

**Thursday, January 19**

**8:30-2:30**

Stress levels in schools are at an all-time high, with pressures mounting from standardized testing, new mandates, and ever-increasing responsibilities. Mindfulness-based interventions and stress-reducing strategies can lead to improvements not only in teachers' social and emotional well-being but also in instructional climate and student engagement. (Jennings, 2016) During this workshop we will explore mindfulness as a self-care strategy and also as a tool to promote positive classroom culture. We will discuss ways we can learn to pause and respond to challenging classroom situations rather than react on autopilot.

Through demonstration lessons, group work, and partner exercises we will learn simple ways to put students in charge of their own attention and behavior, rather than spending valuable instructional time redirecting and reprimanding. Participants will leave with mindfulness exercises for teachers and students to help reduce stress and increase focus along with thinksheets and manipulatives to be used across the curriculum.

*Jenny Mills is the founder of Roots & Wings, LLC whose mission is to make mindfulness accessible to teachers, youth, and families. She received a Masters in Special Education and a BA in Psychology from Rutgers University and is dually certified in special and general education. Before opening Roots & Wings, Jenny served as a mindfulness instructor and literacy specialist at Arise Academy High School, a unique inner-city charter school designed for 14-21 year olds served by the Department of Human Services. Jenny has presented at international, national, and local conferences on the topics of literacy, formative assessment, and mindfulness. She has practiced meditation since 2005, and she currently partners with PennGSE to study the effects of the Roots & Wings Everyday Mindfulness for Schools teacher training. Jenny further co-teaches with the Penn Program for Mindfulness and the Penn Literacy Network. In 2015 she published her first children's book, Mindful Moments: Trevor's Tale and in 2013 produced her first guided meditation CD, Roots & Wings Mindfulness Meditations. <http://rootsandwingsonline.org/>*

**Suggested Audience: Principals and Assistant Principals, Teacher Leaders, School Counselors, Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators**

**FEBRUARY 2017**

**“REACHING AND ENGAGING STUDENTS IN POVERTY AND THEIR FAMILIES:  
AN EQUITY LITERACY APPROACH”**



**Dr. Paul Gorski, Founder of EdChange**  
**Associate Professor of Integrative Studies at George Mason University**  
**Fairfax, VA**

**Wednesday, February 22                      8:30-2:30**

Our abilities to teach students experiencing poverty effectively and to engage their families effectively are connected most closely with our understandings of the barriers they face—barriers that impact their lives in and out of schools. We strengthen these abilities when we learn how to develop classroom and school policy and practice that is responsive to these barriers and when we make sure we're not inadvertently punishing families experiencing poverty for the impact of their poverty.

In this workshop we will use the equity literacy approach for deepening our awareness of the experiences of families experiencing poverty. <http://www.edchange.org/handouts/Equity-Literacy-Introduction.pdf> We will use this awareness in order to discuss practical strategies for reaching and teaching students in poverty and for engaging their families equitably.

*Paul's professional and spiritual passions lie in building movements and engaging in processes for creating equitable and just organizations, schools, and communities. His goal is continual transformation toward equity and justice within my Self, within our Communities and Schools, and within Society. Paul is the author of many publications including: Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap (2014); Case Studies on Diversity and Social Justice Education (2014) and The Poverty and Education Reader: A Call for Equity in Many Voices (2014).*

*In addition to his associate professorship at George Mason University, where he helped found and run an undergraduate program and minor in Social Justice and Human Rights, he is the founder of EdChange, a coalition of educators and activists providing professional development on educational equity, creating free resources for fellow educators and activists, and modeling a commitment to moving beyond celebrating the joys of diversity and toward equity literacy in schools and communities.*

*Paul is a much sought out educator who has worked with schools, colleges and universities, community organizations, and other organizations all over the world to help build the competencies and literacies necessary to authenticate diversity and equity efforts. <http://paulgorski.efoliomn.com/>*

**Suggested Audience: Principals and Assistant Principals, Teacher Leaders, School Counselors, Superintendent, Curriculum-Instruction Administrators, Pupil Services and Special Education Administrators**

UPDATED 7/21/2016

**MARCH 2017**

**“LEADERSHIP FOR ENGLISH LANGUAGE LEARNERS: DEVELOPING A SCHOOL-WIDE AND COLLABORATIVE FRAMEWORK OF INSTRUCTION”**



**Dr. Andrea Honigsfeld, Professor of Education  
Molloy College  
Rockville Centre, NY**

**Wednesday, March 15                      8:30-2:30**

Based on Andrea’s latest publications, Beyond Core Expectations: A Schoolwide Framework to Support the Not-So Common Learner and Collaboration and Coteaching: A Leader’s Guide, this workshop will provide participants with a broad-based plan for the instruction, support, and achievement for ELLs. In light of the Blueprint for ELL Success (NYSED, 2014) and the latest revisions of CR Part 154, there are sweeping changes affecting how ELLs receive services in NY State. Some questions to be explored in this session include the following:

- How do school communities simultaneously support instructional equity along with rigorous academic goals?
- How do teachers make learning highly engaging and accessible for ELLs?
- What is the research and available evidence that support collaborative, integrated service delivery for ELLs?

The answers to these questions—from seminal and emerging research as well as from documentary accounts from around the US—have resulted in a six-point framework to support the instruction of academically and linguistically diverse pupils. The workshop will focus on each of the framework’s six components—a shared and inclusive vision and mission; school-wide, disciplinary literacy; mapping and alignment of an integrated curriculum; collaborative planning, instruction, and assessment; explicit strategy instruction; and student engagement—with practical applications and examples from authentic, exemplary practices.

*Dr. Honigsfeld is a professor in the Division of Education at Molloy College in Rockville Centre, New York. She teaches graduate education courses related to cultural and linguistic diversity, linguistics, ESL methodology, and action research. Before entering the field of teacher education, she was an English-as-a-foreign-language teacher in Hungary and an English-as-a-second-language teacher in New York City. In the past 12 years, she has been presenting at conferences across the United States, Great Britain, Denmark, Sweden, the Philippines, and the United Arab Emirates. She coauthored Differentiated Instruction for At-Risk Students and coedited the five-volume Breaking the Mold of Education series, and coedited Coteaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations. <http://andreahonigsfeld.com/>*

**Suggested Audience: Principals and Assistant Principals, General Education Teacher Leaders, ELL Teachers, District Leadership**

UPDATED 7/21/2016

## ***DVCEE DISTRICT PROMISING PRACTICES SYMPOSIUM***

**Thursday, March 30**

**8:30-2:30**

Identified Consortium district leadership teams will share and showcase promising implementation of policies, programs and practices that are having a significant positive impact on the achievement and attainment of their underperforming diverse learners. The symposium format will give district participants opportunities to drill deeper with colleagues about practical strategies for attending to the instructional and organizational challenges to addressing the learning and developmental needs of their challenged learners.



## **APRIL 2017**

### ***11TH ANNUAL DVCEE EDUCATORS OF COLOR RECRUITMENT FAIR***

**Monday, April 3**

**5:00-9:00pm**

In honor of its commitment to increase diversity of faculty and staff at the school and district levels, DVCEE hosts its 10th 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.

### ***DVCEE CURRICULUM AND INSTRUCTION ADMINISTRATORS ACTION LEARNING NETWORK***

**Thursday, April 27**

**9:00-NOON**

This will be a highly interactive forum for district Assistant Superintendents/Curriculum Directors for continuing sharing of promising initiatives, challenges and key equity and excellence lessons learned relative to their district's rollout and implementation of the Common Core and teacher/administrator evaluation. We will together continue to explore the intersection of Charlotte Danielson's and Robert Marzano's frameworks and equity at the classroom level.

## **MAY 2017**

### ***ANNUAL DVCEE SUPERINTENDENTS' PLANNING MEETING***

**Tuesday, May 9**

**9:00-NOON**

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 2015-16 Consortium activities and affirm continued commitment and provide input for program planning in the 2016-17 school year.

***Audience: District Superintendents and/or Their Representative***

## DVCEE Anticipated 2016-17 Member Districts

**Abington School District**  
Amy Sichel, Superintendent  
Abington, PA

**Bensalem School District**  
Samuel Lee, Superintendent  
Bensalem, PA

**Brandywine School District**  
Mark Holdodick, Superintendent  
Wilmington, DE

**Bristol-Borough School District**  
Thomas Shaffer, Superintendent  
Bristol, PA

**Centennial School District**  
David Baugh, Superintendent  
Warminster, PA

**Cheltenham Township School District**  
Wagner Marseille, Superintendent  
Elkins Park, PA

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

**Delaware County Intermediate Unit**  
Maria Edelberg, Executive Director  
Morton, PA

**Great Valley School District**  
Regina Palubinsky, Superintendent  
Malvern, PA

**Hatboro-Horsham School District**  
Curtis Griffin, Superintendent  
Horsham, PA

**Jenkintown School District**  
Timothy Wade, Superintendent  
Jenkintown, PA

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

**Lindenwold School District**  
Lori Moore, Superintendent  
Lindenwold, NJ

**Lower Merion School District**  
Robert Copeland, Superintendent  
Ardmore, PA

**Montgomery County Intermediate Unit**  
John George, Executive Director  
Norristown, PA

**Morrisville School District**  
Mike Kopakowski, Superintendent  
Morrisville, PA

**Neshaminy School District**  
Joseph Jones, Superintendent  
Langhorne, PA

**Pennsylvania State Education Association**  
Jerry Oleksiak, President  
Harrisburg, PA

**Phoenixville Area School District**  
Alan Fegley, Superintendent  
Phoenixville, PA

**Pennsbury School District**  
William Gretzula, Superintendent  
Fallsington, PA

**Radnor Township School District**  
Michael Kelly, Superintendent  
Wayne, PA

**Reading School District**  
Khalid Mumin, Superintendent  
Reading, PA

**Ridley School District**  
Lee Ann Wentzel, Superintendent  
Folsom, PA

**Rose Tree Media School District**  
James Wigo, Superintendent  
Media, PA

**Salem City School District**  
Patrick Michel, Superintendent  
Salem, NJ

**School District of Philadelphia**  
William Hite, Superintendent  
Philadelphia, PA

**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 Darby School District**  
Richard Dunlap, Superintendent  
Upper Darby, PA

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

**Upper Merion School District**  
John Toleno, Superintendent  
King of Prussia, PA

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

**Wallingford-Swarthmore School District**  
Lisa Palmer, Superintendent  
Wallingford, PA

**Wissahickon School District**  
James Crisfield, Superintendent  
Ambler, PA