

# THE LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY SUFFOLK COUNTY

*"Preparing Each and Every Student for Success in Post-Secondary Education and in Life"*

## 2020-21 WORKSHOPS AND ACTIVITIES



The Long Island Consortium for Excellence and Equity is an evolving collaborative network of regional school districts in Suffolk County that for the past three years have committed to learn and work together to support and nurture the school and life success of each and every one of their students.

The Consortium serves as a critical regional resource for participating districts to take proactive and system-wide leadership responsibility for significantly improving the academic performance of all students, increasing high level educational opportunities to learn for all students, and eliminating the observed opportunity and achievement disparities among subgroups of students defined by race/ethnicity and/or economic circumstance.

The Consortium creates an important venue where our best collective thinking about policy, research and practice percolate—thinking and action that enhances all of our students' academic success, their access to high level educational learning opportunities, and equity in achievement and attainment.

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**\*\*\*NOTE THAT ALL SESSIONS WILL BE DELIVERED VIRTUALLY VIA ZOOM\*\*\***

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

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

**Wednesday, October 7 via Zoom**

**Friday, November 6 via Zoom**

**9:00-2:00**



**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 positively 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.***

In this new workshop A.J. will walk participants through the five-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)

**UPDATED September 28, 2020**

- 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. His 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/>*

## **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”***

**Wednesday, December 2 via Zoom**

**Tuesday, December 8 via Zoom**

**Thursday, January 14 via Zoom**

**Thursday, January 21 via Zoom**

**9:00-11:30**



**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 has conflated system issues into a design challenge of great significance for creating 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 (volatile, unpredictable, complex, and ambiguous) world?

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With all this, 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.
- **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 and Ira 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 while in doctoral studies at Michigan State University. He developed Toolbelt Theory, an equity lens on accessible technology for all learners, and the Freedom Stick, a universal access tool. He 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.*

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

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## ***“Belonging and Dignity: The Hidden Keys to Equity Implementation in Your Schools and District”***

**Friday, February 5 via Zoom  
Friday, February 19 via Zoom  
Friday, March 5 via Zoom  
Friday, March 12 via Zoom**

**9:00-11:30**



**John Krownapple  
Dignity Consulting  
Woodstock, MD**



**Trent Hall  
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 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*

**UPDATED September 28, 2020**

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)*.

## **LICEE-SUFFOLK DISTRICT ADMINISTRATORS' ANNUAL PLANNING MEETING** ***"Sharing Our Successes and Addressing Barriers to Equity"***

**Monday, April 5 via Zoom**

**9:00-11:00**



**Dr. Robert L. Jarvis, Director of the Coalition for Educational Equity and LICEE**  
**Catalyst@ Penn GSE**  
**University of Pennsylvania Graduate School of Education**  
**Philadelphia, PA**

This will be a highly interactive culminating forum for District Leaders' continued sharing of successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on 2020-21 Consortium activities and affirm continued commitment and provide input for program planning in the 2021-22 school year.

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

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

**Wednesday, April 7 via Zoom**  
**Wednesday April 21 via Zoom**

**9:00-11:30**

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

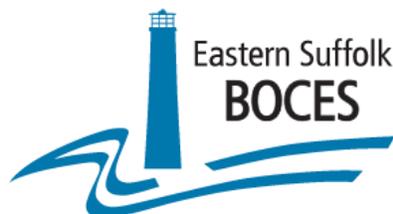
In this engaging workshop, SoundOut.org founder Adam Fletcher facilitates learning activities focused on engaging students as partners throughout our schools. Using his dynamic, research-based *Frameworks for Meaningful Student Involvement*, Adam will lead participants in hands-on, interactive exercises 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 included 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.

*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 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.*



Educational Services That Transform Lives

**Eastern Suffolk BOCES, an inclusive educational cooperative of 51 Long Island school districts, provides regional leadership and advocacy, direct instruction, management, and support through quality, cost-effective instructional programs, and shared services. These programs and services maximize inclusive educational and career opportunities and equitable access for Long Island's diverse community promoting lifelong learning for both children and adults, to achieve excellence and enhance the operational effectiveness of the region.**

UPDATED September 28, 2020



## **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.**