NEW JERSEY CONSORTIA FOR EXCELLENCE THROUGH EQUITY-NORTHWEST

2019-20 SCHEDULE OF ACTIVITIES

In 2017 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 Central New Jersey that are committed to work together to support and nurture the school and life success of ALL of their students. The New Jersey Consortia for Excellence Through Equity in the South, Central, Northwest and Northeast 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 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 and ultimately equity in attainment and life success for all students.

Dr. G. Kennedy Greene, Co-Director
973.862.7941
kgreene@njasa.net

Dr. Robert L. Jarvis, Director
Penn Coalition for Educational Equity
University of Pennsylvania
Philadelphia, PA
215.990.5788
rljarvis@upenn.edu

Dr. Mark Stanwood and Dr. Frank Borelli
New Jersey Association of School Administrators
Trenton, NJ
609.599.2900
mstanwood@njasa.net and fborelli@njasa.net
LEADERSHIP FOR EXCELLENCE AND EQUITY WORKSHOP
“Organizing for Excellence Through Equity: Building Our School Systems’ Capacities to Nurture the Success of All Students”

Tuesday, October 1, 2019
8:30-2:30

Rutherfurd Hall
1686 Route 517
Allamuchy, NJ

Dr. Robert L. Jarvis, Director of the Penn Coalition for Educational Equity and the NJ Consortia for Excellence Through Equity
Catalyst @ PennGSE Graduate School of Education
University of Pennsylvania
Philadelphia, PA

For the past sixteen years, Bob has been actively engaged in working with multiple networks of school district leaders throughout PA, DE, NJ and NY in developing positive system-wide responses for improving the quality of school experiences for all students, especially those children who have historically struggled in their school experiences. Bob will offer a highly interactive and reflective session with district leadership teams that will focus on:

- addressing the organizational and educational challenges inherent in positively impacting pervasive preparation, opportunity, achievement and attainment gaps most often defined by race/ethnicity, class, language, disability and gender
- examining the critical role of leadership at both the district and school levels in the work, and key questions that leaders need to be addressing with their stakeholder groups
- reviewing critical data that districts need to be disaggregating that defines the gaps and promotes and supports change
- sharing strategies for organizational and self-reflection and developing our "theories of action" for responding to our struggling or underperforming learners
- offering frameworks and perspectives for district organizing for excellence and equity
- sharing strategies for maximizing benefit from membership and engagement with NJCEE

Bob currently serves as the Director of the Penn Coalition for Educational Equity in the Graduate School of Education at the University of Pennsylvania. He has nurtured the development of 10 regional consortia of school districts focused on “excellence through equity” and is currently providing consultation and support to the NJ Association of School Administrators and the NJ Department of Education in building out equity-focused supports to districts throughout the state. Prior to his current role at Penn he served as the manager for the SE Pennsylvania Standards Consortium, and before coming to Penn in 2000 Bob served as Associate Director for the Office of Professional Development in the School of Education at Syracuse University, as Dean of Academic Affairs at Remington College in Lafayette, LA, as Assistant Professor of Education and Director of Outreach Programs for the School of Education at the University of Portland in Portland, OR, as Director of Counseling, Career and Health Services and Coordinator of Learning Assistance Services at the University, and as a School Psychologist with the Portland OR City School District.

At the University of Portland, he oversaw and developed highly successful graduate degree programs in educational leadership and instructional development for K-12 teachers and administrators that were offered throughout Oregon, Washington, British Columbia and Alberta Canada, Maui Hawaii and Guam. https://www.gse.upenn.edu/catalyst/educational-equity

Suggested Audience: District Leadership Team including, Superintendent, Curriculum and Pupil Services Assistant Superintendent/Directors and Principals/Assistant Principals

Updated August 15, 2019
FAMILY AND COMMUNITY ENGAGEMENT WORKSHOP
“Family Engagement as a Lever for Improved Student Achievement”

Monday, October 28, 2019
8:30-2:30

Rutherfurd Hall
1686 Route 517
Allamuchy, NJ

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

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

- Conditions for Engagement: Participants will learn about the conditions that are the foundation for building and sustaining respectful relationships with diverse families and effective engagement practice.

- Elements of Effective Practice: Participants will explore specific strategies and resources for effective engagement practice. Participants will learn how strategies that are "logically linked" to learning have the greatest outcomes in relation to student achievement.

- Assessing Readiness for Engagement: Participant will utilize a tool to assess their current capacity for building an effective engagement practice at both the school and district level.

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

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

Suggested Audience: District Leadership Team including, Superintendent, Central Office Administrators, Principals/Assistant Principals and Teacher Leaders
ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP
“I See You and You Matter: Culturally Responsive Practices for Educators”

Monday, November 18
8:30-2:30

Rutherfurd Hall
1686 Route 517
Allamuchy, NJ

Shauna F. King, Ed.S., Educator, Author, Consultant to the University of Maryland Positive Schools Center
King Professional Development Services
Bowie, MD

Culturally responsive teaching is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. While many educators understand the value of creating a culturally responsive classroom, for many teachers it is difficult to imagine what a culturally responsive classroom looks like in practice. Using the lens of neuroscience, teachers can make classrooms safe and nurturing for all. In this highly interactive and engaging session, participants will identify practices that boost students’ brain power and information processing in an environment that values culture.

Shauna King has a unique talent and passion for connecting with adults who have chosen to serve children. This passion has led to invitations to present nationally as well as internationally. A self-proclaimed “Yelling Teacher In Recovery”, Shauna shares practical and research-based strategies to improve teacher, parent and student engagement. She is a former principal, Positive Behavior Supports coordinator and classroom teacher with over 20 years of experience in public and non-public school settings.

Shauna is currently adjunct faculty for LaSalle University, through the Regional Training Center, she is also a school climate coach with The University of Maryland Positive Schools Center and a certified presenter for TranZed Institute of Baltimore. In addition to being a highly sought-after presenter, Shauna serves as a district consultant for Anne Arundel County’s Office of Equity and Accelerated Student Achievement. Shauna is a member of the APBS (Association for Positive Behavior Supports) and NAREN (National At-Risk Education Network). Her articles “What We Say Matters: The Power of Positive Talk and Transitions with the Brain in Mind” are featured in the Association for Middle-Level Education magazine. Her first book School Smart: It’s More Than Just Reading And Writing is now available on Amazon and helps to guide teachers and parents as they navigate the school year. https://shaunafking.com

Suggested Audience: District Leadership Team including, Assistant Superintendents/Directors/Consultants/Coaches, Principals/Assistant Principals, Teacher Leaders

ENGAGING AND TEACHING DIVERSE LEARNERS TWO-SESSION WORKSHOP SERIES
“Moving Students into the Fast Lane of Learning”

Monday, December 9, 2019
AND
Friday, January 10, 2020
8:30-2:30

Rutherfurd Hall
1686 Route 517
Allamuchy, NJ

Updated August 15, 2019
Participants in these two fast-paced, hands-on and connected sessions will leave with easily implementable techniques that can transform students from passive sitters to hands-on, active thinkers. This student-centered, highly visible approach will focus on research-based strategies for every component of the lesson structure. Participants will leave with a new perspective of what the active classroom can look like, complete with strategies for every grade and content.

Session One

We will recharge your passion with new practices to get students intellectually moving! Intended for all content and grade levels, participants will leave the session with:

- An understanding of research-based practices that deepen student motivation and content understanding.
- An understanding of the connection between task creation and student motivation.
- A plan in place for students to meet learning targets
- A plan in place for addressing gaps in the context of new learning.
- A new perspective on the distinct mission of each phase of a learning episode.
- An introduction to the critical role of ongoing vocabulary integration
- One lesson ready to go!

Session Two

Participants will deepen understandings, strengthen instructional tool kits, and develop next steps in this session. Thoughtfully moving the richest part of learning onto students’ shoulders will be our focal point. Student-centered strategies that motivate students to create authentic, thought-provoking responses and products will be modeled. Instructional techniques for all content will be explored, as well as vocabulary integration across grade and content levels.

This session will refine practices from day one and move educators to the next level of student-centered learning. Participants will leave with:

- A deep understanding of the critical nature of purposeful lesson components
- A rich tool kit of easily implementable instructional techniques
- A deep understanding of daily vocabulary integration
- Instructional techniques that bring out the learner in every child
- Next-day implementable strategies for the highly visible, active classroom in which every child authentically engages with learning targets

Suzy Pepper Rollins is a passionate, high-energy educator with a mission of creating academic success for ALL learners. She served as the remedial education coordinator for Cobb County Schools in Marietta, Georgia, and is the founder of Fast Lane Learning, where she constructed and implemented Math in the Fast Lane, a research-based, high-impact framework for math success, and Planet Literacy, a series of professional development courses that build content literacy in conjunction with Common Core literacy standards. The author of two books from ASCD: Teaching in the Fast Lane and Learning in the Fast Lane:8 Ways to Put ALL Students on the Road to Academic Success; she currently presents and consults across the US and Canada. She believes in professional development that yields next-day implementation, and while her instructional approaches serve the learning needs of all students, her particular focus and interest is on energizing reluctant learners. https://mathinfastlane.com/

Suggested Audience: District Leadership Team including, Assistant Superintendents/Directors/Consultants/Coaches, Principals/Assistant Principals, Teacher Leaders

Updated August 15, 2019
LEADERSHIP FOR SOCIALLY AND EMOTIONALLY RESPONSIVE SCHOOLS 
TWO-SESSION WORKSHOP SERIES 
“Nurturing Resilience: Understanding and Effectively Responding to Our Students’ Stress and Trauma”

Tuesday, February 11, 2020
AND
Tuesday, March 24, 2020
8:30-2:30

Rutherfurd Hall
1686 Route 517
Allamuchy, NJ

Frank J. Kros, MSW, JD 
President, Kros Learning Group and Consultant, TranZed Institute 
Director of the National At Risk Education Network 
Baltimore, MD

Session One: “Student Resilience Realized: Building Extraordinary Brains”

The trauma-informed movement is sweeping through education. Now almost every educator knows something about childhood trauma and its devastating impact on student learning, behavior and quality of life. We also know that building student resilience is the antidote to traumatic experience. But now that we are trauma-informed, how do we respond? And what about students who do not experience trauma yet suffer the significant challenges of severe anxiety and chronic stress?

This two-session workshop series is focused on providing you with the knowledge, skills, and structures to build resilience in all students. Resilience empowers every student to achieve success and prepares them for future challenges. Educational leaders can drastically increase student resilience by designing and implementing a resilience-building culture so that each student can heal, grow, learn and thrive. Equally important, you’ll be exposed to practices that erode student resilience and lead to poor outcomes. You’ll learn how to apply practical tools to strengthen your students’ readiness for instruction and ability to learn. You’ll also get strategies to meet students’ needs for behavioral support including motivational tools and effective behavioral health structures. In addition, you’ll learn how to create powerful, transformational school cultures that prioritize inclusion, equity, optimism and hope.

Session Two: "Building Resilience in Our Students Who Are Experiencing Poverty"

Research reveals that experiences of chronic poverty significantly impact how a student thinks, feels and behaves. Because this emerging pattern of thinking, feeling and behavior is often starkly different from those of people not experiencing poverty, helping relationships between the impoverished student and non-impoverished educator can struggle to form, stall midway, or fail altogether. This workshop provides educational leaders with information and insights on the impact of poverty on the brain and equips them with concrete tools for helping staff build effective relationships with impoverished students. Leaders will experience a powerful Poverty Simulation and be furnished with specific, research-backed strategies for influencing students’ thinking, feeling and behavior to produce positive and enduring academic, social and behavioral change for economically-stressed students.

Frank Kros is a career child advocate, who has served as a childcare worker, child abuse investigator, children’s home administrator, consultant, college professor, attorney, writer and speaker. Frank served as president of Transformation Education Institute, Director of the National-At-Risk Education Network (NAREN) and executive vice president of The Children’s Guild, a multi-service children’s organization headquartered in Maryland. He joined The Children’s Guild as vice president of programs in 2000 and became executive vice president in 2002. Prior to arriving at The Guild, Mr. Kros practiced law with Luce, Forward, Hamilton & Scripps in San Diego,
California, where his practice focused on children's issues. He also has served as vice president for curriculum and training at Children's Square U.S.A. in Council Bluffs, Iowa; as a child abuse service officer for the Douglas County Juvenile Court in Omaha, Nebraska; and as a family teacher at Father Flanagan’s Boy’s Home (Boy’s Town).

Frank is a worldwide speaker and presents seminars to parents, educators, child-serving professionals and their leaders on various topics including brain-based learning, attention-deficit hyperactivity disorder (ADHD), neuroscience of the teenage brain and brain-compatible organizational leadership. He also speaks on the effects of stress, child abuse and poverty in relation to brain function and development. He has presented his workshops at national education, social work and human services conferences, and Frank was awarded a Maryland Governor's Citation for his speaking efforts. In addition to lecturing nationwide, he co-authored the books Creating the Upside Down Organization: Transforming Staff to Save Troubled Children (2005) and The Upside Down Organization: Reinventing Group Care (2008).

Suggested Audience: District Leadership Team including, Pupil Services Administrators, School Counselors/Psychologists/Social Workers and Principals/Assistant Principals

NJCEE-NORTHWEST SUPERINTENDENTS’ ANNUAL SHARING AND PLANNING MEETING

“Continuing the Momentum for Increasing Inclusion, Opportunity and Access”

April 3, 2020
9:00-11:30

Rutherfurd Hall
1686 Route 517
Allamuchy, NJ

This will be a highly interactive culminating forum for Superintendents’ and/or Assistant Superintendent/Curriculum Directors/Principals 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 2020-21 school year.

ANTICIPATED 2019-20 NJCEE-NORTHWEST MEMBER DISTRICTS

<table>
<thead>
<tr>
<th>Allamuchy Township SD</th>
<th>Joseph E. Flynn, Superintendent</th>
<th>Allamuchy, NJ</th>
<th>Warren County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belvidere SD</td>
<td>Christopher Carrubba, Superintendent</td>
<td>Belvidere, NJ</td>
<td>Warren County</td>
</tr>
<tr>
<td>Byram Township SD</td>
<td>Bryan Hensz, Superintendent</td>
<td>Stanhope, NJ</td>
<td>Sussex County</td>
</tr>
<tr>
<td>Dover Public Schools</td>
<td>James McLaughlin, Superintendent</td>
<td>Dover, NJ</td>
<td>Morris County</td>
</tr>
<tr>
<td>Green Township SD</td>
<td>Lydia E. Furnari, Interim Superintendent</td>
<td>Greendell, NJ</td>
<td>Sussex County</td>
</tr>
<tr>
<td>Hampton Township SD</td>
<td>Craig Hutcheson, Superintendent</td>
<td>Allison Park, NJ</td>
<td>Sussex County</td>
</tr>
<tr>
<td>Kittatinny Regional</td>
<td>Craig Hutcheson, Superintendent</td>
<td>Newton, NJ</td>
<td>Sussex County</td>
</tr>
</tbody>
</table>

Updated August 15, 2019
<table>
<thead>
<tr>
<th>Township/PS</th>
<th>Superintendent</th>
<th>Location</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowlton Township SD</td>
<td>Jeannine DeFalco, Superintendent</td>
<td>Delaware, NJ</td>
<td>Warren County</td>
</tr>
<tr>
<td>Lakeland Regional</td>
<td>Hugh Beattie, Superintendent</td>
<td>Wanaque, NJ</td>
<td>Passaic County</td>
</tr>
<tr>
<td>Mansfield Township SD</td>
<td>Anthony Giordano, Superintendent</td>
<td>Port Murray, NJ</td>
<td>Warren County</td>
</tr>
<tr>
<td>Mt. Arlington PS</td>
<td>Monica Rowland, Superintendent</td>
<td>Mt. Arlington, NJ</td>
<td>Morris County</td>
</tr>
<tr>
<td>Mt. Olive SD</td>
<td>Robert Zywicky, Superintendent</td>
<td>Mt. Olive, NJ</td>
<td>Morris County</td>
</tr>
<tr>
<td>Newton PS</td>
<td>G. Kennedy Greene, Superintendent</td>
<td>Newton, NJ</td>
<td>Sussex County</td>
</tr>
<tr>
<td>North Warren Regional</td>
<td>Sarah Bilotti, Superintendent</td>
<td>Blairstown, NJ</td>
<td>Warren County</td>
</tr>
<tr>
<td>Phillipsburg SD</td>
<td>Gregory Troxell, Superintendent</td>
<td>Phillipsburg, NJ</td>
<td>Warren County</td>
</tr>
<tr>
<td>Sparta Township PS</td>
<td>Michael A. Rossi, Jr., Superintendent</td>
<td>Sparta, NJ</td>
<td>Sussex County</td>
</tr>
<tr>
<td>Wallkill Valley Regional</td>
<td>David Carr, Superintendent</td>
<td>Hardyston, NJ</td>
<td>Sussex County</td>
</tr>
<tr>
<td>Warren Hills Regional</td>
<td>Earl C. Clymer III, Superintendent</td>
<td>Washington, NJ</td>
<td>Warren County</td>
</tr>
<tr>
<td>Washington Township SD</td>
<td>Keith T. Neuhs, Superintendent</td>
<td>Washington, NJ</td>
<td>Warren County</td>
</tr>
</tbody>
</table>

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 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.

Special thanks to our friends and colleagues at the Allamuchy School District and Rutherdord Hall for their generosity and support in hosting the New Jersey Consortia for Excellence Through Equity-Northwest.

Updated August 15, 2019