NEW JERSEY CONSORTIA FOR EXCELLENCE THROUGH EQUITY - CENTRAL

2019-20 SCHEDULE OF ACTIVITIES

In 2017 the Penn Center for Educational Leadership in the Graduate School of Education at the University of Pennsylvania collaborated with the New Jersey Association of School Administrators, NJASA, to continue to develop an evolving regional consortium of school districts in 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 and North are driven by a mission to positively transform the lives of each and every one of their students by preparing them for success in post-secondary education and in life – especially the diverse children and youth who may have traditionally struggled academically in their systems, or who might likely be the first in their family to attend and graduate from college.

We are partners and a strong collective voice who can help gather the resources, thought and energy needed to create and sustain meaningful educational change to the benefit each and every 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.

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Updated August 1, 2019
THREE SESSION SERIES: LEADERSHIP FOR CULTURALLY RESPONSIVE SCHOOLS WORKSHOP
“Educational Leaders Building Equity Through Cultural Proficiency”

Thursday, October 3
Tuesday, November 19
Tuesday, December 17
8:30-2:30

South Brunswick Board of Education Office
231 Black Horse Lane
Monmouth Junction, NJ

Harriett Grosvener, Equity Leadership Consultant
Generation Ready
New York, NY

This highly engaging three-day workshop series will provide identified district equity teams, that are interested in building more inclusive, affirming and culturally responsive schools and classrooms, the opportunity to explore a practical framework and develop strategies to more effectively address their diversity challenges. Note that this is a three session workshop series for consistent district equity leadership teams that is designed to help build system capacities for increasing all students’ academic engagement and achievement in learning environments that effectively address culture and diversity. Building upon the foundational work of Dr. Randall Lindsey and his associates, these sessions introduce the Tools of Cultural Proficiency as a shared commitment to excellence and equity for all students. Participants will use strategies and tools needed for districts to embed Cultural Proficiency into their schools’ academic cultures. Upon completion of the three sessions, the district teams will better understand and know how to apply the Tools: The Guiding Principles, Essential Elements, Continuum, and Barriers related to Cultural Proficiency, and will explore the best ways to weave these tools into the fabric of their schools.

Session One (October 3) consists of an introduction to the four tools of Cultural Proficiency through an exploration of culture at the individual and organization level. The Intended Outcomes include:

- Participants view Cultural Proficiency as a shared priority
- Participants experience Cultural Proficiency as personal and professional work
- Participants ensure a common language and common understanding of this work
- Participants use Culturally Proficient Schools: An Implementation Guide, as a guide for addressing access and achievement gap issues

Session Two (November 7) builds upon the culture at the individual and organization level to expand understanding of viewing the Tools of Cultural Proficiency as a guide for addressing access and achievement gap issues. The Intended Outcomes include:

- Participants gain a sense of diverse perspectives regarding the history of education in America
- Participants engage in the exploration of the achievement gap and the cultural correlation
- Participants explore federal mandates and the cultural effects on students
- Participants view the Tools of Cultural Proficiency as a guide for addressing their complex achievement gap issues
- Participants begin to design a plan for implementation at the school level

Session Three (December 17) consists of the continued exploration of achievement gaps and strengthening the understanding of Cultural Proficiency as a shared priority to overcome identified barriers. The Intended Outcomes include:

- Participants review the culture of the school culture and served cultures
• Participants identify barriers that may prevent a person, school, and district from becoming culturally proficient
• Participants deepen the understanding of Cultural Proficiency as a shared priority to overcome barriers
• Participants explore the characteristics/traits of a culturally responsive classroom and to understand how the organization capacity relates to the ability to leverage equity and inclusion

Harriette E. Grosvenor is a Caribbean-American educator born and raised in Brooklyn, New York. A graduate of Vassar College and Manhattan College, Harriette has worked in both the private and public school systems since 1991. Her experience as an educator includes: teaching English to students in grades 7-12, serving as a college advisor and coordinator of student activities, co-founding a summer enrichment program to prepare public middle school students for high school, solidifying the vision of a portfolio based, public high school as the Assistant Principal and transforming the fledgling high school division of a charter school as its Principal. Harrriet’s educational philosophy is built upon the premise that—to whom much is given, much can be expected—and centers around the belief that students benefit most from an education that challenges their intellect, develops their abilities, captures their imagination, awakens their spirit and encourages them to change their world.

Currently Harriette works as an Education Consultant with Generation Ready where she works to guide and build the capacity of school leadership teams and teachers in developing standards-based inter-disciplinary literacy curricula, effective teaching and learning strategies that support the needs of all student as well as designing project-based assessment while supporting schools’ instructional and transformational leadership with cultural proficiency. https://www.generationready.com/what-we-offer/cultural-proficiency/

TWO SESSION SERIES: YOUTH LEADERSHIP AND SCHOOL CLIMATE WORKSHOP
“Schools Where All Students Thrive: How Youth Participatory Action Research (YPAR) Fosters Educational Equity and Improves School Climate and Learning”

Tuesday, January 7
Thursday, February 6
8:30-2:30

South Brunswick Board of Education Office
231 Black Horse Lane
Monmouth Junction, NJ

Dr. William Preble, Professor of Education at New England College and Executive Director of the Center for School Climate and Learning
Manchester, NH

Until we get equality in education, we won’t have an equal society (Sotomayo).
School climate is like the air we breathe, it tends to go unnoticed until something is seriously wrong (Freiburg).
A school’s culture is a key factor in determining whether improvement in a school is possible (Fullan & Hargreaves, 2011).

These quotes capture the issues we will discuss and work together to address in this two-session series. We will explore the issues of school climate, culture and learning and how to work with students as action research partners. Educators will learn how they can call upon and invite diverse teams of students to serve as school climate experts, researchers and advocates and work with them to identify and solve complex problems and overcome barriers to providing a quality education to all students.

Note that this is a two session workshop series for consistent district equity leadership teams that is designed to help build system capacities for engaging active student voice and participation in your school improvement efforts. We will examine how schools across
the U.S. are using YPAR to transform school climate, learning environments and achieve educational equity, while simultaneously improving adult culture, work environments and teacher morale. In each session, we will explore how to improve schools for everyone by working collaboratively with students using a set of activity-based, action-oriented exercises and protocols, and sharing model action projects that have been used successfully in other schools. Everyone will leave with a personal plan of action and YPAR Tool Kit they can use for leading and sustaining school climate improvement to ensure that all students thrive.

Goals for Session One (January 7):

- To introduce the power of YPAR to amplify the voices of students and teachers and to identify and solve complex school problems that prevent schools from meeting the needs of all students.
- To synthesize research on quality education as a civil right (QECR), personalized learning, democratic school leadership and improving school climate, culture and learning as a call to taking effective action.
- To explore and apply a simple, yet powerful Youth Participatory Action Research Model that each participant can apply in their schools to address issues of educational equity and improve school climate and culture.
- To review, design and share simple action steps, activities and projects that will help all students and teachers thrive in Consortium Schools.

Goals for Session Two (February 6):

- To explore and assess the power of YPAR to amplify the voices of ALL students and teachers and to identify and solve complex school problems that prevent schools from meeting the needs of all students.
- To share the ways that students, teachers and school leaders applied the YPAR Action Model in their schools, classrooms and organizations.
- To investigate how this process can be applied more broadly in Consortium schools and sustained in the future to help all students and teachers thrive.

TWO SESSION SERIES: LEADERSHIP FOR SOCIA LLY AND EMOTIONALLY RESPONSIVE SCHOOLS WORKSHOP

“Nurturing Resilience: Understanding and Effectively Responding to Our Students’ Stress and Trauma”

Tuesday, March 17
Tuesday, May 19
8:30-2:30

South Brunswick Board of Education Office
231 Black Horse Lane
Monmouth Junction, 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 (March 17): “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 (May 19): “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.

NJCEE-CENTRAL SUPERINTENDENTS’ SHARING AND PLANNING MEETING
“Continuing the Momentum for Increasing Inclusion, Opportunity and Access”

Thursday, March 26
1:00-3:30

South Brunswick Board of Education Office
231 Black Horse Lane
Monmouth Junction, NJ

This will be a highly interactive culminating forum for Superintendents’ and/or Assistant Superintendent/Curriculum Directors continued sharing of district successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on current Consortium activities, affirm continued commitment and provide input for program planning in the 2020-21 school year.

Updated August 1, 2019
# ANTICIPATED 2019-20 NJCEE-CENTRAL MEMBER DISTRICTS

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<tr>
<th>District</th>
<th>Superintendent</th>
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<td>East Brunswick Public Schools</td>
<td>Victor Valeski</td>
<td>East Brunswick, NJ</td>
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<td>East Windsor Regional SD</td>
<td>Mark Daniels</td>
<td>Hightstown, NJ</td>
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<td>Ewing Township Board of Ed</td>
<td>Michael Nitti</td>
<td>Ewing, NJ</td>
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<td>Franklin Township Public Schools</td>
<td>John Ravally</td>
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<td>Hamilton Township SD</td>
<td>Scott Rocco</td>
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<td>Brian Zychowski</td>
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<td>South Brunswick School District</td>
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<td>Watchung Hills Regional HS District</td>
<td>Elizabeth Jewett</td>
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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.

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