THE LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY SUFFOLK COUNTY

"Preparing Each and Every Student for Success in Post-Secondary Education and in Life"

2018-19 EVENTS AND ACTIVITIES

The Long Island Consortium for Excellence and Equity-Suffolk County is an evolving collaborative network of regional school districts in Suffolk County that for the past year have committed to learn and work together to support and nurture the school and life success of each and every one of their students. The Consortium serves as a critical regional resource for participating districts to take proactive and system-wide leadership responsibility for significantly improving the academic performance of all students, increasing high level educational opportunities to learn for all students, and eliminating the observed opportunity and achievement disparities among subgroups of students defined by race/ethnicity and/or economic circumstance. The Consortium creates an important venue where our best collective thinking about policy, research and practice percolate-thinking and action that enhances all of our students' academic success, their access to high level educational learning opportunities, and equity in achievement and attainment.

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Eastern Suffolk BOCES
Educational Services That Transform Lives

UPDATED August 31, 2018

BUILDING LEADERSHIP FOR CULTURALLY RESPONSIVE SCHOOLS WORKSHOP SERIES

"Educational Equity Through Cultural Proficiency"

Monday, October 15
Tuesday, November 20
Thursday, December 6

8:30-2:30
Eastern Suffolk BOCES Instructional Support Center (ISC)
15 Andrea Road
Holbrook, NY 11741

Dr. Erick Witherspoon, National Director of Equity
Generation Ready
New York, NY

This highly engaging workshop series will provide identified district equity teams, that are interested in building more inclusive, affirming and culturally responsive schools and classrooms, the opportunity to explore a practical framework and develop strategies to more effectively address their diversity challenges. ***This is a three session workshop series for consistent district equity leadership teams*** that is designed to help build system capacities for increasing all students' academic engagement and achievement in learning environments that effectively address culture and diversity. Building upon the foundational work of Dr. Randall Lindsey and his associates, these sessions introduce the Tools of Cultural Proficiency as a shared commitment to excellence and equity for all students. Participants will use strategies and tools needed for districts to embed Cultural Proficiency into their schools' academic cultures. Upon completion of the three sessions, the district teams will better understand and know how to apply the Tools: The Guiding Principles, Essential Elements, Continuum, and Barriers related to Cultural Proficiency, and will explore the best ways to weave these tools into the fabric of their schools.

Session One consists of an introduction to the four tools of Cultural Proficiency through an exploration of culture at the individual and organization level. The Intended Outcomes include:

- Participants view Cultural Proficiency as a shared priority
- Participants experience Cultural Proficiency as personal and professional work
- Participants ensure a common language and common understanding of this work
- Participants use Culturally Proficient Schools: An Implementation Guide, as a guide for addressing access and achievement gap issues

Session Two builds upon the culture at the individual and organization level to expand understanding of viewing the Tools of Cultural Proficiency as a guide for addressing access and achievement gap issues. The Intended Outcomes include:

- Participants gain a sense of diverse perspectives regarding the history of education in America
- Participants engage in the exploration of the achievement gap and the cultural correlation
- Participants explore federal mandates and the cultural effects on students
- Participants view the Tools of Cultural Proficiency as a guide for addressing their complex achievement gap issues
- Participants begin to design a plan for implementation at the school level

Session Three consists of the continued exploration of achievement gaps and strengthening the understanding of Cultural Proficiency as a shared priority to overcome identified barriers. The Intended Outcomes include:

- Participants review the culture of the school culture and served cultures
- Participants identify barriers that may prevent a person, school, and district from becoming culturally proficient
- Participants deepen the understanding of Cultural Proficiency as a shared priority to overcome barriers
- Participants explore the characteristics/traits of a culturally responsive classroom and to understand how the organization capacity relates to the ability to leverage equity and inclusion

Dr. Erick E. Witherspoon is a nationally recognized educational leader, professor, and motivational speaker, who originally hails from the sprawling Midwest air-capital city of Wichita, Kansas. Dr. Witherspoon holds a B.S. in Elementary Education from Kansas Newman University, a M.S. in Educational Administration from Wichita State University, and Ed.D. in Leadership for Educational Justice from the University of Redlands, Redlands, CA.

His career in education includes experience as a classroom teacher, assistant principal, principal, district leader, and adjunct professor in Southern California. Additionally, he has held many local, state, and national offices in the National Alliance of Black School Educators and serves on the California Staff Development Council. Throughout his career, Dr. Witherspoon has received numerous awards, including the San Bernardino County, ACSA Region Elementary Principal of the Year, the Golden Bell Award from the California School Boards Association, the California Association of African American Superintendents and Administrators (CAAASA) Emerging Superintendent Award, and the National Alliance of Black School Educators (NABSE) 2015 Hall of Fame Award inductee among many others.

Currently, Dr. Witherspoon serves as the National Director of Equity for Generation Ready – one of the nation's premiere educational professional development companies based in New York, NY. Generation Ready partners with parents, school communities, and districts throughout the country to ensure success for all students. https://www.generationready.com/what-we-offer/cultural-proficiency/

DIVERSE STUDENT LEARNERS AND SCHOOL IMPROVEMENT WORKSHOP
"Transformative Student Voices for Equity: Nothing About Us Without Us"

Monday, January 14

8:30-2:30
Eastern Suffolk BOCES Instructional Support Center (ISC)
15 Andrea Road
Holbrook, NY 11741

Dr. Shelly Zion, Executive Director of the Center for Access, Success and Equity and Professor, Language, Literacy, and Sociocultural Education
College of Education
Rowan University
Glassboro, NJ

Transformative Student Voice (TSV) refers to sustained and systemic opportunities for historically marginalized students to inquire about the root causes of problems in their schools and take action to address them by working with adults to develop and implement improved policies and practices. National and local models of impactful adult-student partnerships in schools will be highlighted.

Participants (including your students) will begin processes for developing TSV Learning Communities in their schools focused around shared learning around equity, participatory action research and influencing new policies and practices. Expected outcomes of successful TSV initiatives include:

- Students developing as critically conscious leaders and civic actors
- Teachers improving their capacity to share power, facilitating
- participatory action research, and taking on leadership in their schools,
- and
- Schools and school districts sustaining systems that lead to more

- socially just and developmentally responsive schools.

Dr. Zion's work is multi-disciplinary, grounded in the social sciences, and specifically within sociology as it seeks to understand how institutions, social systems and individual experiences create and sustain systems of power and privilege that ensure access for some while excluding others. Her research is situated within a framework of sociopolitical development, informed by a range of critical theoretical perspectives, and advanced by an understanding of the nature of both individual and systemic change. This framework requires that to impact a transformation of the current public education and other social systems towards goals of equity and social justice, we must work to disrupt dominant ideologies by creating spaces in which people begin to develop a critical understanding of the cultural, political, economic, and other institutional forces that perpetuate systems of privilege and oppression. Practically, this translates to a focus on teaching for social justice-preparing educators, students, community members to be active participants in ending oppression through empowerment and organizing. https://academics.rowan.edu/education/CASE/About%20Us/index.html

ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP
"Learner Active and Technology Infused Classrooms: Lessons That Build Students' Executive Functioning Skills"

Tuesday, February 5

8:30-2:30
Eastern Suffolk BOCES Instructional Support Center (ISC)
15 Andrea Road
Holbrook, NY 11741

Dr. Nancy Sulla, President and Educational Consultant and Author
Innovative Designs for Learning
Naples, FL

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.

Nancy 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. Yet executive function skills are not taught through lessons, but built through continual practice, using a specific part of the brain. 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 an engaging workshop that will immerse you in a student-centered learning environment that builds executive function.

Dr. Nancy Sulla is an author, national speaker, and thought leader in transforming learning environments to build student engagement, empowerment, and efficacy. As the creator of the Learner-Active, Technology-Infused Classroom and founder of IDE Corp. – Innovative Designs for Education, Dr. Sulla leads her educational consulting firm in the pursuit of equity-focused instructional design, positioning students to change the world.

Designing student-driven classrooms is the subject of Nancy's first book, Students Taking Charge: Inside the Learner-Active, Technology-Infused Classroom. Her second book, It's Not What You Teach But How: 7 Insights for CCSS Success offers critical insights for achieving levels of standards-based learning focused on understanding and application.

In her latest book, Building Executive Function Skills: The Missing Link to Student Achievement she frames executive function skills as a requirement for mastering six increasingly complex life skills that should be the goal of any school: conscious control, engagement, collaboration, empowerment, efficacy, and leadership. https://www.idecorp.com/

FAMILY AND COMMUNITY ENGAGEMENT AND PARTNERSHIP WORKSHOP
"Family Engagement as a Lever for Improved Student Achievement"

Monday, March 18

8:30-2:30
Eastern Suffolk BOCES Instructional Support Center (ISC)
15 Andrea Road
Holbrook, NY 11741

Michele Brooks, Principal Consultant at Transformative Solutions in Education
Former Assistant Superintendent for The Office of Engagement for the Boston Public Schools
Boston, MA

In this highly interactive session, participants will explore the link between family engagement and student achievement and examine strategies for effectively engaging our families in student learning and school improvement utilizing the US Department of Education's Dual Capacity Framework as a guide. The workshop will also provide participants specific strategies and resources about how to engage diverse families and create trusting and respectful partnerships between families and school staff. The workshop will focus on three areas:

- Conditions for Engagement: Participants will learn about the conditions that are the foundation for building and sustaining respectful relationships with diverse families and effective engagement practice.
- Elements of Effective Practice: Participants will explore specific strategies and resources for effective engagement practice. Participants will learn how strategies that are "logically linked" to learning have the greatest outcomes in relation to student achievement.
- Assessing Readiness for Engagement: Participant will utilize a tool to assess their current capacity for building an effective engagement practice at both the school and district level.

Michele Brooks is a parent activist, educational advocate and educator. She served as the Assistant Superintendent for The Office of Engagement for the Boston Public Schools for eight years before her retirement in June 2015. Her work as Assistant Superintendent in Boston was influential in the development of the US Department of Education's Dual Capacity Framework for Family-School Partnerships. In 2013, she was recognized as one of sixteen Leaders to Learn From by Education Week Magazine for her extraordinary work in family engagement.

Michelle is currently the Principal Consultant for Transformative Solutions in Education, a consulting firm which focuses on organizational development, program/evaluation development and leveraging engagement as a strategy for improving outcomes for schools and school districts. She was the founding director of the Boston Parent Organizing Network, serving from 1999 until 2004. She has also served as a member of the Boston School Committee from 2004 – 2008. She holds a Bachelor's Degree in Educational Psychology from Cambridge College and a Master's Degree in Education Policy and Management from Harvard University. Ms. Brooks resides in Florida and is the proud parent of three children and eight grandsons.

LICEE-SUFFOLK SUPERINTENDENTS' ANNUAL PLANNING MEETING
"Continuing the Momentum for Increasing Inclusion, Opportunity and Access"

Friday, April 12

8:30-11:00
Eastern Suffolk BOCES Instructional Support Center (ISC)
15 Andrea Road
Holbrook, NY 11741

This will be a highly interactive culminating forum for District Leaders' continued sharing of successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on 2018-19 Consortium activities and affirm continued commitment and provide input for program planning in the 2019-20 school ye

BUILDING LEADERSHIP FOR CULTURALLY RESPONSIVE SCHOOLS WORKSHOP
"Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation"

Tuesday, May 14

8:30-2:30
Eastern Suffolk BOCES Instructional Support Center (ISC)
15 Andrea Road
Holbrook, NY 11741

John Krownapple, Cultural Proficiency Coordinator
Department of Diversity, Equity and Inclusion
Howard County Schools
Woodstock, MD

Despite well-intentioned efforts, schools continue to suffer from persistent inequities. Move beyond good intentions by growing as a culturally proficient facilitator and developing what it takes to guide the transformation of a school or district into one that is inclusive, equitable, and excellent for students in all demographic and identity groups. Explore the shift in mindset required to achieve excellence with equity. Increase your effectiveness as a culturally proficient facilitator of professional learning and organizational change. Participants will have the opportunity to:

- Enhance their capabilities to shape professional learning environments that facilitate transformation from unhealthy mindsets that perpetuate inequity and exclusion to healthy mindsets that support excellence with equity.
- Develop an understanding of what is necessary to lead transformative professional learning that leads to profound change for equity and inclusion.
- Identify knowledge, skills, and dispositions of culturally proficient facilitators of transformative professional learning systems.
- Experience powerful strategies, protocols and moves to add to your repertoire as a leader of professional learning.

John Krownapple specializes in facilitating professional learning and organizational development focused on social justice, equity, diversity and inclusion. In his book Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation (2017), he offers educational leaders support for enhancing their knowledge, skills, and dispositions for facilitating effective, equity-focused professional learning. Since 2007 he has led the development and implementation of one of the first and most comprehensive Cultural Proficiency programs in the United States. John continues to administer this program for the Howard County Public School System (Maryland) in his role of Coordinator for the Department of Diversity, Equity and Inclusion, where he has guided transformative processes for a variety of teams and groups: organizational leaders, staff members, partners, government officials, students, and families. As an educator for over two decades, John has served as a equity specialist; district office administrator; professional development facilitator; language arts and social studies curriculum specialist; and elementary teacher. He is also an adjunct professor at Johns Hopkins University and McDaniel College.

ANTICIPATED 2018-19 LICEE-SUFFOLK MEMBER DISTRICTS

Connetquot Central SD	**Lynda G. Adams, Superintendent**	**Bohemia, NY**
Elwood School District	**Kenneth Bossert, Superintendent**	**Greenlawn, NY**
Eastern Suffolk BOCES	**David Wicks, District Superintendent**	**Patchogue, NY**
Huntington Public Schools	**James Polansky, Superintendent**	**Huntington Station, NY**
Patchogue-Medford SD	**Michael Hynes, Superintendent**	**Patchogue, NY**
Remsenburg Public Schools	**Ronald Masera, Superintendent/Principal**	**Remsenburg, NY**
Riverhead Central School District	**Aurelia Henriquez, Superintendent**	**Riverhead, NY**
Sachem Central School District	**Kenneth Graham, Superintendent**	**Lake Ronkonkoma, NY**
Smithtown Central School District	**James Grossane, Superintendent**	**Smithtown, NY**
Southampton UFSD	**Nicholas Dyno, Superintendent**	**Southampton, NY**

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CATALYST @ Penn GSE

Catalyst @ Penn GSE connects people and ideas across diverse constituencies to develop innovative ways to address persistent and emerging problems in education.

Building upon Penn GSE's history of leadership in education, Catalyst is both a collection of unique programs and a facilitator within and beyond the University. Throughout its work, Catalyst combines education, business, and technology to embrace an ongoing process of generating, testing, adapting, and disseminating best practices.

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