



Graduate School of Education
PennGSE

Delaware Valley Consortium *for*
EXCELLENCE & EQUITY

2015-16 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.

DR. ROBERT L. JARVIS, DIRECTOR

PENN CENTER FOR EDUCATIONAL LEADERSHIP

GRADUATE SCHOOL OF EDUCATION . UNIVERSITY OF PENNSYLVANIA

3440 MARKET ST ROOM 504 . PHILADELPHIA, PA 19104-3325

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Graduate School of Education
PennPCEL

Center *for* EDUCATIONAL LEADERSHIP

**ALL EVENTS WILL BE HELD AT 3440 MARKET ST. PHILADELPHIA PA 19104,
5TH FLOOR UNLESS OTHERWISE INDICATED.**

DVCEE STUDENT LEADERSHIP INSTITUTE PLANNING COMMITTEE

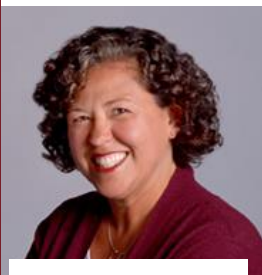
**SEPTEMBER 16, 2015
NOON-3:00PM**

DVCEE SUPERINTENDENTS' COLLABORATION MEETING *THEORIES OF ACTION AND STRATEGIES FOR CHANGE*

**SEPTEMBER 24, 2015
9:00AM-NOON**

This will be a highly interactive forum for Consortium Superintendents' sharing of district successes, promising initiatives, challenges and key equity and excellence lessons learned. We will be focusing discussion on district leaders' assumptions around root causes of underachievement in their districts, their implicit and explicit theories of action, and their strategies for implementing change.

Audience: District Superintendents and/or Their Representative



**Dr. Monica
Martinez**

**Sr. Scholar Hewlett
Foundation**

**Commissioner to
the White House
Initiative on
Educational
Excellence for
Hispanics**

Tiboron, CA

ACTION PLANNING FOR IMPLEMENTING DEEPER LEARNING FOR ALL STUDENTS

SEPTEMBER 29, 2015 8:30AM—3:00PM

How can you help transform your schools to prepare all students for the realities and challenges of this century? Participants will use specific exercises from the *Planning Guide for Deeper Learning* (<http://www.DLPlanningGuide.com>) to understand Deeper Learning as a set of learning outcomes that prepare all students for college, career, and citizenry; help frame a vision and plan to transform their schools, as well and introduce a process to manage the change. Participants will learn about the core conditions relevant to policy and practice shifts that have to be put in place for schools to establish a foundation for Deeper Learning, and then learn how to assess the degree to which each condition currently exists within their district schools. Participants will share ideas and work together to identify, prioritize, and monitor strategies to implement for Deeper Learning. The Guide is based on Dr. Martinez' recent book, *Deeper Learning: How Eight Innovative Public Schools are Transforming Education in the 21st Century*.

Dr. Monica Martinez is an education strategist and consultant for philanthropy and non-profits, Senior Scholar to the William and Flora Hewlett Foundation and appointee to the White House Commission of Educational Excellence for Hispanics. She is an international and national speaker on the topics of deeper learning, education innovation and reform, college readiness, and the future of learning. As an education strategist, Monica works with philanthropy, nonprofits, states, districts and schools to help them establish or codify strategic priorities and develop plans for their implementation; create, assist in the roll-out of initiatives and provides ongoing management or short term execution; and shape or assess an organization's initiative. Monica has served as the President of the New Tech Network, a network of over 130 schools that engage in project based learning that integrates technology and the Vice President of the KnowledgeWorks Foundation. She served on the Board of Trustees for AdvancED, an international accrediting agency, and currently serves on the Board of Directors for 10,000 Degrees, a college access and success intermediary in California.

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

Updated: 1.27.2016



**Dr. Abdul-Malik
Muhammad**

**Vice President
Providence Service
Corporation**

Wilmington, DE

WHY DO THESE KIDS KEEP “ACTING UP”? UNDERSTANDING OUR STUDENTS’ BEHAVIORS THROUGH A TRAUMA INFORMED AND RESTORATIVE LENS

OCTOBER 13, 2015 8:30AM–3:00PM

There is a lot of talk about Trauma Informed Care and Restorative Practices but what do they really mean? What does a school look like when it embraces a restorative and trauma informed approach? This fun and interactive workshop is intended for those working in a school setting who want to know about trauma and restorative practices and the impact that they can have on the lives of the students that they serve. This full-day interactive workshop will provide an understanding of the impact of trauma on our students’ behaviors; discuss practices that schools can implement to be trauma informed, and to challenge our beliefs about why students “act-up”, thereby helping staff to approach disciplinary practices more restoratively.

By the end of the workshop participants will:

- Be able to identify at least 3 trauma informed practices that they can implement in their programs
- Understand the impact of trauma on the lives of their students & fellow staff members
- Verbalize how being trauma informed aligns with Restorative Practices and how some practices related to school discipline are NOT trauma informed
- Understand culturally sensitive approaches to working with students

Experiential exercises will be included to help participants become more familiar with restorative and trauma informed practices to build safety, connection and emotional regulation for our students and staff.



Dr. Christina Watlington is a licensed clinical psychologist who currently works as the Director of Continuing Education and Evaluation for Providence Service Corporation (PSC). She began her career with PSC in 2011 as State Clinical Director for Delaware. In this role, Christina was responsible for the clinical operations for school based programs.

Dr. Malik Muhammad has over 20 years serving both youth and adults as a teacher, Principal, Campus President, Executive and State Director, and Vice President. Always working with the underserved in urban and rural areas, he has focused on the development of Black boys to men, establishing a progressive pedagogy for oppressed youth, and building progressive organizations.

**Dr. Christina
Watlington**

**Director of
Continuing Education
and Evaluation
Providence Service
Corporation**

Wilmington, DE

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,



Jinan O'Connor

State Director,
Northeast States
Advancement Via Individual
Determination (AVID)
New York, NY
and
Student, Teacher &
Administrator Teams from
Woodbury City Public Schools
Woodbury, NJ

ENSURING THAT ALL STUDENTS ARE COLLEGE AND CAREER READY: STUDENT SUCCESS WITH AVID

OCTOBER 20, 2015 8:30AM-3:00PM

AVID, *Advancement Via Individual Determination*, is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Established more than 30 years ago, AVID impacts today more than 800,000 students in 44 states and 16 countries and territories.

AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus. Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. In this session, you will hear from educators and students who live AVID every day. They will share best practices along with their stories of success.

AVID:

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials and strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination

As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students.

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



Dr. Tammy Pawloski

Professor of Education
and Director,
Center of Excellence to
Prepare Teachers of
Children of Poverty
Francis Marion
University
Florence, SC

POVERTY & SCHOOL SUCCESS: CHALLENGES & OPPORTUNITIES IN EFFECTIVELY WORKING WITH UNDER-RESOURCED STUDENTS

OCTOBER 29, 2015 8:30AM-3:00PM

Research is clear that life with limited key resources can negatively impact brain development, and the achievement gap between under-resourced children and their wealthier peers is widening. Children of Poverty score far lower on virtually every standardized test than their more economically advantaged peers, and the dropout rate for low-income students is 5 times greater than that of their high-income counterparts.

Why is this happening, and what can schools & teachers do? The good news is that while life in poverty often provides a shaky foundation for school success, teachers and schools can make the difference! Music, video, and powerful graphics will be used in this session presentation to explore why access to resources matter and which research-based strategies yield best results. Learn how to reframe the challenges faced by teachers in high-poverty schools as opportunities for changing the futures for under-resourced students. Participants will identify ways that life in poverty or limited resources may impact brain development and subsequent school achievement, identify research-based, goal-directed and high-yield strategies that can positively impact school success, and use an action research model to guide the implementation and

assessment of plans for under-resourced students at the classroom, school, or district level.

Dr. Tammy Pawloski currently serves as Professor of Education and Director of the Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University. She has led more than 400 professional learning events for teachers, school leaders, and stakeholders. Pawloski understands the challenges and opportunities of teaching, and has devoted the last ten years to the study of children of poverty—why they struggle and which strategies have the greatest impact, What resonates most with teachers and school leaders is her ability to deliver an uncommon combination of research, practice, and compelling stories from the field that empower and challenge them to show up every day as engaged, effective educators. She holds a Ph.D. from the University of South Carolina.



Dr. Chezare Warren

**Assistant Professor of
Education**

Michigan State University

East Lansing, MI

RAISING THE BAR: THE UTILITY OF EMPATHY FOR NEGOTIATING CULTURALLY RESPONSIVE INTERACTIONS ACROSS TEACHER-STUDENT DIFFERENCE

NOVEMBER 17, 2015 8:30AM–3:00PM

Central to producing evidence of cultural responsiveness is the capacity of educational practitioners to aptly communicate with, and respond to the needs of, diverse students across the range of social and cultural difference (i.e. race, gender, socioeconomic class, sexuality, generation, religious/moral beliefs etc.). Empathy, for example, has been found to anchor a teacher's cultural responsive practice by improving how they negotiate academic, behavioral, and social/relational interactions with youth of color. The application of empathy – ability of a teacher to leverage students' culturally specific points of view to frame professional decisions and navigate student-teacher interactions– are more likely to provide learning experiences that lead to increased academic success, cultural competence, and sociopolitical awareness. Participants will learn about the nature, importance, and usefulness of empathy as a professional teaching disposition. Case studies and interactive activities to explore the process of adopting or acquiring students' social and cultural perspectives will center the workshop. Practical tools for immediate application will be offered.

*Dr. Warren is Assistant Professor in the Department of Teacher Education at Michigan State University. He recently completed a postdoctoral research fellowship in the Graduate School of Education (GSE) at the University of Pennsylvania. He held dual appointments in GSE's Division of Applied Psychology and Human Development and the Center for the Study of Race & Equity in Education. He has over a decade of professional experience as a public school educator and school administrator. Additionally, Chezare was founding math teacher of the Urban Prep Charter Academy for Young Men in Chicago. In 2014, he received the Outstanding Dissertation Award for his dissertation entitled, *Empathic Interaction: White Female Teachers and their Black Male Students*, by the American Association of Colleges for Teacher Education.*

*Dr. Warren's research interests include urban teacher preparation, culturally responsive teaching, and critical race theory in education. The social foundations scholar studies empathy as a teaching disposition of culturally responsive teachers as well as the utility of empathy for improving the outcomes of cross cultural and cross racial student-teacher interactions. Currently, Dr. Warren investigates, more broadly, the school conditions and teacher dispositions that produce high academic outcomes for students of color, particularly Black males in K-12 education contexts. His work appears in several peer-reviewed journals including *Urban Education*, *The Urban Review*, *Journal of Negro Education*, *Perspectives on Urban Education*, and *The Interdisciplinary Journal of Teaching and Learning*.*

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

**DVCEE MIDDLE SCHOOL STUDENT LEADERSHIP INSTITUTE
DECEMBER 3, 2015 9:00AM-2:30PM**

Sheraton Hotel - University City



**Keynote Speaker
Carlos Ojeda, Jr.**

**President / CEO
Cool Speak**

Your Power to Be Amazing

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.

CODE SWITCH FOR JUSTICE...KEEPING IT "REAL" MAY COST YOU:

Ms. Andrea Lawful- Sanders, CEO C.A.P.E.S., Philadelphia, PA

Ms. Keir Bradford-Grey, Chief Public Defender, Philadelphia PA

Students will explore and discuss issues related to bullying, self-esteem and peer pressure. Issues related to belonging and wanting to "fit in" will also be examined.

POWER OF YOUTH, POWER OF PURPOSE:

Mr. Carlos Ojeda, Jr, CEO of Coolspeak, Pottsgrove, PA

Coming straight from the pages of his book, the *Power of Youth*, this session will teach us all that we are leaders that we have the power to change. All we have to do is discover and manifest our purpose.

WHERE I AM DOES NOT DICTATE WHO I AM:

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

You will discuss very relevant issues that have entrenched the teenage population. This is a nonjudgmental dialogue. What are you thinking, doing, and talking about? How do I make smart choices in the midst of trying to fit in? Come ready to tell ALL!

CHANGE YOUR SONG, CHANGE YOUR LIFE:

Mr. James Wilson, Jr., President of Success Connect, Allentown, NJ

The way we see things around us, is largely based on how we see ourselves. Switching from failure to success in any area doesn't take monumental changes, but small incremental shifts. This workshop will equip you with tools to experience these small "KAPOW" moments and help you develop a healthy self-image.

SAY WORD!:

Natasha Carrizosa, Poet/Spoken Word Artist, Houston, TX

This session focuses on the power of words! Come prepared to dig down deep and peel back layers in this engaging and highly interactive workshop which culminates in an open mic performance of the work YOU create.

LESSONS WE HAVE LEARNED: FINDING & MAKING TIME FOR SUCCESS

Student Leaders from Academy Park High School, Southeast Delco School District- Sharon Hill, PA

Join outstanding student leaders from Academy Park High School as they share the do's & don'ts of navigating the slippery slopes of high school.

Updated: 1.27.2016



Keynote Speaker
April Hernandez Castillo
Actor and Activist
New York, NY

DVCEE HIGH SCHOOL STUDENT LEADERSHIP INSTITUTE **WITH APRIL HERNANDEZ CASTILLO** **DECEMBER 4, 2015 9:00AM-2:30PM**

Sheraton Hotel - University City

April Hernandez– Castillo’s personal life story is one of victory. An actress with a blend of unlimited expression and humor, the Bronx, New York native made her stage debut at the famous New York Comedy Club in New York City as a stand-up comedienne. April has since gone on to major roles in film and television including NBC’s Emmy-Award-winning series ER, Law & Order and 30 Rock amongst many others. Her latest role, however, is not in front of the camera but as a motivational and inspirational speaker, sharing her real-life

journey as a survivor of teen dating violence.

SAY WORD!:

Ms. Natasha Carrizosa, Poet/Spoken Word Artist, Houston, TX

Designed to dig down deep and peel back layers the activities are designed to acknowledge/recognize the power of words written and said. Culminating in an open mic and affirming the work students produce.

STEP UP TO THE CHALLENGE & TAKE OFF YOUR MASK!:

Mr. Nate Robinson, Principal, Academy Park HS, SE Delco School District, Folcroft PA

Share who you are, stay true to who you are, be yourself, and share your heritage. Building positive and long lasting relationships are key factors in creating a positive school climate and school culture. Will you ‘Step Up To Challenge & Take off Your Mask!’?

DISCOVER YOUR MONSTER POTENTIAL:

Mr. Rob Mattox, CEO, Hopewave Educational Consulting, Phoenixville, PA

The Disney animated film Monsters Inc. has a lot to teach us about how to reach our potential. Spoiler alert: the monsters only discovered a greater alternative energy source when they faced their fears. In this workshop you will engage in 3 activities– Identification, Imagination, and Introspection, You will learn to ask 6 essential questions so that you can overcome any problem you face in the future. Success is not about having all the right answers but rather asking better questions.

THE PASSION MAPPING SEMINAR:

Mr., Darrell “Coach D” Andrews, America’s Passion Coach, CEO, Darrell Andrews Enterprises, Bear, DE

This high energy and quality content event will help students *Connect Dreams to College*. Coach D will help students analyze their unique gifts, talents and abilities and explore how to connect these gifts to college majors.

THE LEADING LADY’S BLUEPRINT FOR SUCCESS IN SCHOOL AND LIFE:

Ms. Jeneen Barlow, Barlow Enterprises, Philadelphia, PA

In this interactive seminar, you will presented with five proven strategies that will give you the confidence that you need to both learn and lead!

NO GIRLS ALLOWED: MALE TALK-DEVELOPING THE MIND SET OF SCHOOL AND LIFE SUCCESS:

Mr. Christopher McFadden, Founder Philadelphia Youth Project, Philadelphia, PA

We will engage in active discussion around what success looks like for men in our society and learn how to motivate yourself when it seems like the odds may be against you.

Updated: 1.27.2016



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

DECEMBER 8, 2015 8:30AM–3:00PM

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, Psychologists, Parent Leaders



A.J. Juliani,
Educational Consultant
and Education and
Technology Integration
Specialist

Upper Perkiomen School
District

Pennsburg, PA

STUDENT-CENTERED CLASSROOMS FOR TODAY'S STUDENT: ENGAGING ALL LEARNERS THROUGH CHOICE, TECHNOLOGY, AND INNOVATIVE PRACTICES

JANUARY 26, 2016 8:30AM-3:00PM

Innovation in education starts with our students. It strengthens relationships, and deepens learning experiences. Student choice and technology allow teachers to build true engagement with all students regardless of their background. Our learners today live in a completely different world than we did 25, 15, or even 10 years ago. Students have access to on demand information with the click of a button on their phones. In today's world, technology is growing exponentially, change is an expected part of our lives, and we have tools that have revolutionized the way we think about teaching and learning. Yet, on the fundamental level of learning we know that all of this change needs to be channeled for it to have a positive impact on our students and in our classrooms.

This session goes into detail on how to build a student-centered classroom that promotes authentic learning experiences for all students. Attendees will learn:

- How student-choice fuels engagement
- How to use technology with a learning purpose
- What innovative teaching practices impact a diverse set of learners;
- Why student-centered classrooms promote equity and ownership of learning

*A.J. Juliani is the author of *Inquiry and Innovation in the Classroom: Using 20% Time, Genius Hour, and PBL to Drive Student Success* and currently works as an Education and Technology Innovation Specialist at Upper Perkiomen PA School District. He's previously worked as a K-12 Technology Staff Developer overseeing a 1:1 initiative, and as a middle and high school English teacher at Wissahickon School District. A.J. is a national speaker on innovation in the classroom, and served as a lead Instructional Consultant for ISTE during the Verizon Innovative Learning Schools project*

A.J.'s work has been featured in various publications and he is an award-winning education blogger. As the co-founder of "The Best & Next in Education" digital magazine, A.J. has worked with schools around the world to merge best practices that have worked in education with new technologies and innovative approaches to teaching and learning. He's currently running the "20% Time MOOC" and writing about inquiry-driven learning. His recent book and online course have focused on digital literacies and how student choice impacts everything we do inside the classroom. If you'd like to learn more about A.J. and his story visit <http://ajjuliani.com/> for more information.

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



Frank Kros, MSW, JD

President

The Upside Down
Organization

Executive Vice
President
The Children's Guild

Director NAREN

Baltimore, MD

BEYOND POVERTY: BRAIN-INSPIRED WAYS TO UNDERSTAND AND RESPOND TO POVERTY

FEBRUARY 23, 2016 8:30AM-3:00PM

Poverty has a synergistic and pervasive impact on children's brains. This workshop is designed to provide participants with a strong foundation on the specific impact of poverty on the health, function, and development of impoverished youth. Participants will learn about the specific differences developing brains exposed to poverty have, the impact of those differences in the classroom and the unique interventions that can be used to overcome poverty's effects. Known as "neuroplasticity," the brain's ability to change and grow through exposure to environmental stimulus offers exciting new approaches and strategies for educators, parents and child-serving professionals working with children from impoverished backgrounds. Objectives of this session are:

1. To share with participants recent discoveries from neuroscience about the impact of poverty on the anatomical, functional and behavioral development of young brains.
2. To empower participants with "take home" tools for overcoming the synergistic, negative impact of poverty on the developing brain.
3. To equip child advocates and organizational leaders with a practical, affordable approach for combating the long-term effects of poverty on the youth they serve.

Frank Kros is a career child advocate, who has served as a childcare worker, child abuse investigator, children's home administrator, consultant, college professor, attorney, writer and speaker.

*Frank currently serves as president of The Upside Down Organization (UDO), Director of the National At-Risk Education Network (NAREN) and executive vice president of The Children's Guild, a multi-service children's organization headquartered in Maryland. Frank is a worldwide speaker and presents seminars to parents, educators, child-serving professionals and their leaders on various topics including brain-based learning, attention-deficit hyperactivity disorder (ADHD), neuroscience of the teenage brain and brain-compatible organizational leadership. He also speaks on the effects of stress, child abuse and poverty in relation to brain function and development. He is a co-author of *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* (2005) and *The Upside Down Organization: Reinventing Group Care* (2008).*

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



Randolph Carter,
Executive Director
and Senior
Associate

East Ed-Eastern
Educational
Resource
Collaborative and
Mid-West Ed

Washington, DC

BUILDING DIVERSITY RESPONSIVE LEARNING COMMUNITIES

MARCH 16, 2016 8:30AM - 3:00PM

Diversity is who we are, now and into the future. Our collective history is replete with injustice to diversity, violence to diversity and oppression of diverse others. Therefore, as we seek to establish a gender-fair, race-aware direction, we must actively work to ensure that the injustices of the past and the resultant laws, habits and traditions that created hierarchies of race, social class, gender, ability and sexual orientation, and of religion, age and ethnicity are recognized and neutralized. Given the intensive demographic changes in school districts across the country, how can educators create and sustain effective learning communities that address the diversity, achievement and social well-being of all students? This workshop will offer administrators and instructional staff the opportunity to engage in a rigorous, disciplined process of study, reflection and evidence-based action that focuses effectively addressing the challenges and opportunities facing educators who serve an increasingly diverse population of students and families.

Through this workshop, participants will explore how the model may be customized to meet the needs of their own learning communities. Key areas of focus in the workshop include:

- An Introduction to Diversity and the Social Construction of Identity
- Diversity Responsive Curriculum, Pedagogy and Assessment
- How School Leaders Can Embrace Change: Diversity Responsive Leadership
- Home/School Relationships and “Priority Teacher/Parent Interactions”
- Developing Diversity Responsive Action Research Projects That Demonstrate Teacher/Administrator Efficacy
- School Community and Change: The Whole is Greater Than the Parts
- How Schools Value Changing Demographics As A Natural Aspect Of Community-School Development

Randolph Carter currently directs the efforts of the Eastern Educational Resource Collaborative. East Ed’s mission is to serve as a resource to schools, colleges, families and agencies and support the establishment of equitable, anti-bias, multicultural environments. Randolph and his team are providing in-depth and sustained assistance and support to multiple urban and suburban schools, districts and independent schools throughout the country in this effort. He is a Fellow in the Harvard University School Leadership Program, Graduate School of Education, where he received a Masters Degree in Education with a school leadership qualification. He was a former middle school reading specialist, school administrator and a national association staff member. Randolph currently serves as a board member of Fielding Graduate University and the Institute for Community Enrichment. He is a member of the Education Committee of the New Press and his publications include peer-reviewed articles and book reviews published in national journals.

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

10TH ANNUAL DVCEE EDUCATORS OF COLOR RECRUITMENT FAIR

APRIL 16, 2016 9:00AM-1:00PM

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.

ANNUAL DVCEE SUPERINTENDENTS' PLANNING MEETING

APRIL 27, 2016 9:00AM-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 DISTRICT PROMISING PRACTICES SYMPOSIUM

MAY 12, 2016 8:30AM-3:00PM

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.

Audience: District Leadership Team of Five Participants, Including, District Office Administrators and Leadership Staff (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

DVCEE 2015-16 MEMBER DISTRICTS

Abington School District

Amy Sichel, Superintendent
Abington, PA

Brandywine School District

Mark Holdodick, Superintendent
Wilmington, DE

Centennial School District

Dave Baugh, Superintendent
Warminster, PA

School District of Cheltenham Township

Wagner Marseille, Superintendent
Elkins Park, PA

Chester County Intermediate Unit

Joseph O'Brien, Executive Director
Downingtown, PA

Great Valley School District

Regina Palubinsky, Superintendent
Malvern, PA

Hatboro-Horsham School District

Curtis Griffin, Superintendent
Horsham, PA

Lenape Regional High School District

Carol L. 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

Pennsylvania State Education Association

Jerry Oleksiak, President
Harrisburg, PA

Phoenixville Area School District

Alan Fegley, Superintendent
Phoenixville, PA

Perkiomen Valley School District

Clifford Rogers, Superintendent
Collegetown, 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 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

Wissahickon School District

James Crisfield, Superintendent
Ambler, PA