

Graduate School of Education  
**PennGSE**

Delaware Valley Consortium *for*  
**EXCELLENCE & EQUITY**

## 2013–14 SCHEDULE OF EVENTS

The Delaware Valley Consortium for Excellence & Equity (DVCEE) is a collaborative network of 28 regional school districts in PA, NJ, and DE, the Chester County Intermediate Unit, and the Pennsylvania State Education Association. For the past nine years this group has committed to learn and work together to support and nurture the school success of ALL of their students. DVCEE is driven by a mission to positively transform the lives of students we serve by preparing them for success in post-secondary education and in life — especially our diverse children and youth who have struggled academically in our 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 all of our children locally and region-wide. The Consortium serves as a valuable resource where the best of what we know of research and informed practice percolate— ideas and strategies that help district leaders and their staff effectively address critical local challenges to securing and sustaining high level student achievement for all and educational equity. We are committed to strengthen the capacities of our districts to advance new district and school-level practices and programs that positively impact success of our diverse learners and eliminate achievement gaps defined by race/ethnicity, gender, and economics.

DVCEE is uniquely positioned to produce a reliable model for collaboration and shared learning that can systemically support school districts in eliminating pervasive opportunities to learn and achievement gaps.

**Robert L. Jarvis, Ph.D., Director**

**Penn Center for Educational Leadership**

**Graduate School of Education ■ University of Pennsylvania**

**215-746-7375 ■ [rljarvis@gse.upenn.edu](mailto:rljarvis@gse.upenn.edu)**

**[www.gse.upenn.edu/pcel/programs/leei](http://www.gse.upenn.edu/pcel/programs/leei)**



Graduate School of Education  
**PennPCEL**

*Center for* **EDUCATIONAL LEADERSHIP**

**September 18**

**1:00–4:00** *Lessons on Leading for Equity:  
Leadership for Equity Assessment & Development (LEAD) Tool™*

Superintendents and central office administrators are invited to a half-day conversation and workshop to learn about practical application of the *Leadership for Equity Assessment & Development (LEAD) Tool*. This electronic portfolio has been designed by the Oregon Leadership Network (OLN), a state-wide consortium much like ours, to support the implementation of high-leverage equitable practices in schools and districts. Come learn more about the Oregon Leadership Network and how school districts in Oregon and the nation use this unique tool to enhance equitable practices in schools.

In addition to providing free access to the LEAD Tool, the project research literature and materials for contextualizing this instrument in administrator evaluation and practice will be available for each participant. The use of the tool is grounded in state and local policy standards that support equitable practices, and is further aligned to the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC) Standards for school administrators.

Rob will further share the work of OLN and promising practices, sustainable strategies and effective state and local policy initiatives that are forwarding progressive action around excellence and equity in Oregon schools.



*Dr. Rob Larson  
Oregon Leadership  
Network  
Portland, OR*

***Suggested Audience:*** Superintendents & Assistant Superintendents ■ Principals & Assistant Principals

**September 30**

**8:30–2:30** *Students Taking Charge: Inside the Learner-Active, Technology-Infused Classroom  
\*at the Penn Law School, 3501 Sansom St., Philadelphia, PA*

How can today's educators address the seeming kaleidoscope of new instructional challenges with which they are faced? The Common Core State Standards, new federal and state assessments, raising achievement of struggling learners, addressing the needs of gifted learners, new teacher evaluation frameworks, and all of these initiatives are clearly causing increased stress among teachers and administrators alike. How might we take a systems-theory view of these initiatives and embrace their convergence rather than addressing them separately, especially in the context of classroom teaching and student learning?



*Dr. Nancy Sulla  
Innovative Designs  
for Education  
Ramsey, NJ*

As we know, the Common Core State Standards place an emphasis on high levels of understanding and application and this level of proficiency can only be attained by engaging deeply with content. Today's schools are clearly challenged to redesign classroom instruction to provide high levels of cognitive engagement for ALL students. At the core is the need for an essential shift in the role of the classroom teacher in effectively addressing the learning needs of increasingly diverse populations of students in our schools.

Dr. Sulla - author of *Students Taking Charge: Inside the Learner-Active, Technology-Infused Classroom* - will engage participants in exploring a fully-differentiated, student-centered and practice-proven classroom model that increases academic rigor, student engagement, and student responsibility for learning.

***Suggested Audience:*** District Office Administrators & Leadership Staff (Assistant Superintendents, Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development) ■ Principals & Assistant Principals ■ Teacher Leaders ■ Special Education Teachers

*October 7*

**8:30–2:30** *Through Students' Eyes:  
Using Cause–Effect Coaching to Support Teachers of Diverse Learners*

Teachers make countless decisions each day that affect children academically, socially, and emotionally. That's why they must know the effects their actions and words have on children, and make necessary adjustments to meet each child's needs. If students are struggling to learn or exhibiting self-defeating behavior, is it because they're confused about the content? Or do they lack character traits such as persistence? It's not enough to know that students are disengaged or disruptive. Teachers must know *why* students are disengaged or disruptive AND what to do about it.

Participants in this workshop will learn, through discussion and demonstration (via videotape from classrooms and teacher conferences), instructional leadership practices that help teachers make essential cause–effect connections between their actions and students' reactions. These practices reflect both the substance and style of effective instructional leadership and include: observing classrooms from students' perspectives; focusing on students' non-cognitive skills such as grit and resourcefulness in addition to their academic skills; tying feedback to observations rather than opinions; and providing critical feedback without criticizing.

***Suggested Audience:*** District Office Administrators & Leadership Staff (Assistant Superintendents, Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development) ■ Principals & Assistant Principals ■ Teacher Leaders ■ Special Education Teachers ■ Title I Teachers & Administrators ■ School Counselors



*David Ginsburg  
Educational  
Consultant  
Philadelphia, PA*

*October 29*

**9:00–11:30** *DVCEE Recruitment and Retention Task Force Meeting:  
Human Resources Directors*

*November 12*

**8:30–2:30** *DVCEE District Sharing of Promising Practices Symposium*

Consortium district teams will share and showcase promising implementation of policies, programs and practices that are having a significant positive impact on the achievement and attainment of their underperforming diverse learners. The symposium format will give district participants opportunities to drill deeper with colleagues about practical strategies for attending to the instructional and organizational challenges to addressing the learning and developmental needs of their challenged learners.

**Lower Merion School District, PA**

**“STRATEGIC DIRECTIONS FOR EFFECTIVELY CLOSING THE GAP”**

**Presenters:** Dr. Wagner Marseille, Assistant Superintendent

Mr. Sean Hughes, Principal of Lower Merion High School

Ms. Marcy Hockfield, Assistant Principal of Lower Merion High School

Ms. Saleema Smith, Becton Scholars' Advisor

*November 12*

**8:30–2:30 DVCEE District Sharing of Promising Practices Symposium**

**Red Clay Consolidated School District, DE**

**“COLLEGE AND CAREER READINESS FOR ALL STUDENTS”**

Presenters: Mr. Sam Golder, Director of Secondary Schools  
Mr. Byron Murphy, Principal of John Dickinson High School and 2012 Delaware Principal of the Year

**Salem City School District NJ**

**“TRANSFORMING OUR SCHOOLS IN THE IMAGES OF CHILDREN’S POTENTIAL”**

Presenters: Ms. Pamela Thomas, Director of Special Services  
Dr. Patrick Michel, Superintendent  
Dr. Gregory Dunham, Principal of Salem High School and 2012 New Jersey High School Principal of the Year

**Norristown Area School District, PA**

**“DEMANDING EQUITY AND EXCELLENCE FOR A DIVERSE STUDENT POPULATION...THE ACADEMIC PLAN”**

Presenters: Dr. Janet C. Samuels, Superintendent  
Ms. Deborah Chagin, Chief Academic Officer  
Ms. Patricia Demnisky, K - 12 Curriculum & Instruction Supervisor  
Ms. Camil Culbreath, K - 12 Curriculum & Instruction Supervisor  
Mr. Sean W. Gardiner, K - 12 Curriculum & Instruction Supervisor

***Suggested Audience:* District Office Administrators & Leadership Staff (Assistant Superintendents, Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development) ■ Principals & Assistant Principals ■ Teacher Leaders ■ Special Education Teachers ■ Title I Teachers & Administrators ■ School Counselors**

**November 14**

**8:30–2:30 8th Annual High School Student Leadership Conference: Your Success Matters!**

DVCEE seeks to inspire young men and women to seek high levels of personal and academic success and accept leadership responsibilities as part of their contribution to their school and society. During this conference students will be able to: engage in activities that foster personal leadership development; network with students from other districts for support and collaboration; and participate in a real-world professional experience.



*Darrell "Coach D" Andrews  
Invited Keynote Speaker*

***Suggested Audience:* High School Students ■ Principals & Assistant Principals ■ Teacher Leaders ■ School Counselors**

**1. The Passion Mapping Seminar**

Presenter: Mr. Darrell "Coach D." Andrews  
CEO Darrell Andrews Enterprise, Inc  
Bear, DE

**2. Where I am Does Not Dictate Who I Am**

Presenter: Ms. Jonice Arthur, Founder  
Regna Services  
Feasterville, PA

**3. College Readiness 101: What Do You Need To Know Now?**

Presenter: Dr. Marcel Graham  
Associate Director University of Maryland  
Educational Opportunity Center  
Lanham, MD

**4. Code Switch for Justice... Keeping It "Real" May Cost You**

Presenters: Ms. Andrea Lawful–Trainer  
Educational Consultant & Parent  
Ms. Keir Bradford–Grey, Chief Public Defender of Montgomery County  
Norristown, PA

**5. Changer Your Song, Change Your Life**

Presenter: Mr. James Wilson, Jr., President  
SuccessConnect  
Philadelphia PA

**6. Bullies, Parents, & Teachers—OMG: How To Find My Own Voice**

Presenter: Dr. Chuck Williams,  
Associate Teaching Professor, School of Education and Department of Psychology,  
Founding Director, Center for the Prevention of School–Aged Violence  
School of Education, Drexel University  
Philadelphia, PA

**7. The Lasting Effects of a First Impression**

Presenters: Ms. Karen Gill & Ms. Lia Hannon  
  
Burlington County Institute of Technology  
Westampton, NJ

*November 15*

**8:30–2:30** *7th Annual Middle School Student Leadership Conference:  
Positive Image—You Got the Power!*



*Marlon Smith*  
*Invited Keynote Speaker*

DVCEE seeks to inspire young men and women to seek high levels of personal and academic success and accept leadership responsibilities as part of their contribution to their school and society. During this conference students will be able to: engage in activities that foster personal leadership development; network with students from other districts for support and collaboration; and participate in a real-world professional experience.

**Suggested Audience:** Middle School Students ■ Principals & Assistant Principals ■ Teacher Leaders ■ School Counselors

**1. Lessons We Have Learned: Finding & Making Time For Success**

Presenters: Cristal Bruce—Abington High School  
Louis Freeman— Abington High School  
Alexis Martin—Abington High School  
Nafissa McClenny—Abington High School  
Kameron Smith—Abington High School  
David Thomas—Abington High School

**2. Where I am Does Not Dictate Who I Am**

Presenter: Ms. Jonice Arthur, Founder  
Regna Services  
Feasterville, PA

**3. College Readiness 101: What Do You Need To Know Now?**

Presenter: Dr. Marcel Graham  
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Presenter: Mr. James Wilson, Jr., President  
SuccessConnect  
Philadelphia PA

**6. Bullies, Parents, & Teachers—OMG: How To Find My Own Voice**

Presenter: Dr. Chuck Williams,  
Associate Teaching Professor, School of Education and Department of Psychology,  
Founding Director, Center for the Prevention of School–Aged Violence  
School of Education, Drexel University  
Philadelphia, PA

**7. Empowering All Students to Succeed: The 14 Day Leadership Challenge**

Presenter: Mr. Marlon Smith, CEO  
Success By Choice, Inc.,  
Charlotte, NC

**November 18 AND 19**

**8:30–2:30 School and District Leadership for College Readiness**



*Denise Wren*  
*Leadership Development*  
*AVID*  
*San Diego, CA*

Getting America's students ready to be successful in college takes courageous school leadership that will challenge every student to achieve at their highest level. AVID's (Advancement Via Individual Determination) Leadership for College Readiness examines school structures, processes, protocols and systems that support college readiness.

We will analyze examples of how a school should be effectively organized to assist staff in developing a college-ready culture for all students. In addition, participants will become familiar with the change process and what to anticipate when a school concentrates its efforts to strategically plan and implement systems to improve performance for all. Participants will leave with processes to support building a culture, provide leadership, guide instruction, and develop/align/integrate systems that ensure college readiness for all students.



*Ellen Nickerson*  
*Professional Learning*  
*AVID*  
*San Diego, CA*

The curriculum and activities include:

- Providing access, equity, and support for all students with the most rigorous curriculum;
- Analyzing instruction using David Conley's "Dimensions of College Readiness" and Common Core state standards;
- Shaping college-ready cultures and developing culturally gifted schools; and
- Creating coherence in the roles/responsibilities of students, staff, administration, and parents.

All participants will receive: *Motion Leadership* by Michael Fullan and *The Speed of Trust* by Stephen M.R. Covey.

***Suggested Audience:*** District leadership team that includes key Central Office Administrators, Principals, and Teachers Leaders who are able to attend for two consecutive days.

*December 17*

**8:30–2:30**    ***Rebelling Against Traditional Teaching:  
Turning Your Classrooms into Student–Centered & Results Only Learning Environments***

In today’s technology–driven world, where most students enter the classroom toting mobile devices, the stand–and–deliver teacher is a dinosaur. Digital learners need progressive–minded teachers. Gone are lecture, worksheets, rote–memory homework, tests and even grades. They are replaced with interactive web tools, discovery learning, collaboration, year–long projects and meaningful narrative feedback. With students driving their own learning – the teacher taking on the role of coach – intrinsic motivation grows and independent learning flourishes.

Join acclaimed presenter Mark Barnes to discover how he transformed himself from a traditional “my–way–or–the–highway” educator into a 21st–century progressive teacher, putting his students at the center of a vibrant, collaborative learning community. In this one memorable day, participants learn:

- How to replace number and letter grades with meaningful narrative feedback
- How to cut all direct instruction into segments of five minutes or less
- How to integrate web tools and mobile learning into daily instruction
- How to create yearlong projects that encompass many learning outcomes
- How to use web tools for remarkable formative assessment and two–way feedback
- How to eliminate disciplinary problems in class without using rules and consequences
- How to safely integrate social media into any classroom
- How to raise test scores without teaching to the test and much more.



*Mark Barnes  
ASCD Faculty &  
Educational Consultant  
South Euclid, OH*

***Suggested Audience:*** District Office Administrators & Leadership Staff (Assistant Superintendents, Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development) ■ Principals & Assistant Principals ■ Teacher Leaders ■ Special Education Teachers ■ Title I Teachers & Administrators ■ School Counselors

*January 16*

**8:30–2:30**    ***The Cultural Proficiency Journey: Co–Creating Culturally Responsive Schools***

Cultural Proficiency is a mindset, a way of being that esteems the culture of others as one esteems his/her own culture while positively engaging, adapting and responding to others. It is an inside–out approach to change that employs a linguistic structure through specific tools to self–examine and critique organizational policies and practices.

The tools create an interactive, interdependent framework that conceptualizes personal and organizational practice:

- The Guiding Principles of Cultural Proficiency – an inclusive set of core values that identify the centrality of culture in our lives and in our society, and offer a philosophical underpinning for educators providing the compass points to inform action in a culturally competent manner.
- Barriers to Cultural Proficiency – the recognition that systems of historical oppression continue to exist, and in many cases, block broad–based school reform to equitably educate historically underrepresented groups.
- The Cultural Proficiency Continuum – six points along a continuum to indicate ways of responding to cultural difference. The continuum gives language to describe policies, and practices used by educators as “healthy” or “unhealthy.”
- The Essential Elements of Cultural Competence – five standards to guide a person’s values and behaviors and a school/district’s policies and practices in meeting the needs of cultural groups



*Dr. Brenda CampbellJones    Dr. Franklin CampbellJones  
CampbellJones and Associates  
Ellicott City, MD*

Participants will: be introduced to the Tools of Cultural Proficiency as an Inside–Out approach for their own practice and for leading in the education setting; develop awareness of the power of educators’ assumptions in interactions with colleagues, parents/guardians, and students; and develop awareness of embedded assumptions in district/school policies and prevalent practices.

***Suggested Audience:*** District Office Administrators and Leadership Staff (Superintendents, Assistant Superintendents, Directors/Consultants/Coaches for Instruction, Curriculum, Staff Development) ■ Teacher Leaders ■ School Counselors ■ Principals & Assistant Principals



*January 28*

**8:30–2:30 *Poverty & School Success:  
Challenges & Opportunities in Effectively Working with Under-Resourced Students***



*Dr. Tammy Pawloski  
Center of Excellence  
to Prepare Teachers of  
Children of Poverty  
Francis Marion  
University  
Florence, SC*

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

The good news is that while life in poverty often provides a shaky foundation for school success, teachers and schools can make the difference! Music, video, and powerful graphics will be used in this fast-paced session presentation to explore why access to resources matter and which research-based strategies yield best results. Learn how to reframe the challenges faced by teachers in high-poverty schools as opportunities for changing the futures for under-resourced students.

Participants will identify ways in which life in poverty or with limited resources may impact brain development and subsequent school achievement, identify research-based, goal-directed and high-yield strategies that can positively impact school success, and use an action research model to guide the implementation and assessment of plans for under-resourced students at the classroom, school, or district level.

***Suggested Audience:* District Office Administrators and Leadership Staff (Superintendents, Assistant Superintendents, Directors/Consultants/Coaches for Instruction, Curriculum, Staff Development) ■ Teacher Leaders ■ School Counselors ■ Principals & Assistant Principals**

*February 20*

**9:00–11:30 *DVCEE Recruitment and Retention Task Force Meeting:  
Human Resources Directors***

*February 27*

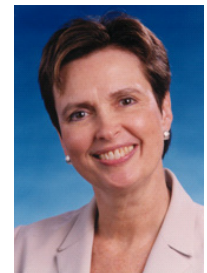
**8:30–2:30 *High Impact Strategies for Engaging All of Your Families***

Did you know that close ties with your families and community makes it four times more likely that your school will make major gains in student achievement?

At this interactive session, you will learn key messages from cutting-edge research, consider high-impact strategies for engaging families that build collaborative relationships and focus on improving student learning, and assess your own practices of connecting with diverse families and community resources.

During the day, you will also learn about and start to use tools that can help you be strategic about linking current family activities to what students are learning and doing in class, create a warm and culturally inclusive school climate, and encourage families of all backgrounds to become constructive advocates for their children over the long term.

***Suggested Audience:* District Office Administrators & Leadership Staff (Assistant Superintendents, Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development) ■ Principals & Assistant Principals ■ Teacher Leaders ■ Parent Leaders ■ Special Education Teachers ■ Title I Teachers & Administrators ■ School Counselors ■ ELL Staff**



*Anne T. Henderson  
Annenberg Institute for  
School Reform  
Washington, DC*

**March 11**

**8:30–11:30 School Counselors' Role in Preparing 1st Generation College Students for Their Future**  
**12:30–2:30 School Counselors Sharing of Promising Practices**

The goal of this meeting is to share with school counselors in our DVCEE network about the challenges and tribulations that first generation college students face in gaining access to college, and discuss K-12 strategies for intervening and preparing students for successful and realistic college and academic planning.

**POINTS OF DISCUSSION**

- The accessibility or barriers to obtaining first generation data and statistics from K-12 school districts, as well as where to obtain first generation data
- The misconceptions about first generation students (middle school and high school), personal stories and interactions
- Advocating for this population in college course planning
- Strategies used by school counselors specific to this population in preparing students for successful academic, career, and life planning (including groups, guidance lessons, and individual counseling).



*Dr. Kara Ieva  
 School Counselor  
 Program  
 Rowan University  
 Glassboro, NJ*

**Suggested Audience:** School Counselors at All Levels ■ Pupil Services Administrators ■ Principals & Assistant Principals

**April 5**

**9:00–1:00 8th Annual Educators of Color Recruitment Fair**

In honor of its commitment to increase diversity of faculty and staff at the school and district levels, DVCEE hosts its 8th Annual Educators of Color Recruitment Fair. The fair presents an opportunity for DVCEE districts to tap into a pool of highly-qualified candidates, and for the candidates to connect with our districts in furtherance of their efforts.

**April 7**

**8:30–2:30 Mindfulness: Simple Brain-Based Strategies that Enhance Focus, Promote Students' Self-Control & Understanding Across the Curriculum**



*Jenny Mills  
 Penn Program  
 for Mindfulness  
 University of  
 Pennsylvania  
 Philadelphia, PA*

Over the last twenty years research in brain-based learning has skyrocketed, providing educators with a wealth of knowledge about how attention and learning work. Teachers, students, and counselors in the United States and beyond are incorporating simple mindfulness practices into their everyday routines to promote self-awareness, mental focus, and stress management.

During this workshop, participants will learn basic Mindfulness practices that can be used in and out of schools with youth ages 5 and up. Participants will also learn easy-to-implement strategies that help students control their behavior and actively engage with classroom instruction.

Jenny is the Director of Development for Educational Programming at the Penn Program for Mindfulness, developing courses for teachers, counselors, and teens. Unlike traditional mindfulness programs, Jenny's MindfulME! Framework embeds tools and strategies directly into the curriculum. In her workshops and classes, she gives teachers and counselors mindfulness strategies to support and enhance teaching and learning.

**Suggested Audience:** District Office Administrators & Leadership Staff (Assistant Superintendents, Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development) ■ Principals & Assistant Principals ■ Teacher Leaders ■ Special Education Teachers ■ Title I Teachers & Administrators ■ School Counselors



*May 1*

*Noon–3:00 Superintendents’ Annual Planning Meeting*

*May 13*

*Noon–3:00 Student Leadership Conferences Annual Planning Meeting*

*May 19*

*8:30–2:30 Anne Arundel County Public Schools’ Journey to Greatness:  
The Next Level of Work*

Anne Arundel County Public Schools has evolved in their “Journey to Greatness” toward one goal; “To ensure that every student meets or exceeds standards as achievement gaps are eliminated.” While they have made great strides and the road ahead is arduous, they are finding that their focus on leadership, structures, and culture has positioned them for even greater advances toward their goal. They look forward to sharing important lessons learned that might help our DVCEE districts in addressing similar challenges.

In this interactive session representative district administrators and principals will share information about their journey and share strategies that are proving effective in addressing disparities while elevating the achievement of all students. Expected outcomes of the day will include:

- Share district demographics and historical context of the “journey”;
- Provide district level and school-based examples of how they have organized, executed and monitored their work, and how results inform next steps;
- Engage in dialogs about their Eliminating the Achievement Gap (ETAG) process and monitoring, and some of their continuing challenges and accomplishments; and
- Use participant examples, challenges, and current approaches to apply select strategies and concepts from what is shared.

• The Following representative from AACPS will be Present:

- Maisha Asabi Gillins—Principal, Severn River Middle School (Former Principal, Brooklyn Park Middle School)
- Bill Goodman—Senior Manager Human Capital Management (Former Principal Meade Middle School)
- Kathy Lane—Executive Director of Alternative Education
- Carlesa R. Finney—Executive Director, Office of Equity & Human Relations, Office of the Superintendent



*Carlesa Finney  
Office of Equity Assurance & Human Relations  
Anne Arundel County  
Public Schools  
Annapolis, MD*

***Suggested Audience:*** District Office Administrators & Leadership Staff (Assistant Superintendents, Directors/Consultants/Coaches For Instruction, Curriculum, Staff Development) ■ Principals & Assistant Principals ■ Teacher Leaders ■ Special Education Teachers

## 2013–14 Delaware Valley Consortium for Excellence & Equity

### **Abington School District**

Amy Sichel, Superintendent  
Abington, PA

### **Allentown Area School District**

C. Russell Mayo, Superintendent  
Allentown, PA

### **Bensalem Township School District**

David E. Baugh, Superintendent  
Bensalem, PA

### **Bethlehem Area School District**

Joseph Roy, Superintendent  
Bethlehem, PA

### **Brandywine School District**

Mark Holodick, Superintendent  
Claymont, DE

### **Burlington Co. Institute of Technology**

Donald Lucas, Superintendent  
Westampton, NJ

### **School District of Cheltenham Township**

Natalie Thomas, Superintendent  
Elkins Park, PA

### **Chester County Intermediate Unit #24**

Joseph O'Brien, Executive Director  
Downingtown, PA

### **Colonial School District**

Dorothy Linn, Superintendent  
New Castle, DE

### **Downingtown Area School District**

Lawrence Mussoline, Superintendent  
Downingtown, PA

### **Hatboro–Horsham School District**

Curtis Griffin, Superintendent  
Horsham, PA

### **Lenape Regional High School District**

Carol Birnbohm, Superintendent  
Shamong, NJ

### **Lindenwold Public Schools**

Cheryl Simone, Superintendent  
Lindenwold, NJ

### **Lower Merion School District**

Christopher McGinley, Superintendent  
Ardmore, PA

### **Methacton School District**

David Zerbe, Superintendent  
Eagleville, PA

### **Morrisville School District**

William Ferrara, Superintendent  
Morrisville, PA

### **Neshaminy School District**

Robert Copeland, Superintendent  
Langhorne, PA

### **Norristown Area School District**

Janet Samuels, Superintendent  
Norristown, PA

### **Pennsylvania State Education Association**

Michael Crossey, President  
Harrisburg, PA

### **Pennsbury School District**

Kevin McHugh, Superintendent  
Fallsington, PA

### **Phenixville School District**

Dr. Alan D. Fegley  
Phoenixville, PA

### **Red Clay Consolidated School District**

Mervin Daugherty, Superintendent  
Wilmington, DE

### **Rose Tree Media School District**

James Wigo, Sr., Superintendent  
Media, PA

### **Salem City School District**

Amiot Patrick Michel, Superintendent  
Salem, NJ

### **Southeast Delco School District**

Stephen Butz, Superintendent  
Folcroft, PA

### **Spring–Ford Area School District**

David Goodin, Superintendent  
Royersford, PA

### **School District of Springfield Township**

Nancy Hacker, Superintendent  
Oreland, PA

### **Upper Dublin School District**

Michael Pladus, Superintendent  
Maple Glen, PA

### **Upper Merion Area School District**

Jane Callaghan, Superintendent  
King of Prussia, PA

### **West Chester Area School District**

James Scanlon, Superintendent  
West Chester, PA

### **Wissahickon School District**

Judith Clark, Superintendent  
Ambler, PA