



Graduate School of Education  
**PennGSE**

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



**2020-2021**  
**SCHEDULE OF EVENTS AND ACTIVITIES**

UPDATED November 23, 2020

**Welcome to year seventeen of the Delaware Valley Consortium for Excellence and Equity! For the past sixteen 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.**

**Together we are living through unprecedented moments and we are tremendously grateful for our DVCEE community, a community of district and school leaders dedicated to supporting one another in a shared spirit of educational and social justice. We are all discovering that at a time where systemic inequities are laid bare at so many levels, our collective equity work is more important than ever.**

**Thank you 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. Please do not hesitate to reach out if you have any questions.**

**Best Wishes for a Healthy and Successful Year,**

**Bob & Dayna**



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# LEADERSHIP FOR REIMAGINING SCHOOLS OF EXCELLENCE AND EQUITY

## FOUR-SESSION WORKSHOP SERIES

*“Reimagining Our Schools for an Unimaginable Future: Liberating Each and Every Learner and Learning”*

**Session 1a: Tuesday, October 13 or Thursday, October 15**

**Session 1b: Tuesday, October 27 or Wednesday, October 28**

**Session 2a: Tuesday, November 10 or Wednesday, November 11**

**Session 2b: Monday, November 23 or Tuesday, November 24**

**9:00am-11:30am via Zoom**



**Dr. Pam Moran**  
Principal  
SocolMoran Partners, LLC  
Keswick, VA



**Ira Socol, Senior Provocateur & Learning Environment Specialist**  
SocolMoran Partners, LLC  
Keswick, VA

If 2020 has taught us anything, it has taught us that societal, economic, and educational structures are not “future ready.” Our systems are challenged to rapidly adapt to changed circumstances and develop equitable solutions to big challenges in these times. The pandemic crisis conflates system issues into a design challenge of great significance to create equitable and accessible pathways to rich, engaging, human-centered learning - regardless of a learner’s location, demographic, or experience. Well beyond this current crisis, we must ask how we will meet the needs of five-year-olds entering school in 2020 who will only be 85 in 2100? What about the 2021 high school graduate who as an adult will enter our VUCA world (volatile, unpredictable, complex, and ambiguous?)

**Are your educational dreams imaginative enough? What’s in your innovation portfolio so all learners become lifespan-learning and lifespan-living ready? How will you change norms to liberate learners and learning from structures of the last century? How will you ensure equity in learning?** While we are focused on survival actions for now, what we learn can help us develop sustainable actions that create deeper learning, active engagement, and equity for learners whose lives will have more to do with 2100 than 2000. Beginning with the question, “What do we want our children to be?”, we will work with you to ask unasked questions that trap both teachers and students in structures created for the world of 100 years ago. As we explore what’s possible, we will deepen your expertise in using Seven Toolbelt Strategies for Leaders:

**Know the Learners:** Millennials grew up in a radically different world than anything GenX experienced. The world of GenZ is far away from that of Millennials. To support GenZ and our young GenAlpha learners, using human-centered design will help leaders work with teams to prioritize and align changes in learning spaces, culture, practices, tools/resource use, and time to evolve learning experiences for this century’s learners.

**Know the Future:** It is impossible to change without fully understanding both our current education state and what we know about the future of work and life. We will explore how to get from where we are to where we need to be with experiential observation tools and questions that capture and contextualize current learning contexts.

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**Learn to Pivot:** Thriving in a VUCA world means responding quickly and intentionally. In a dynamic, fast-pivot environment, collaboration to gather multiple points of data and information is essential to build staff's capacity to intentionally design and align learning experiences responsive to rapidly changing equity needs - the critical challenge for educational communities everywhere.

**Become Zero-Based Designers:** In change agency, we must separate from reliance on the current form of educational systems to gain the freedom to imagine a radically different design. Learn to backward map a path from your dreams for the future and turn that path into actionable decisions with equity, deeper learning, and active engagement as an end in mind.

**Use Protocols to Engage Key Stakeholders:** Engage design teams with planning, action, and analysis protocols to establish, nurture, and sustain shifts in space, resources/tools, time, culture, and practices.

**Apply Logic to Create Contagious Creativity:** Use a "what if" logic model to identify one significant (disruptive, perhaps even radical) change in school design that promotes a creative solution(s) to a current challenge(s) of space, culture, time, resource/tech use, and/or practice you need and/or desire to solve.

**Seek Out New Strategy:** It's not possible, in either resources or time, to add the new without relinquishing some of the old. Use a "keep, toss, create, or reimagine" strategy to support teams in designing an innovation and equity project for your school/district that leads to deep, not superficial, changes that are needed.

*Pam Moran and Ira Socol help educational leaders and educators take steps to build impactful innovations in student learning and equity portfolios. They focus on proven transformational change strategies - the why, the how, and the paths to maximize opportunities for every learner to develop competencies for life, not just to pass tests in school. In their workshops, participants engage in table-top team activities to create a contemporary design for learning that supports transitions to learning access and equity for all learners. <https://sites.google.com/view/socolmoranpartners/home>*

*Pam, recently retired superintendent of 13 years in the Albemarle County VA Public Schools, has worked as a middle and high school teacher, K-12 staff development coordinator, elementary principal, and assistant superintendent. She was the 2010 president of the Virginia Association of School Superintendents and the 2016 Virginia Superintendent of the Year, and one of four finalists for the national superintendent of the year. She is currently the Executive Director of the Virginia School Consortium for Learning, a collaborative professional development group of 75 school districts, and is a lead partner in the Virginia is for Learners Innovation Network, an initiative to build lead innovation teams in every Virginia district. With Ira she authored [Timeless Learning: How Imagination, Observation, and Zero-Based Thinking Change Schools](#).*

*Ira, a former Chief Technology and Innovation Officer in public schools, was named one of 2017's Top 30 Technologists, Transformers and Trailblazers by the Center for Digital Education. The author of numerous journal articles in national education and school architectural journals, he became a leading expert in the use of accessibility technology and Universal Design for Learning. He developed Toolbelt Theory, an equity lens on accessible technology for all learners, and the Freedom Stick, a universal access tool. Ira has authored or co-authored four books including the recently published [Timeless Learning and Education Reimagined: A Space for Risk](#). He, along with Pam, is currently working to support educators in their work to navigate to effective learning for kids impacted by the Pandemic.*

# TEACHING AND LEARNING IN EQUITY RESPONSIVE SCHOOLS TWO-SESSION WORKSHOP SERIES

***“Reimagining Instruction and Assessment: Making Learning Meaningful and Relevant for ALL Learners In Face-To-Face, Blended, and Virtual Learning Environments”***

**Session 1: Tuesday, December 8 or Wednesday, December 9**

**Session 2: Tuesday, January 26 or Wednesday, January 27**

**9:00am-2:00pm via Zoom (45 min lunch)**



**A.J. Juliani, Nationally Recognized Education Innovation Consultant and Author  
Jenkintown, PA**

## **Session 1: Re-Imagining Instruction: Turning Best Practices into Today's Practices**

Our learners today live in a completely different world than we did 25, 15, or even 10 years ago. Students have access to on-demand information with the click of a button on their phones. In today's world, technology is growing exponentially, change is an expected part of our lives, and we have tools that have revolutionized the way we think about teaching and learning. We saw this work be imperative with the onset of COVID-19 and the wave of distance learning take over in our schools and places of work.

Yet, on the fundamental level of learning, we know that all of this change needs to be channeled for it to have a positive impact on our students and in our classrooms. This session goes into detail on how to take our BEST Practices in pedagogy/instruction and turn them into TODAY'S practices that promote authentic learning experiences for all students, whether in-person, or in blended or virtual learning environments.

Attendees will learn:

- how student-choice fuels engagement
- how to use technology with a learning purpose
- what innovative teaching practices impact a diverse set of learners
- why student-centered classrooms promote equity and ownership of learning

Innovation in education starts with our students. It strengthens relationships and deepens learning experiences. Student choice and technology allow teachers to build true engagement with a focus on equity across the board.

## **Session 2: Re-Imagining Assessment: Meaningful and Vigorous Performance Tasks That Go Beyond the Test**

Children begin their learning journey as curious problem solvers who ask questions and create solutions. As they go through school, something happens to many of our students, and they begin to play the game of school, eager to be compliant and follow a path instead of making their own. As teachers, leaders, and parents, we have the opportunity to be the guide in our kids' education and unleash the creative potential of each and every student.

***In a world that is ever-changing, our job is not to prepare students for something; instead, our role is to help students prepare themselves for anything.***

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In this new workshop A.J. will walk attendees through the 5-Step process for creating, using, and expanding on authentic assessments (that hit standards and the curriculum). Learn how to start from a place of relevance, choose standards that learners can master, scaffold and structure creatively, and assess the process, learning and final product in meaningful ways. Attendees will leave inspired, motivated, and also ready to practically take on the challenge of authentic assessments.

We'll also look at 5 Practical Ways for Teachers and School Leaders to Make the Shift to Meaningful Online Learning:

- Surveying your community and adopting new measures for student growth/achievement
- Making curriculum a living/breathing/adaptable organic guide (and less a static document)
- Shifting assessment to be more performance-based (and less multiple-choice tests online)
- Tools to make instruction collaborative and engaging
- Using a combination of open education resources, and already made resources to modify lessons/units/projects

*A.J. is the Head of Learning and Growth at NextLesson. A.J.'s work has extensively focused on working with professional colleagues in developing strategies to make students more creative, inquisitive, engaged in their learning, and self-motivated—the kind of young people we need to move society forward! He serves as Faculty for the University of Pennsylvania Graduate School of Education with the Penn Literacy Network and is the former Director of Learning and Innovation for Centennial School District. As an English teacher, football coach, and K-12 Technology Staff Developer, A.J. has worked towards innovative learning experiences for schools in various roles. A.J. is also an award-winning blogger, nationally recognized speaker, and author of multiple books, including:*

- *Empathy Every Day: How to Listen, Learn and Lead with Empathy*
- *LAUNCH: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student*
- *Empower: What Happens When Students Own Their Learning.*
- *Inquiry and Innovation in the Classroom: Using 20% Time, Genius Hour, and PBL to Drive Student Success*
- *Learning by Choice: 10 Ways Choice and Differentiation Create an Engaged Learning Experience for Every Student*

*A.J. brings a high-energy, fun, and engaging style of presentation through keynotes, full-day workshops, and online professional development offerings. His mix of personal stories from the classroom, real-world examples, and research-based insights lead to a learning opportunity for everyone in attendance. A.J. has worked at all levels of the K-12 spectrum and bring the lens of a parent (of four crazy kids) as well. He will encourage educators to not only be intentional about innovation, but also focus on how our practice needs to always be centered on the student experience. <https://www.nextlesson.org/> and <http://ajjuliani.com/>*

**15<sup>TH</sup> ANNUAL DVCEE HIGH SCHOOL AND MIDDLE SCHOOL  
STUDENT LEADERSHIP INSTITUTES**  
**VIRTUAL for 2020-2021**



**“Rise Above”  
High School Leadership Institute  
January 28, 2021  
9am-2:45pm**



**“Break Through”  
Middle School Leadership Institute  
January 29, 2021  
9:00am-2:10pm**

# REIMAGINING STUDENT DISCIPLINE POLICIES AND PRACTICES TO ADDRESS RACIAL AND GENDER DISPARITIES WORKSHOP

*“Equitable and Restorative Approaches to School Discipline Policy and Practice”*

**January 11 or 12**

**9:00am-2:00pm via Zoom (45 min lunch)**



**Dr. Anne Gregory, Professor  
Graduate School of Applied and Professional Psychology  
Rutgers University**

Anne will offer a brief synthesis of recent research on racial and gender disparities in school discipline, and will elucidate why schools are undertaking school discipline reform with an equity focus. She will then describe the current state of best practice in schools that are an equitable and restorative approach to school discipline policy and practice. Anne will share sample discipline policies, and participants will be asked to examine their own codes of conduct in relation to the samples. ***(Please plan to bring your district or school discipline policy)*** Participants will subsequently engage in interactive and collaborative activities aimed to advance their district's policy and practice in building community, preventing harm, and holding students' accountable for misconduct from a social emotional perspective. Hands-on activities will also include participants' experiential learning through restorative/community-building circles with their colleagues.

Objectives of the session today include (1) Advancing the school and districts initiatives related to strengthening relationships, social emotional learning, and culturally responsive and restorative environments; (2) Learning about a multi-tiered framework of restorative practices and experience the circle process, (3) Cross-pollinating wisdom and practices working with varying populations and instructional content, and (4) Initiating action planning or next steps for upcoming school years.

*Anne is a professor in the Graduate School of Applied and Professional Psychology at Rutgers University. She is a researcher in the area of racial and gender disparities in discipline and is currently examining school-wide restorative practices and equity-oriented social and emotional learning. Specifically, her research has focused on the persistent trend that African American adolescents are issued school suspension and expulsion at higher rates than adolescents from other groups. Through program development, implementation, and evaluation, she aims to address this trend by strengthening characteristics of teachers, classrooms, and schools associated with the successful schooling of diverse students.*

*Anne's research has been supported by federal agencies (U.S. Department of Justice and Institute of Education Sciences) and private foundations (William T. Grant Foundation, Spencer Foundation). She served on the Discipline Disparities Collaborative funded by Atlantic Philanthropies which convened lawyers, researchers, advocates, and youth leaders to address gaps in our knowledge about disparities, identify promising policy reform, and synthesize what schools can do to change patterns in school discipline. Anne has authored over 50 peer-reviewed journal articles and numerous book chapters. Publications include, *The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline*, and *Social-emotional learning and equity in school discipline*. She recently received the Joseph E. Zins Early Career Contributions Award from the Collaborative for Academic, Social, and Emotional Learning (CASEL).*

## 2020 DVCEE PROMISING PRACTICES SYMPOSIUM

*“Equity and Excellence: Lessons Learned in the Era of the Pandemic”*

**February 11, 2021**  
**9am-12:30pm – Via Zoom**



District leadership teams from the consortium will share their promising programs and practices that are having a significant positive impact on all students as we face our “new normal.” 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 each learner.

## REIMAGINING SCHOOLS OF EXCELLENCE AND EQUITY FOUR-SESSION WORKSHOP SERIES

*“Belonging and Dignity: The Hidden Keys to Equity Implementation in Our Schools”*

**Session 1a: Tuesday, February 23 or Wednesday, February 24**  
**Session 1b: Tuesday, March 9 or Wednesday, March 10**  
**Session 2a: Wednesday, March 17 or Tuesday, March 23**  
**Session 2b: Tuesday, April 6 or Wednesday, April 7**

**9:00am-11:30am via Zoom**



**John Krownapple**  
Dignity Consulting  
Woodstock, MD



**Dr. Floyd Cobb**  
Dignity Consulting  
Aurora, CO

Imagine, if you will, a school culture that affirms the value and worth of every person in its community. Imagine a school climate where everyone feels included and connected. Everyone has access. Everyone belongs. Friendships and common ground extend across differences. People -- youth and adults alike -- see the humanity in one another, and they view each other as partners. In fact, youth and adults work together to increase awareness, nurture compassion, and co-create awesome

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school and classroom environments. Because belonging is unconditional, all people in the community experience better learning and better lives.

Now let's face our current reality. Across the nation, equity implementation has not yet helped educators create these schools. All too often, implementation reinforces a vicious cycle of failure. The keys to success are missing. The purpose of the effort is muddled. The status quo remains firmly intact.

This two-day workshop series will bring clarity to what educational equity is really all about. With this insight, we can address inequity through specific actions in behaviors, practices and policies. To that end, participants will acquire a pragmatic framework for dignity and belonging that they can use to guide successful equity implementation.

Participants will learn to use the Dignity Framework for Educational Equity as a solution to the common challenges districts face when attempting to implement equity initiatives. Through critical reflection and dialogue, participants will discover how their own lived experiences intersect with the broader patterns of societal inequity and inclusion – patterns that plague schools' aspirations of serving all students well. Through this discovery, participants will recognize the concepts of belonging and dignity as the keys they need to unlock success with equity implementation. The Framework will help participants make these concepts operational.

Day One focuses on awareness, helping participants clearly articulate what educational equity is really all about. Day Two focuses on action, guiding participants in applying the framework to change behaviors, practices, and policies.

As a result of this transformative experience, participants will:

- Gain knowledge of dignity and belonging as essential concepts that serve as the foundation for educational equity.
- Develop partnerships and community by nurturing dispositions that foster belonging: listening, empathy, openness, and patience.
- Acquire a pragmatic framework for equity consisting of four behavioral standards for dignity, four indicators of belonging, and four core dispositions.
- Display a collective commitment to equity by co-creating goals for improving behaviors, practices, and policies to foster systemic change.

*John specializes in professional and organizational learning and development in the areas of belonging, inclusion, and equity. He is an adjunct professor at Johns Hopkins University where his coursework focuses on organizational and pedagogical responses to the issues that emerge from diversity, and he has served as the coordinator of diversity, equity and inclusion in a school district of over 50,000 students. John is also the author of [Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation](#) (2019) and [Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation](#) (2017).*

*Trent facilitates community transformation. He brings together educational leaders, staff members, and students together to co-create inclusion through a culture of dignity and climate of belonging. Trent has served as a master facilitator, facilitator trainer, and coach in the realm of personal and organizational identity, with a focus on race, culture, and gender dynamics. At Penn State University, he developed the Global/Virtual Dialogue Platform, serving a variety of groups including graduate and undergraduate students, local school systems, and North Atlantic Treaty Organization (NATO) cadets preparing to work in conflict areas in numerous countries. He has also taken on local government roles in the Office of Community Outreach and Constituent Services as well as the Office of Human Rights.*

*Floyd has almost 20 years of experience spanning the P-20 educational continuum, holding roles as a teacher, school leader, district curriculum leader, and a statewide policy implementer. He is an adjunct faculty member at Morgridge College of Education at the University of Denver and teaches courses on social inequality through the lenses of race, class, and gender. He is also the author of [Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation](#) (2019) and [Leading While Black](#) (2017).*

## DVCEE RECRUITMENT AND RETENTION SYMPOSIUM

*“Nurturing the Recruitment and Retention of Educators of Color Across Our Systems”*

**March 19, 2021**

**Time TBD**

**Via Zoom**



In this interactive forum for district administrators, school principals and HR Directors, colleagues and experts will share successful approaches for diversifying the teaching profession and retaining. Presenters TBD.

## 16<sup>TH</sup> ANNUAL DVCEE EDUCATORS OF COLOR RECRUITMENT FAIR

**April 12**

**Appointments throughout the day**



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.

# ANNUAL DVCEE SUPERINTENDENTS' SHARING AND PLANNING MEETING

**April 13**  
**9a-11a - Via Zoom**



This will be a time for Superintendents' and/or Assistant Superintendent's/Curriculum Director's to continue nurturing connections across our network, 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 2021-22 school year.

## STUDENT VOICE AND LEADERSHIP IN SCHOOL AND COMMUNITY IMPROVEMENT WORKSHOP

*"Finding Purpose for Student Voice through Meaningful Student Involvement"*

**Session 1: Tuesday, April 27 or Wednesday, April 28**

**Session 2: Tuesday, May 4 or Wednesday, May 5**

**9:00am-11:30am via Zoom**



**Adam Fletcher, Founder of Soundout  
Olympia, WA**

In this full-day workshop, SoundOut.org founder Adam Fletcher will facilitate learning activities focused on engaging students as partners throughout our schools. Using his dynamic, research-based *Frameworks for Meaningful Student Involvement*, Adam will lead participants in hands-on, interactive exercises that reveal multiple possibilities to foster student/adult partnerships for all learners in every school, all of the time.

Whether they are students or adults, participants will leave with tools to critically examine their current school challenges and climate, and the ability to identify new roles for students within a variety of spaces in the learning environment and beyond. Some areas of potential impact to be include classrooms in each grade level; district/school administration; teacher preparation and evaluation, and more; some of the people this workshop is intended for include students themselves, teachers, school leaders, counselors, support staff, district administration, community leaders/elected officials.

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*Adam is an internationally recognized advocate for empowering young people who speaks and writes extensively on youth engagement, student voice, and social change. The founding director of SoundOut.org, he has worked with more than 500 K-12 schools, districts, state education agencies, and education organizations across the United States, as well as with education partners in Canada, Australia, Brazil, and the United Kingdom.*

*Adam's career in education began when he was hired by Washington State's education agency as their first student engagement specialist. After developing several statewide projects and conducting groundbreaking research, Adam created his comprehensive frameworks supporting student/adult partnerships called Meaningful Student Involvement. He founded [SoundOut.org](http://SoundOut.org) in 2002 as the nation's first nonprofit organization solely focused on student voice. Since then he has launched more than 100 school transformation projects and written 50 publications, including *Student Voice Revolution: The Meaningful Student Involvement Handbook*, as well as *The Guide to Student Voice and the SoundOut Student Voice Curriculum*.*

*Adam received his BA in youth studies from The Evergreen State College, and he conducted graduate work in Educational Leadership and Policy Studies at the University of Washington. In addition to his own publications, Adam has written for the National PTA and the American Institutes of Research, as well as the US Department of Education. He is a contributing editor to the Review of Education, Pedagogy, and Cultural Studies, an academic journal published by Routledge, and regularly writes articles for education publications around the world, including Educational Leadership in the US and Connect in Australia. Today, he lives in Olympia, Washington, with his partner Tanya and their four teenage children.*



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# Catalyst @ PennGSE

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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