

# ***THE DELAWARE VALLEY MINORITY STUDENT ACHIEVEMENT CONSORTIUM***



***2010  
7<sup>th</sup> ANNUAL FALL CONFERENCE***

***“BUILDING EXTRAORDINARY FUTURES  
FOR ALL OF OUR CHILDREN”***

**November 22<sup>nd</sup> and 23<sup>rd</sup>**

**8:30-3:00  
University City Sheraton Hotel  
Philadelphia, PA**



## MONDAY, NOVEMBER 22

7:30-8:30 REGISTRATION AND CONTINENTAL BREAKFAST  
Lower Level

8:30- 8:45 WELCOME  
Ben Franklin 3/4/5

*Dr. Robert L. Jarvis, Director of DVMSAC  
Penn Center for Educational Leadership  
Graduate School of Education  
University of Pennsylvania  
Philadelphia, PA*

8:45- 9:30 KEYNOTE ADDRESS  
Ben Franklin 3/4/5

### **“LEADING WITH PASSION AND PURPOSE: CREATING SCHOOLS THAT HELP TEACHERS TEACH AND STUDENTS LEARN”**



**Dr. Christopher Spence, Director of Education/Superintendent  
Toronto District School Board  
Toronto, Ontario, Canada**

Dr. Spence has more than 15 years experience as a teacher, principal and senior administrator. He has developed numerous special programs for students from disadvantaged backgrounds and has used his writing, film making and public speaking skills to change their lives. Based on the premise that all students can learn at high levels regardless of their socioeconomic background, Dr. Spence will share insights and anecdotes from his most recent book, *Leading with Passion and Purpose: Doing Whatever It Takes to Create Successful Schools*, which explores the principles of effective education leadership in support of effective schools that work for all children. He will highlight how education leaders face a myriad of challenges, from the demands of accountability and generating community support to closing the achievement gap and promoting equity, as well as his thoughts for addressing the challenges.

Dr. Christopher Spence is the youngest director of education/superintendent appointed to the Toronto District School Board and he has won many awards for his outstanding contributions to education and the community. He was recognized by the City of Toronto for best practices in education and by the community group "Why We Are Here" for outstanding educational contributions. In addition to *Beyond Leading With Passion*, Dr. Spence is the author of two other books, *Achieving, Believing and Caring: Doing Whatever It Takes to Create Successful Schools* and *The Joys of Teaching Boys: Igniting Writing Experiences That Meet the Needs of All Students*. He also received the outstanding alumni award from Simon Fraser University, as well as the Positive Impact Award and Canadian Black Achievement Award for Professional Achievement and Community Leadership. Chris previously served as the Director of Education for Hamilton-Wentworth District School Board.

### **1. FULL-DAY WORKSHOP PART 1: "CREATING MOTIVATED, ENGAGED AND CURIOUS LEARNERS"**

**Presenter:** *Joseph Ginotti, Director  
Penn Literacy Network  
Penn Center for Educational Leadership  
University of Pennsylvania  
Philadelphia, PA*

**Room:** Ben Franklin 3/4/5

**Session Description:** Learning and succeeding in school requires active engagement – whether students are rich, poor, black, brown, or white. The core principles that underlie engagement are applicable to all schools – whether urban, suburban, or rural. The consequences of disengaged students is negative for all, but particularly devastating for those from disadvantaged backgrounds. But how do teachers build engaging classrooms that can affect student motivation, build curious, active learners, and have meaningful impact on achievement?

This workshop will explore the research identifying what's truly important to student learning, a framework to support it, and practical classroom applications to bring best practice to life. Suitable for teachers K-12, classroom models will be most appropriate to grades 4-12.

Joe Ginotti is one of our region's most sought after experts in the field of adolescent literacy and learning. A classroom teacher for thirty years in both Pennsylvania and New Jersey, he brings a practitioner's point of view to applying the most current research on effective instruction. Joe has spent the last six years as a key partner in the Pennsylvania High School Coaching Initiative (PAHSCI) and the newly formed Pennsylvania Institute of Instructional Coaching (PIIC). Through these programs, Joe has had a positive impact on classroom practice throughout Pennsylvania and nationally by guiding educators in reflective planning of instruction to best meet the learning needs of all students.

### **2. "A CONTINUING CONVERSATION WITH DR. CHRISTOPHER SPENCE AND JIM SPYROPOULOS"**

**Presenter:** *Dr. Christopher Spence, Director of Education/ Superintendent  
Jim Spyropoulos, Co-ordinating Superintendent Inclusive Schools, Student, Parent & Community  
Toronto District School Board  
Toronto, Ontario, Canada*

**Room:** William Penn 1

**Session Description:** We have much to learn from the experiences of our Canadian friends about embedding multicultural and equity practices in our school systems. Continue a dialog with Dr. Spence and Mr. Spyropoulos regarding the development of strategic plans that focus energy and resources on better addressing the learning and developmental needs of all students, and developing culturally responsive and inclusive schools and classrooms.

### **3. "CLOSING THE ACHIEVEMENT GAP IN THE LOWER MERION SCHOOL DISTRICT: A STRATEGIC PLAN GOAL BENEFITTING ALL STUDENTS AND THEIR FAMILIES"**

**Presenters:** *Dr. Christopher McGinley, Superintendent  
Dr. Deitra Spence, Assistant to the Superintendent  
Sean Hughes, Principal of Lower Merion High School  
Mary Kirchner, Teacher at Lower Merion High School  
HS Student Leaders of Color*

**Room:** Ben Franklin 1

**Session Description:** A number of programs and instructional strategies have been implemented in the Lower Merion School District to decrease the achievement gap that exists for all African-American students and other identified students in the district. Representatives from the district will share highlights about those programs, specifically the Minority Achievement Program, which is designed to appropriately place 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade underrepresented students in order to provide a challenging academic environment with systemic supports for success. The four branches of support include: clustering minority students, teacher collaboration, student advisory program, and parental engagement.

#### **4. "BULLYING PREVENTION: UNDERSTANDING STUDENT DIFFERENCES AND DEVELOPING OUR STUDENTS' SOCIAL COMPETENCE"**

**Presenter:** *Dr. Charles A. Williams III, Assistant Clinical Professor and Director of the Center for the Prevention of School-Age Violence  
Goodwin School of Education  
Drexel University  
Philadelphia, PA*

**Room:** University 2

**Session Description:** Participants will learn to recognize and understand what bullying is as well as how to prevent it. There will be a particular emphasis placed on the influence of social-cultural dynamics on bullying and achievement; and we will discuss the importance of understanding and connecting with all students, regardless of real or perceived differences. A review of case studies, combined with interactive group exercises will be utilized to support key learning outcomes.

#### **5. "IS YOUR WINDSHIELD CLEAR? THE SCHOOLS TO WATCH® MODEL FOR SCHOOL IMPROVEMENT"**

**Presenters:** *Phillip P. Petru, Principal  
Memorial Middle School: An Exemplary New Jersey Schools to Watch® School  
Medford School District  
Medford, NJ*

**Room:** William Penn 2

**Session Description:** This session will highlight the Schools to Watch® model and the use of a self-rating assessment and rubric as a means to measure the areas of strength and growth of your school for continued improvement. The Schools to Watch® process recognizes three things are true of high-performing middle-grades schools:

- They are *academically excellent*—these schools challenge all students to use their minds well.
- They are *developmentally responsive*—these schools are sensitive to the unique developmental challenges of early adolescence.
- They are *socially equitable*—these schools are democratic and fair, providing every student with high-quality teachers, resources, and supports.

To achieve this level of performance, high-performing schools establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence. The presenters will share and showcase processes and strategies that they have employed to focus on 1) pre-teaching struggling students in the areas of literacy and mathematics, and 2) developing stronger student relationships through advisory.

#### **6. "WE MAY NOT BE WHO YOU THINK WE ARE: CONVERSATIONS WITH OUR STUDENTS"**

**Presenters:** *Student Leaders of Color From William Allen and Louis E. Dieruff High Schools  
Allentown School District  
Allentown, PA  
-----, Student Leader  
-----, Student Leader  
-----, Student Leader  
-----, Student Leader  
-----, Student Leader  
-----, Student Leader  
-----, Student Leader  
-----, Student Leader*

**Room:** Chestnut

**Session Description:** What are the experiences of our students of color in our high schools? How do our students learn best? When are they most motivated and engaged? Your attendance at this student panel workshop will be a wonderful opportunity to interact with students and discover details about their cultures, their perspectives, and their educational values. The panel, comprised of high school students from a variety of backgrounds, will provide perspective on what educational strategies have most (and least!) inspired, motivated, and engaged them to connect, interact, and learn.

11:30-1:00

LUNCH ON YOUR OWN

1:15- 3:00

AFTERNOON CONCURRENT SESSIONS

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#### **4. “THE RAINS: VOICES FOR AMERICAN LIBERTY”**

**Presenter:** *Dr. Sulayman Clark, Author, Educational Consultant and Former Vice President for Development at Hampton, Lincoln and Tuskegee Universities and Morehouse College West Chester, PA*

**Room:** William Penn 1

**Session Description:** Sulayman Clark, a local educator and author, will engage participants in a discussion around his important new book, *The Rains: Voices for American Liberty*. It was written to inform, inspire and generate critical thinking about the role of responsible citizenship in a democratic and multi-cultural society, and highlights the causal factors influencing key events of national importance and traces the grinding evolution of democracy throughout the 19th century in the context of Philadelphia. A growing number of high school and collegiate faculty are using it to bring history to life and stimulate classroom discussion and guided reflection about the importance of civic engagement and constructive social change.

The author will discuss the efficacy of historical fiction and infusion of multicultural perspective into the curriculum, and will discuss this novel in the broader context of its focus on social justice and its deliberate attempt to connect minority students with this pivotal history in a culturally relevant and personally meaningful way. In this regard, *The Rains* encourages us and our students to critically examine our own lives, and better appreciate the freedoms we currently enjoy; while perhaps strengthening our resolve to extend those same freedoms to others.

#### **5. “CLOSING THE ACHIEVEMENT GAP IN THE LOWER MERION SCHOOL DISTRICT: A STRATEGIC PLAN GOAL BENEFITTING ALL STUDENTS AND THEIR FAMILIES”**

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Dr. Deitra Spence, Assistant to the Superintendent  
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Mary Kirchner, Teacher at Lower Merion High School  
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Medford School District  
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To achieve this level of performance, high-performing schools establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence. The presenters will share and showcase processes and strategies that they have employed to focus on 1) pre-teaching struggling students in the areas of literacy and mathematics, and 2) developing stronger student relationships through advisory.

**TUESDAY, NOVEMBER 23**

**7:30- 8:30 REGISTRATION AND CONTINENTAL BREAKFAST  
Lower Level**

**8:30- 8:45 WELCOME  
Ben Franklin Ballroom 3/4/5**

**Dr. Robert L. Jarvis, Director of DVMSAC  
Penn Center for Educational Leadership  
Graduate School of Education  
University of Pennsylvania  
Philadelphia, PA**

**8:45- 9:30 KEYNOTE ADDRESS  
Ben Franklin Ballroom 3/4/5**

***"DISTRICT AND TEACHER LEADERS COLLABORATING  
FOR EQUITY AND STUDENT SUCCESS"***



**Becky Pringle, Secretary-Treasurer  
National Education Association  
Washington, DC**

Rebecca "Becky" Pringle was elected secretary-treasurer of the National Education Association in July 2008. As secretary-treasurer of the nation's largest professional organization, Pringle ranks third among NEA leadership. She previously served as a member of NEA's nine-member Executive Committee from 2001 to 2007.

A middle school teacher with 31 years of classroom experience, she has held Association positions at the local, state, and national levels, including the Pennsylvania State Education Association and NEA Board of Directors. Most recently she served as a teacher on special assignment working with the Susquehanna Township (Pa.) School District Closing the Achievement Gaps initiative and PSEA's Minority Community Outreach program. Becky's long history of leadership includes a focus on diversity issues, student achievement, and developing leaders within the Association. "In the words of James Baldwin, 'Not everything that is faced can be changed. But nothing can be changed unless it is faced.' We have no choice but to face the challenges in public education with vision, commitment, voracity, and courage," she says.

During her terms on the NEA Board and Executive Committee, Pringle chaired the NEA Reading Task Force and NEA ESEA Advisory Committee, which helped prepare the organization for the law's reauthorization. Among her many accomplishments, Pringle was instrumental in the development of the report *"Excellence and Equity: Closing the Student Achievement Gaps"* as a member of the NEA Professional Standards and Practices Committee.

Becky currently holds the post of finance chair for the National Board for Professional Teaching Standards, where she oversees the organization's revenues and expenses, investment portfolio, and budget. She has been honored with the Pennsylvania Academy for the Profession of Teaching Award and was selected Community Woman of the Year by the American Association of University Women's Harrisburg Branch. A Philadelphia native, Becky received her Bachelor of Science degree in elementary education from the University of Pittsburgh and a master's degree in education from Pennsylvania State University. She and her husband, Nathan, have two children. Their son, Nathan III, a graduate of Drexel University, lives in Philadelphia; their daughter, Lauren, a graduate of New York University, lives in New York City.

### **1. FULL DAY WORKSHOP PART1: "FROM RIGOR TO COLLEGE READINESS: ANSWERING THE CALL TO INCREASE ACADEMIC RIGOR FOR OUR UNDERACHIEVING STUDENTS"**

**Presenter:** *Kenyatta Graves, National Educational Consultant and President  
Conscious Vigilance Education Consulting  
Upper Marlboro, MD*

**Room:** Ben Franklin 3/4/5

**Session Description:** How can teachers answer the call to increase academic rigor when working with students who are underprepared and require what has traditionally been described as remediation? Are these pedagogical goals--increasing rigor and filling learning gaps--mutually exclusive? This workshop will encourage educators to examine when and how they choose to purposefully challenge students to more rigorous levels of classroom engagement.

During the first half of the workshop, educators move beyond popular misconceptions that equate a higher volume of assignments or a more challenging rubric with increased rigor. Participants will first develop a meaningful understanding of academic rigor by sifting daily classroom instruction into a series of decisions under the purview of teachers. We explore the three elements of academic rigor: rigorous content, rigorous direct instruction, and rigorous assignments & assessments. And, practical strategies are described to make concrete the ways in which teachers may construct more rigorous lessons and assignments by leveraging the decision points which together form a lesson. During the second half of the workshop, participants will apply the goal of increased academic rigor to underprepared student populations. Here we will address the barriers to developing classroom rigor that are inherent in school culture and individual belief systems by examining the intersection of differentiated instruction, mixed-ability student populations, and demands to raise rigor. Participants will analyze a unit and lesson planning methodology based on the three elements of academic rigor, and how this methodology privileges strategic differentiated instruction, use of relevant student data, and "robust re-teaching."

A former teacher in Baltimore County, Maryland, and a teacher and administrator in Washington, D.C., Public Schools, Kenyatta has also taught courses at George Mason University and the University of Maryland, College Park. He is the author of standards-based, student-centered, and learning-focused curriculum resources that make concrete a vigilant position that all students deserve a rich and rigorous education. He was a principal writer for the College Board's SpringBoard English/Language Arts curriculum framework and the sole author of "Animating Student Writing," the College Board's professional development workshop to support teaching in preparation for the Writing Exam of the SAT.

Kenyatta's workshops for teachers and school administrators have been presented to urban and suburban school districts in more than twenty-five states. Most recently, he consulted on the revision of English/Language Arts standards for the state of Texas and Achieve, Inc.'s "American Diploma Project" benchmarks, drafting specific standards. He was also engaged by Common Core to review curriculum documents designed to support implementation of Common Core's Standards in English Language Arts and Literacy.

### **2. "A CONVERSATION WITH BECKY PRINGLE"**

**Presenter:** *Becky Pringle, Secretary-Treasurer  
National Education Association  
Washington, DC*

**Room:** William Penn 1

**Session Description:** Continue a dialog with Becky Pringle regarding engagement of state and local union leadership and other teacher leaders with district and school administrators in shared development of strategic plans and initiatives that focus energy and resources on better addressing the learning and developmental needs of all students, and closing the achievement gaps.

### **3. "WE MAY NOT BE WHO YOU THINK WE ARE: CONVERSATIONS WITH OUR STUDENTS"**

**Presenters:** *Yanell Holiday, Student Advocate  
Student Leaders From Cherry Hill High Schools East and West  
Saly Abusedo  
Xenobia Brown  
Timothy Butts  
Erdong Chen  
Hiba Hashim  
Kerwing Hy  
Naveen Khan  
Wen Kong  
Xavier Miller-Counts  
Fransisco Maldonado  
Nneoma Njoku*



*Meighan Rodriguez  
Makamba Sackey  
Willie Shuler  
Tre'von Smith  
India Woodruff  
Cherry Hill Public Schools  
Cherry Hill, NJ*

**Room:** Chestnut

**Session Description:** What are the experiences of our students of color in our high schools? How do our students learn best? When are they most motivated and engaged? Your attendance at this student panel workshop will be a wonderful opportunity to interact with students and discover details about their cultures, their perspectives, and their educational values. The panel, comprised of high school students from a variety of backgrounds, will provide perspective on what educational strategies have most (and least!) inspired, motivated, and engaged them to connect, interact, and learn.

#### **4. "CHELTENHAM HIGH SCHOOL SUMMER ACADEMY & BLACK SCHOLARS PROGRAMS"**

**Presenters:** *Dr. Jill Parker Clark, Assistant Principal  
Anthious Boone, Mathematics Department Chair  
Craig Metcalfe, Mathematics Teacher  
Taj Hull, Student Leader  
Kyle Mitchell, Student Leader  
Jahvoni Rogers, Student Leader  
Nicole Robinson, Student Leader  
Cheltenham High School  
School District of Cheltenham Township  
Wyncote, PA*

**Room:** Ben Franklin 1

**Session Description:** This session will detail the benefits and rewards associated with building transitional avenues to facilitate smooth transition from the middle years program to high school. Additionally, and as part of the accompanying discussion, the presenters and student program participants will expound on the benefits and challenges associated with establishing peer to peer support programs for high achieving students of color and our creation of a Black Scholars Program which is serving to bridge the learning gap.

#### **5. "THE RAINS: VOICES FOR AMERICAN LIBERTY"**

**Presenter:** *Dr. Sulayman Clark, Author, Educational Consultant and Former Vice President for Development at Hampton, Lincoln and Tuskegee Universities and Morehouse College  
West Chester, PA*

**Room:** William Penn 2

**Session Description:** Sulayman Clark, a local educator and author, will engage participants in a discussion around his important new book, *The Rains: Voices for American Liberty*. It was written to inform, inspire and generate critical thinking about the role of responsible citizenship in a democratic and multi-cultural society, and highlights the causal factors influencing key events of national importance and traces the grinding evolution of democracy throughout the 19th century in the context of Philadelphia. A growing number of high school and collegiate faculty are using it to bring history to life and stimulate classroom discussion and guided reflection about the importance of civic engagement and constructive social change.

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#### **6. "HEAR OUR STORIES, SEE OUR CHILDREN. PARENT PERSPECTIVES ON DEVELOPING AND SUSTAINING AUTHENTIC PARENT-SCHOOL-COMMUNITY PARTNERSHIPS"**

**Presenters:** *Dr. Robin Vann Lynch, Adjunct Professor, Drexel University and Parent, Lower Merion School District  
Andrea Lawful-Trainer, Educational Consultant, School Board Director and Parent, Abington School District  
Charmaine Libier, Parent, Springfield Township School District  
Melanie Gray, Parent, North Penn School District*

**Room:** University 2

**Session Description:** John Dewey said it best in his seminal text *School and Society* (1968), "What the wisest and best parent wants for his own child, that the community must want for its own children." Parents of color enter suburban school systems with hopes, dreams and aspirations for their children. However the road to high academic achievement and college preparedness is often thwarted by institutional practices that disengage parents from the moment their child enters the school.

This interactive session explores the question: What do parents really want from schools and how can all involved support them in their goals for their children? The session features parents' stories of disengagement and the strategies parents and other key stakeholders including instructional leaders, teachers and administrative staff have developed and utilized throughout suburban school districts to compel these districts to move toward models of authentic parent engagement in the educational interest of all children.

**11:30-1:00 LUNCH ON YOUR OWN**

**1:15- 3:00 AFTERNOON CONCURRENT SESSIONS**

**1. FULL DAY WORKSHOP PART 2: "FROM RIGOR TO COLLEGE READINESS: ANSWERING THE CALL TO INCREASE ACADEMIC RIGOR FOR OUR UNDERACHIEVING STUDENTS"**

**Presenter:** *Kenyatta Graves, National Educational Consultant and President  
Conscious Vigilance Education Consulting  
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**Room:** Ben Franklin 3/4/5

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**2. "HEAR OUR STORIES, SEE OUR CHILDREN. PARENT PERSPECTIVES ON DEVELOPING AND SUSTAINING AUTHENTIC PARENT-SCHOOL-COMMUNITY PARTNERSHIPS"**

**Presenters:** *Dr. Robin Vann Lynch, Adjunct Professor, Drexel University and Parent, Lower Merion School District  
Ms. Andrea Lawful-Trainer, Educational Consultant, School Board Director and Parent, Abington School District  
Ms. Charmaine Libier, Parent, Springfield Township School District  
Ms. Melanie Gray, Parent, North Penn School District*

**Room:** University 2

**Session Description:** John Dewey said it best in his seminal text *School and Society* (1968), “What the wisest and best parent wants for his own child, that the community must want for its own children.” Parents of color enter suburban school systems with hopes, dreams and aspirations for their children. However the road to high academic achievement and college preparedness is often thwarted by institutional practices that disengage parents from the moment their child enters the school.

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*Kerwing Hy*  
*Naveen Khan*  
*Wen Kong*  
*Xavier Miller-Counts*  
*Fransisco Maldonado*  
*Nneoma Njoku*  
*Meighan Rodriguez*  
*Makamba Sackey*  
*Willie Shuler*  
*Tre’von Smith*  
*India Woodruff*  
*Cherry Hill Public Schools*  
*Cherry Hill, NJ*  
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**Room:** William Penn 2

**Session Description:** Dr. Sulayman Clark, a local educator and author, will engage participants in a discussion around his important new book, *The Rains: Voices for American Liberty*. It was written to inform, inspire and generate critical thinking about the role of responsible citizenship in a democratic and multi-cultural society, and highlights the causal factors influencing key events of national importance and traces the grinding evolution of democracy throughout the 19th century in the context of Philadelphia. A growing number of high school and collegiate faculty are using it to bring history to life and stimulate classroom discussion and guided reflection about the importance of civic engagement and constructive social change.

The author will discuss the efficacy of historical fiction and infusion of multicultural perspective into the curriculum, and will discuss this novel in the broader context of its focus on social justice and its deliberate attempt to connect minority students with this pivotal history in a culturally relevant and personally meaningful way. In this regard, *The Rains* encourages us and our students to critically examine our own lives, and better appreciate the freedoms we currently enjoy; while perhaps strengthening our resolve to extend those same freedoms to others.

## 5. "CHELTENHAM HIGH SCHOOL SUMMER ACADEMY & BLACK SCHOLARS PROGRAMS"

**Presenters:**        *Dr. Jill Parker Clark, Assistant Principal*  
                          *Anthious Boone, Mathematics Department Chair*  
                          *Craig Metcalfe, Mathematics Teacher*  
                          *Taj Hull, Student Leader*  
                          *Kyle Mitchell, Student Leader*  
                          *Jahvoni Rogers, Student Leader*  
                          *Nicole Robinson, Student Leader*  
                          *Cheltenham High School*  
                          *School District of Cheltenham Township*  
                          *Wyncote, PA*

**Room:**                **Ben Franklin 1**

**Session Description:** This session will detail the benefits and rewards associated with building transitional avenues to facilitate smooth transition from the middle years program to high school. Additionally, and as part of the accompanying discussion, the presenters and student program participants will expound on the benefits and challenges associated with establishing peer to peer support programs for high achieving students of color and our creation of a Black Scholars Program which is serving to bridge the learning gap.

# Working Together Achieving Together

Delaware Valley Minority  
Student Achievement Consortium



*The Delaware Valley Minority Student Achievement Consortium (DVMSAC) is a collaborative network of twenty-eight regional school districts, two county intermediate units and the PA State Education Association in Pennsylvania, New Jersey, and Delaware that for the past six years have committed to work together to support, encourage and acknowledge the success of their students of color. The Consortium and its partner networks serve as resources for taking proactive, systemic and district-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 achievement disparities among racial/ethnic subgroups.*

## FOR FURTHER INFORMATION ABOUT

## THE DELAWARE VALLEY MINORITY STUDENT ACHIEVEMENT CONSORTIUM

### CONTACT



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### WEBSITE

**[www.gse.upenn.edu/dvmsac](http://www.gse.upenn.edu/dvmsac)**

**2010-11**

**Delaware Valley Minority Student Achievement Consortium  
Member School Districts, County Intermediate Units  
and PA State Education Association**

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

**Allentown Area School District**  
Jerry Zahorchak, Superintendent  
Allentown, PA

**Bensalem Township School District**  
William Gretzula, Superintendent  
Bensalem, PA

**Brandywine School District NJ**  
Mark Holodick, Superintendent  
Claymont, DE

**Burlington Co. Institute of Technology**  
Delores Szymanski, Superintendent  
Westhampton,, NJ

**Cheltenham School District**  
Darlene Davis, Superintendent  
Elkins Park, PA

**Cherry Hill Public Schools**  
David Campbell, Superintendent  
Cherry Hill, NJ

**Chester County IU # 24**  
Joe O'Brien, Executive Director  
Downingtown, PA

**Downingtown Area School District**  
Lawrence Mussoline, Superintendent  
Downingtown, PA

**Easton Area School District**  
Susan McGinley, Superintendent  
Easton, PA

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

**Kennett Consolidated School District**  
Barry Tomasetti, Superintendent  
Kennett Square, PA

**Lindenwold Public Schools**  
Geraldine Carroll, Superintendent  
Lindenwold, NJ

**Lenape Regional School District**  
Emily Capella, Superintendent  
Shamong, NJ

**Lower Merion School District**  
Christopher McGinley, Superintendent  
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**Methacton School District**  
Tim Quinn, Superintendent  
Eagleville, PA

**Montgomery County IU #23**  
Jerry Shiveley, Executive Director  
Norristown, PA

**Norristown Area School District**  
Janet Samuels, Superintendent  
Norristown, PA

**North Penn School District**  
Curtis Dietrich, Superintendent  
Lansdale, PA

**Pennsylvania State Education Association**  
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Michael Crossey, President-Elect  
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**Wissahickon School District**  
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