



Graduate School of Education
PennGSE

Delaware Valley Consortium *for*
EXCELLENCE & EQUITY



2018-2019
Schedule of Events
and Activities

UPDATED January 9, 2019

Welcome to year fifteen of the Delaware Valley Consortium for Excellence and Equity! For the past fourteen 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 through 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
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Dayna Muñiz

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Connect with Us!

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

Facebook: Penn Excellence and Equity Consortia

Twitter: @pennedequity

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

Registration:

To better accommodate the needs of our member districts, we will be offering most of our workshops on one of two consecutive dates. When possible, we ask that districts from A-L to sign up for the first date offered and districts from M-Z sign up for the second date. Please contact [Dayna Muñiz](#) if you have any questions or concerns.

At-a-Glance Calendar

September 24 or 25, 8:30am-2:30pm

Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation with John Krownapple, Howard County Schools, Woodstock, MD.

October 10, 8:30am-2:30pm

DVCEE Promising Practices Symposium: Showcasing What's Working in Our Schools in Better Serving Our Traditionally Underperforming Students

October 25 or 26, 8:30am-2:30pm

Supporting Equity-Driven Instructional and Facilitative Leaders with Jamie Almanzan, The Equity Collaborative, Orinda, CA.

November 14 or 15, 8:30am-2:30pm

Learner Active and Technology Infused Classrooms: Lessons That Build Students' Executive Functioning Skills with Dr. Nancy Sulla, IDE Corp., Ramsey, NJ.

November 29, 8:30am-2:00pm

12th Annual DVCEE High School Student Leadership Institute @ University of Pennsylvania Perelman Quad

November 30, 8:30am-2:00pm

13th Annual DVCEE Middle School Student Leadership Institute @ University of Pennsylvania Perelman Quad

December 12 or 13, 8:30am-2:30pm

Nurturing Culturally Responsive Pedagogy in Our Classrooms with Megan Fuciarelli and Guillermo Lopez, US2, Madison Heights, MI.

January 17 or 18, 8:30am-2:30pm

Nurturing Our Students' Resilience: It Begins with Beliefs with Dr. Sara Truebridge, Educating the New Humanity, Danville, CA.

January 23, 1:00pm-3:30pm

DVCEE Superintendents Sharing and Planning Meeting

February 13 and 14, 8:30am-2:30pm

Creating Democratic Schools, Cultivating Youth Voice and Preparing Students to Take Informed Action with Jill Bass, Mikva Challenge, Chicago, IL

February 27 or 28, 8:30am-2:30pm

Facing Fear: The Challenge of Culturally Competent School Counseling with Dr. Courtland C. Lee, Chicago School of Professional Psychology, Washington, DC.

April 8, 4:00pm-7:00pm

13th Annual DVCEE Educators of Color Recruitment Fair

April 24 or 25, 8:30am-2:30pm

Transformative Student Voices for Equity: Nothing About Us Without Us with Dr. Shelly Zion, Rowan University, Glassboro, NJ.

May 8 or 9, 8:30am-2:30pm

Creating Trauma Sensitive Schools and Classrooms with Dr. Melissa Sadin, Ducks and Lions: Trauma Sensitive Resources, Somerville, NJ.

SEPTEMBER 2018

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

September 24 or 25
8:30am-2:30pm



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 an 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*

OCTOBER 2018

DVCEE PROMISING PRACTICES SYMPOSIUM

“Showcasing What’s Working in Our Schools in Better Serving Our Traditionally Underperforming Students”

October 10

8:30am-2:30pm

Consortia district leadership teams from Phoenixville, Brandywine, Centennial, Upper Dublin and Delsea Regional (NJ) 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 traditionally 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 most challenged learners.

LEADERSHIP FOR EQUITABLE SCHOOLS AND CLASSROOMS WORKSHOP

“Supporting Equity-Driven Instructional and Facilitative Leaders”

October 25 or 26

8:30am-2:30pm



Jamie Almanzán, Founder, Partner and Equity Leadership Coach
The Equity Collaborative
Orinda, CA

For community, school and organizational leaders to translate strategic plans into transformational change at the classroom level, leaders must develop their will, skill, knowledge, capacity, and emotional intelligence to be able to influence teacher practice in becoming culturally competent educators. Educational leaders must be skillful in talking about and coaching towards equity in a way that allows others to embrace change and replace current reproductive practices with new relational and instructional practices that support the social, emotional, and intellectual development of students who have traditionally been underserved. Key questions guiding the session include:

- What are the equity issues in your context and how can you equip yourself, as a leader, to diagnose and address them?
- How have we, as a school, district, system, and as individuals, perpetuated the harmful effects of bias and oppression (race, class, gender, language, etc.) and what can we do about it?
- What skills and knowledge do you need to lead this work from your role? What skills do you need as a leader to interrupt and diminish the predictive power of demographics?

The content and structure of the session is designed to support participants to:

- Take a “view from the balcony” of the system at large, identifying the multiple factors influencing instruction;
- Develop and lead the professional learning of their organizations and school districts focused on increasing cultural competence to foster a more inclusive community for all students and families;
- Refine practices that will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships;

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- Practice effective individual and group coaching and facilitation, particularly around ‘non-discussables’ or otherwise difficult discussions about inequity;
- Engage in rigorous self-assessment and learning to deepen the impact of the participants’ leadership for equity as measured by a positive organizational climate, improved instructional impact in their organizations, schools, and districts.

Jamie Almanzán is a facilitator, teacher, curriculum developer and leadership coach currently working as the founder and partner of The Equity Collaborative LLC in Oakland, CA. Prior to founding the Collaborative, he held the position of Senior Coach at the National Equity Project, and held the position of Director of Learning and Teaching at Pacific Educational Group in San Francisco with Glenn Singleton. He has focused his career on working with school and district teams to create more equitable learning environments incorporating observation, collaboration, and changing instruction to best meet the needs of traditionally underserved student populations. Jamie is involved in systemic school reform initiatives and is responsible for the development and facilitation of leadership seminars for state, regional and district teams across the country.
<http://www.theequitycollaborative.com/>

NOVEMBER 2018

ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP

“Learner Active and Technology Infused Classrooms: Lessons That Build Students’ Executive Functioning Skills”

November 14 or 15
8:30am-2:30pm



Dr. Nancy Sulla, President and Educational Consultant and Author
IDE Corp.
Ramsey, NJ

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.

Nancy 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.

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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/>

13TH ANNUAL DVCEE HIGH SCHOOL STUDENT LEADERSHIP INSTITUTE ***"Be The Change You Want To See In Your World"***



November 29
The University of Pennsylvania
Perelman Quadrangle, Houston Hall

12TH ANNUAL DVCEE MIDDLE SCHOOL STUDENT LEADERSHIP INSTITUTE ***"Your Voice Matters: Make A Difference"***



November 30
The University of Pennsylvania
Perelman Quadrangle, Houston Hall

UPDATED January 9, 2019

The goal of these one-day forums is to help support the development of the leadership and academic potential of diverse students in our Delaware Valley Consortium for Excellence and Equity school districts. Our aim is to support our students in effectively addressing their school and life challenges, as well as empowering them to make sound and success-producing decisions about their futures. This learning experience is designed to:

- Inspire emerging student leaders to seek high levels of personal and academic success and accept leadership responsibilities for making positive contributions to their families, schools and society;
- Develop a network of students that supports possible future collaboration among these emerging leaders; and
- Engage students in activities that will foster personal leadership development, build a diverse community, and assist in establishing meaningful continuing leadership activities back in their home district.

Each Consortium district is welcomed to invite a team of 10 emerging leaders to join us with identified chaperone/advisor(s). Districts should identify emerging student leaders who they believe might significantly benefit by the experience.

DECEMBER 2018

ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP

“Nurturing Culturally Responsive Pedagogy in Our Classrooms”

December 12 or 13

8:30am-2:30pm



**Megan Fuciarelli, Executive Director
US2, Inc. Understand Self: Unite Society
Madison Heights, MI**



**Guillermo Lopez, Jr., Equity and Inclusion Consultant
Bethlehem, PA**

Bias is inherent in all human beings. Our goal is not to eliminate these biases; rather we look to identify them and support participants in overcoming them in order to stop them before they become explicit, or discriminatory. As we continue to see an achievement gap, what can we do to meet our student needs? The impact of bias in our classrooms is significant and can be addressed with deliberate attention. We will tie our efforts to dissecting bias and seeking how we can be socially and culturally conscious in our planning and teaching efforts. In order to impact our students in the most powerful and relevant way, we must be responsive to their upbringing and individual identities. Within our time together, we dissect not only WHAT we teach, but HOW we teach. This session utilizes research and materials from Teaching Tolerance (a project of the Southern Poverty Law Center). We will identify the four domains of the Social Justice Framework (identifying lesson plans and resources), as well as dig deeper into Critical Practices for Anti-Bias Education. We will also briefly introduce Perspectives for a Diverse America, an online portal for curriculum resources available at no-cost to educators from Teaching Tolerance and their new Social Justice Standards.

Megan Fuciarelli is an educator and administrator with over 20 years of experience in the social justice realm. Now residing in Michigan, Fuciarelli has spent the bulk of her educational career in the Chicago area. As the Executive Director & Principal Consultant of US², she works with a team of like-minded individuals whose primary goal is to help Unite Society through equity and inclusion work. In her career, she has served as a classroom teacher, as well as a building and district-level administrator. She has presented for local, state, national, and international audiences in the areas of Restorative Practices, Equity & Inclusion, Culturally Responsive Pedagogy, and The Whole Child. She is very proud of her work with Teaching Tolerance as a contributor and the author of the Critical Practices Webinar Series.

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Guillermo Lopez, Jr. is a first-generation Puerto Rican born and raised in Bethlehem, Pennsylvania. Guillermo has trained and consulted with over 20 universities and 31 communities in 14 different states and 2 different continents. He was one of seven selected from over 10,000 consultants as a Delegate to the 2001 United Nations World Conference on Ending Racism, Xenophobia, and other Intolerance in Durban, South Africa. He is the director of the NCBI International Latino Constituency and the Co-Director of the NCBI Law Enforcement and Community Partnership Program as well as a senior trainer for NCBI International.

JANUARY 2019

ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP ***“Nurturing Our Students’ Resilience: It Begins with Beliefs”***

January 17 or 18
8:30am-2:30pm



Dr. Sara Truebridge, Director, Educational Consultant and Author
Educating the New Humanity
Danville, CA

Regardless of socio-economic status, culture, race or ethnicity, our children today face a host of adversities and stressors that they will need to navigate as they grow up. Our goal as educators is to provide and support school climates and cultures that nurture resilience and foster healthy, independent, civil, respectful, empathetic, caring, contributing members of society; individuals who are whole—academically, physically, socially, emotionally, and spiritually.

This workshop supports participants in the process of observing, guiding and embracing the natural wisdom, spirit, and resilience of all students. By providing a safe and trusting environment that models caring relationships, high expectations, and opportunities for participation and contribution, this workshop connects participants to their own resilient spirit so that they can tap the resilient spirit in others. It supports them as they reflect on their unique organizational culture and their own individual values, beliefs, and attitudes. Key objectives of this workshop include:

- *informing* participants about the shift in thinking that is taking place in education, youth development, and human development. It is a shift from risk to resilience that comes from a wealth of scientific, evidence-based research and data.
- *validating* participants’ wisdom, expertise, and practice in what they already know and do.
- *connecting* participants to the concept of resilience on a personal level to show how resilience has had an impact in their own lives.
- *empowering* participants by providing them with research and strategies to incorporate resilience and cultural responsive practices immediately into their classrooms, schools, and districts.
- *acknowledging* participants’ need to develop their own resilience support networks.

Sara is a consultant, author and researcher specializing in the area of resilience, who integrates her extensive and varied professional experience and expertise in the areas of research, policy, and practice to promote success and equity for all. She brings over 20 years of classroom experience ranging from Pre-K to High School. Prior to becoming a teacher, she worked in the area of policy as the Legislative Analyst for Education and the Legislative Analyst for Women’s Issues in the New York State Senate. Sara was later appointed by New York State Governor Mario Cuomo, to be the Special Assistant to the New York State Secretary of State.

Sara has consulted and has given numerous presentations, webinars, and workshops throughout the U.S. focusing on resilience and positive youth/human development from a strengths-based perspective. Her professional experience and leadership in the field of education, social services, and resilience includes work in the development and formation of new schools, curriculum development, staff development, school climate, student engagement, social-emotional learning, cultural responsiveness, special education, and parent education.

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Sara was the Education Consultant for the documentary film, *Race to Nowhere* and co-author of the *Race to Nowhere Facilitation Guide*. Her most recent book, *Resilience Begins with Beliefs: Building on Student Strengths for Success in School* forms the framework for the session. <http://www.edexat.com/>

ANNUAL DVCEE SUPERINTENDENT'S SHARING AND PLANNING MEETING

"Continuing the District Momentum for Increasing Inclusion, Opportunity and Access"

January 23

1:00pm-3:30pm



This will be a highly interactive forum for Superintendents' and/or Assistant Superintendent's/Curriculum Director's continued sharing of district successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on current Consortium activities, affirm continued commitment and provide input for program planning in the 2019-20 school year.

FEBRUARY 2019

YOUTH VOICE AND CIVIC ENGAGEMENT WORKSHOP

"Creating Democratic Schools, Cultivating Youth Voice and Preparing Students to Take Informed Action"

February 13 and 14

8:30am-2:30pm



**Jill Bass, Chief Education Officer
Mikva Challenge
Center for Action Civics
Chicago, IL**

This *two-day* workshop is designed for high school or middle school teacher and administrator teams who are interested in beginning to systemically create meaningful and empowering student learning opportunities that energize active and constructive "citizen" participation in their school and community settings. The same district team will be expected to participate on both days.

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DAY 1:

A positive and inclusive classroom is a space where students feel empowered, safe, and challenged, and where leadership and community are practiced regularly. In this session, participants will become familiar with social emotional learning strategies informed by action civics pedagogy to create classrooms and school spaces where students take ownership of their learning and engage fully as participants of a community. Participants will learn community-building activities they can immediately use and learn from teacher case studies on how best to infuse democratic practices into the classroom.

DAY 2:

Participants will explore the power of youth voice and youth action through various pathways including community activism, electoral engagement and student voice in school governance. Teams will reflect and plan on next steps and possibilities for implementation at their schools.

Jill Bass is the Chief Education Officer at Mikva Challenge and runs the organization's National Center for Action Civics. Jill taught middle and high school social studies in Chicago and New York City for 13 years. During that time she coordinated civic engagement programming and was an active and passionate Mikva Challenge teacher. After leaving the classroom, Jill served as a literacy coach and supported the development of teacher residency training programs across the country. Jill joined the Mikva team as full-time staff 8 years ago and has worked in developing curriculum, designing and leading professional development, forming relationships with school districts and spreading the gospel of action civics nationally.

Mikva Challenge is a non-partisan, not for profit founded on the premise that youth voice and participation matter, and that our civic and political life will be stronger when youth participate and help shape their own destinies. Mikva Challenge develops youth to be empowered, informed, and active citizens who will promote a just and equitable society and envisions a stronger, inclusive democracy that values youth voice. <https://www.mikvachallenge.org/>

SCHOOL COUNSELORS LEADING FOR EQUITY WORKSHOP

“Facing Fear: The Challenge of Culturally Competent School Counseling”

February 27 or 28

8:30am-2:30pm



**Dr. Courtland C. Lee, Professor in the Department of Counseling
Chicago School of Professional Psychology
Washington, DC**

Culturally competent school counseling begins with self-awareness. A crucial aspect of self-awareness that is often looked is facing the fear one may have about working with students who come from diverse cultural backgrounds. Such fear is often the “elephant in the room,” impeding school counselors’ effectiveness in promoting the well-being of students of color and those from economically disadvantaged backgrounds. The purpose of this workshop is to explore fear of “the other” and consider ways to effectively address it as part of developing cultural competency.

By the end of this workshop, participants will:

- Be able to identify and articulate their fears and misperceptions concerning diversity
- Be able to critically examine issues that engender fear of “the other” that should be considered when addressing the challenges of culturally competent counseling with culturally diverse students
- Be able to articulate ways to move beyond fear by identifying culturally competent interventions for diverse students, families and communities

Courtland is a Professor in the Department of Counseling at the Washington DC campus of The Chicago School of Professional Psychology. He is the author, editor, or co-editor of seven books on multicultural counseling and three books on counseling and social justice. In addition, he has

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published numerous book chapters and articles on counseling across cultures. Dr. Lee is a Fellow and Past President of the American Counseling Association. He is also a past President of the Association for Multicultural Counseling and Development. In addition, he is the former editor of the Journal of Multicultural Counseling and Development.

APRIL 2019

13th ANNUAL DVCEE EDUCATORS OF COLOR RECRUITMENT FAIR

**April 8
4:00pm-7:00pm**



In recognition of its commitment to enhance the diversity of faculty and staff at the school and district levels, DVCEE school districts host our Annual Educators of Color Recruitment Fair. The fair presents an opportunity for DVCEE districts' leaders and human resources professionals to tap into a pool of highly-qualified candidates, and for the prospective candidates to connect with our districts in furtherance of their professional endeavors.

YOUTH VOICE AND CIVIC ENGAGEMENT WORKSHOP

“Transformative Student Voices for Equity: Nothing About Us Without Us”

**April 24 or 25
8:30am-2:30pm**



**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

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- Teachers improving their capacity to share power, facilitating participatory action research, and taking on leadership in their schools
- Schools and school districts sustaining systems that lead to more socially just and developmentally responsive schools

Shelly'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>

MAY 2019

DIVERSE STUDENT LEARNERS AND SCHOOL IMPROVEMENT WORKSHOP ***"Creating Trauma Sensitive Schools and Classrooms"***

May 8 or 9
8:30am-2:30pm



Dr. Melissa Sadin, Executive Director, Ducks & Lions: Trauma Sensitive Resources and Program Director, Creating Trauma Sensitive Schools for The Attachment & Trauma Network
Somerville, NJ

One out of four children in a school classroom have experienced trauma and the likelihood of children in a special education classroom who have experienced trauma may be as high as 80% of all classified students in a district. Children who experience prolonged trauma have been shown to develop difficulties with internalizing and externalizing behaviors and may likely struggle in their cognitive and executive function development. In addition, studies have shown that children who experience early childhood trauma have disorganized or disrupted attachment. Children with fragile attachment struggle with trust and the development of relationships with teachers and peers and may demonstrate other externalizing behaviors such as defiance, disrespect, or severe aggression. Other students may respond to their unstable affect regulation with internalizing behaviors such as withdrawal, shutting down, or zoning out.

A trauma informed school or classroom is one where educators realize the prevalence of trauma, recognize the impact of trauma on neurobiological and psychological development, respond in a trauma-informed way, and resist re-traumatization. Students with trauma, indeed ALL students, must feel safe, be connected, get regulated, and then they are ready to learn. Schools where trauma-informed practices are in place have noted improvement in the behavior and academic achievement, increased attendance, and decreased suspensions. Teachers working in trauma-informed schools report increased productivity, feelings of support and safety, and have higher attendance rates than schools that are not trauma-informed. In this session participants will:

- Become better aware of the different types of childhood trauma and their prevalence.
- Realize the impact of trauma on a child's neurobiology and the influence of this atypical neuro-biological development on learning and social/emotional growth.
- Recognize learning challenges and behaviors that are the result of trauma and develop plans for addressing them in a trauma-sensitive way through mindfulness practices, resiliency development and executive function support.
- Learn about their own exposure to trauma and ACE score and identify their triggers.
- Develop classroom strategies to respond in a trauma-informed way and to avoid re-traumatization.

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Melissa has served as a special education teacher and a building administrator and is currently working as a director of special education. Publicly, Dr. Sadin has been vice-president of her local School Board, is on the Board of Directors of the Attachment & Trauma Network and serves as the director of the Creating Trauma Sensitive Schools Program. She has conducted research on the perceptions of teachers working to create trauma-informed classrooms. She is a published author and has produced numerous webinars on children with attachment trauma in schools. Currently, Melissa works as an education consultant and developmental trauma expert providing professional development to school districts, municipal service providers and parents. As an adoptive mother, she provides first hand expertise in her work with adoptive parents at conferences and in other formal and informal settings. Her first book, Teachers' Guide to Trauma has recently been released.
<http://www.traumasensitive.com/>



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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.

2018-2019 DVCEE Member Districts

Abington School District

Amy Sichel, Superintendent
Abington, PA

Bensalem School District

Samuel Lee, Superintendent
Bensalem, PA

Brandywine School District

Mark Holodick, Superintendent
Wilmington, DE

Centennial School District

David Baugh, Superintendent
Warminster, PA

Central Bucks School District

John Kopicki, Superintendent
Doylestown, PA

Cheltenham Township School District

Wagner Marseille, Superintendent
Elkins Park, PA

Chester County Intermediate Unit

Joseph O'Brien, Executive Director
Downingtown, PA

Chichester School District

Gregory Puckett, Acting
Superintendent
Aston, PA

Colonial School District

Michael Christian, Superintendent
Plymouth Meeting, PA

Council Rock School District

Robert J. Fraser, Superintendent
Newtown, 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

Haverford School District

Maureen Reusche, Superintendent
Havertown, PA

Interboro School District

Bernadette C. Reily, Superintendent
Prospect Park, PA

Jenkintown School District

Jill Takacs, Superintendent
Jenkintown, PA

Lower Merion School District

Robert Copeland, Superintendent
Ardmore, PA

Morrisville School District

Jason Harris, Superintendent
Morrisville, PA

Neshaminy School District

Joseph Jones, Superintendent
Langhorne, PA

Norristown Area School District

Christopher Dormer, Superintendent
Norristown, PA

North Penn School District

Curtis Dietrich, Superintendent
Lansdale, PA

Pennsbury School District

William Gretzula, Superintendent
Fallsington, PA

Pennsylvania State Education Association

Dolores McCracken, President
Alan Malachowski, Mideastern Region
Harrisburg, PA

Perkiomen Valley School District

Barbara Russell, Superintendent
Collegetown, PA

Phoenixville Area School District

Alan Fegley, Superintendent
Phoenixville, PA

Radnor Township School District

Kenneth Batchelor, Superintendent
Wayne, PA

Rancocas Valley High School District

Christopher Heilig, Superintendent
Mount Holly, NJ

Reading School District

Khalid Mumin, Superintendent
Reading, PA

Red Clay Consolidated School District

Mervin Daugherty, Superintendent
Wilmington, DE

Ridley School District

Lee Ann Wentzel, Superintendent
Folsom, PA

Rose Tree Media School District

Eleanor DiMarino-Linnen, Acting
Superintendent
Media, PA

Salem City School District

Patrick Michel, Superintendent
Salem, NJ

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

Tredyfffin/Easttown School District

Richard Gusick, Superintendent
Wayne, PA

Upper Darby School District

Daniel Nerelli, Superintendent
Drexel Hill, PA

Upper Dublin School District

Steve Yanni, Superintendent
Maple Glen, PA

Upper Merion School District

John Toleno, Superintendent
King of Prussia, PA

Wallingford-Swarthmore School District

Lisa Palmer, Superintendent
Wallingford, PA

West Chester School District

James Scanlon, Superintendent
West Chester, PA

Wissahickon School District

James Crisfield, Superintendent
Ambler, PA