



NEW JERSEY CONSORTIA FOR EXCELLENCE THROUGH EQUITY-SOUTH

2018-19 SCHEDULE OF ACTIVITIES

In 2017 the Penn Center for Educational Leadership in the Graduate School of Education at the University of Pennsylvania collaborated with the New Jersey Association of School Administrators, NJASA, to continue to develop an evolving regional consortium of school districts in Southern New Jersey that are committed to work together to support and nurture the school success of ALL of their students.

The New Jersey Consortia for Excellence Through Equity- in the South, Central and North- are driven by a mission to positively transform the lives of each and every one of their students by preparing them for success in post-secondary education and in life - especially the diverse children and youth who may have traditionally struggled academically in their systems, or who might likely be the first in their family to attend and graduate from college.

We are partners and a strong collective voice who can help gather the resources, thought and energy needed to create and sustain meaningful educational change to the benefit each and every one of the children we serve locally and state-wide. The Consortia serve as valuable resources where the best of what we know of research and informed practice percolate- ideas and strategies that help district leaders effectively address their critical local challenges of securing and sustaining high level student achievement for and ultimately equity in attainment and life success for all students.

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SEPTEMBER 2018

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

Wednesday, September 26, 2018
8:30-2:30

Rowan University South Jersey Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ



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.

UPDATED July 24, 2018

OCTOBER 2018

LEADERSHIP FOR EQUITABLE SCHOOLS AND CLASSROOMS WORKSHOP *“Supporting Equity-Driven Instructional and Facilitative Leaders”*

Wednesday, October 24
8:30-2:30

Rowan University South Jersey Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ



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;
- 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 served as Director of Learning and Teaching at the 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/>

UPDATED July 24, 2018

NOVEMBER 2018

ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP

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

Tuesday, November 13
8:30-2:30

Rowan University South Jersey Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ



**Dr. Nancy Sulla, President and Educational Consultant and Author
Innovative Designs for Education (IDE Corp)
Ramsey, NJ and 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/>

UPDATED July 24, 2018

NJCEE-S PROMISING PRACTICES SYMPOSIUM

Tuesday, November 27
9:00-Noon



Rowan University South Jersey Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ

DECEMBER 2018

ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP *"Nurturing Culturally Responsive Pedagogy in Our Classrooms"*

Tuesday, December 11
8:30-2:30

Rowan University South Jersey Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ



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.

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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. Fuciarelli holds a BS in Elementary Education as well as a MATL in Reading and MEd in Educational Administration. Fuciarelli has also completed an ESL Certificate and the Urban School Leadership Program at Harvard.
<http://us2consulting.com/about/>

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

NJCEE-SOUTH MIDDLE AND HIGH SCHOOL STUDENT LEADERSHIP INSTITUTES

**Thursday, January 3
9:00-1:30**

**Camden County College
Otto R. Mauke Community Center
200 College Drive
Blackwood, NJ**

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

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



**Dr. Sara Truebridge, Principal Consultant and Author
Educating the New Humanity
Walnut Creek, 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.

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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.

Dr. Sara Truebridge 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.

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/>

NJNCEE-SOUTH SUPERINTENDENTS' SHARING AND PLANNING MEETING ***"Continuing the Momentum for Increasing Inclusion, Opportunity and Access"***

Wednesday, January 23
8:30-11:00

Rowan University South Jersey Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ



This will be a highly interactive forum for Superintendents' and/or Assistant Superintendent/Curriculum Directors 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.

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FEBRUARY 2019

CURRICULUM AND INSTRUCTION ADMINISTRATORS ACTION LEARNING NETWORK *“Addressing the Equity Challenges Confronting Our Districts as We Strive to Meet the Needs of All Students”*

Thursday, February 7
8:30-11:30

Rowan University Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ



This half-day session is offered to NJCEE-South Districts' Assistant Superintendents and /or Curriculum Directors as a unique opportunity for sharing of equity-related challenges and promising practices in getting our most challenged students college and career ready. This will be a highly interactive forum that will engage participants in collective sharing of promising initiatives and key equity and excellence lessons learned relative to their district's rollout and implementation of the Common Core, staff development, teacher evaluation, etc.

SCHOOL COUNSELORS LEADING FOR EQUITY WORKSHOP *“Facing Fear: The Challenge of Culturally Competent School Counseling”*

Tuesday, February 26
8:30-2:30

Rowan University Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ



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

UPDATED July 24, 2018

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

Dr. Courtland Lee 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 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.
<https://www.thechicagoschool.edu/washington-dc/>

MARCH 2019

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

Wednesday, March 13
8:30-2:30

Rowan University Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ



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, facilitate participatory action research, and take on leadership in their schools,

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- Schools and school districts sustaining systems that lead to more socially just and developmentally responsive schools.

Dr. Shelley 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>

NJCEE-SOUTH ANNUAL EDUCATORS OF COLOR RECRUITMENT FAIR

**Thursday, March 21
4:00-7:00**

**Rowan University South Jersey Technology Park
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ**



ANTICIPATED 2018-19 NJCEE-SOUTH MEMBER DISTRICTS

Atlantic City School District	Barry Caldwell, Superintendent	Atlantic County, NJ
Cherry Hill Public Schools	Joe Meloche, Superintendent	Camden County NJ
Cinnaminson Township Public Schools	Stephen Cappello, Superintendent	Burlington County, NJ
Delsea Regional/Elk Township School Districts	Piera Gravenor, Superintendent	Gloucester County NJ
Edgewater Park School District	Roy Rakszawski, Superintendent	Burlington County NJ
Galloway Township Public Schools	Annette Giaquinto, Superintendent	Atlantic County, NJ
Glassboro School District	Mark Silverstein, Superintendent	Gloucester County NJ
Gloucester Township School District	John Bilodeau, Superintendent	Camden County NJ
Hammonton Public Schools	Robin Chieco, Superintendent	Atlantic County NJ
Lindenwold Public Schools	Lori Moore, Superintendent	Camden County NJ
Lumberton Township School District	Joe Langowski, Superintendent	Burlington County NJ
Maple Shade School District	Beth Norcia, Superintendent	Burlington County NJ

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Middle Township School District	David Salvo, Superintendent	Cape May County NJ
Monroe Township School District	Charles Earling, Superintendent	Gloucester County NJ
Mount Holly School District	Jim DiDonato, Superintendent	Burlington County NJ
Ocean City School District	Kathleen Taylor, Superintendent	Cape May County NJ
Palmyra Public Schools	Brian McBride, Superintendent	Burlington County NJ
Pemberton Township School District	Anthony Trongone, Superintendent	Burlington County NJ
Pine Hill School District	Ken Koczur, Superintendent	Camden County NJ
Swedesboro-Woolwich School District	Kristin O'Neil, Superintendent	Gloucester County NJ
Washington Township School District	Joseph Bollendorf, Superintendent	Gloucester County NJ



The mission of the New Jersey Association of School Administrators, the unifying professional association of school leaders, is to ensure a superior statewide system of education by influencing and effecting educational policy, regulations and legislation; and by maximizing the capacity and effectiveness of school leaders through professional development programs and support services.



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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