

DEPARTMENT OF EDUCATION AND INFORMATION SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

THE LONG ISLAND CONSORTIUM FOR EXCELLENCE AND EQUITY – SUFFOLK COUNTY

“Preparing Each and Every Student for Success in Post-Secondary Education and in Life”

The Long Island Consortium for Excellence and Equity-Suffolk is an evolving collaborative network of Suffolk County, NY school districts that have committed to learn and work together to support and nurture the school and life success of ALL 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 achievement, access to high level educational learning opportunities, and equity in attainment.

2018-19 CONSORTIUM SESSIONS

DATE	TIME	LOCATION	PRESENTER	TOPIC
10/15/18	8:30am–2:30pm	ISC – Holbrook	Dr. Erick Witherspoon	Educational Equity Through Cultural Proficiency Day 1
11/20/18	8:30am–2:30pm	ISC – Holbrook		Educational Equity Through Cultural Proficiency Day 2
12/6/18	8:30am–2:30pm	ISC – Holbrook		Educational Equity Through Cultural Proficiency Day 3
1/14/19	8:30am–2:30pm	ISC – Holbrook	Dr. Shelly Zion	Transformative Student Voices for Equity: "Nothing About Us Without Us"
2/5/19	8:30am–2:30pm	ISC – Holbrook	Dr. Nancy Sulla	Learner Active and Technology Infused Classrooms: Lessons That Build Students’ Executive Functioning Skills
3/18/19	8:30am–2:30pm	ISC – Holbrook	Michele Brooks	Family Engagement as a Lever for Improved Student Achievement
4/15/19	8:30am–11:00am	TBD	Dr. Robert L. Jarvis	LICEE-Suffolk Superintendents’ Annual Planning Meeting
5/14/19	8:30am–2:30pm	TBD	John Krownapple	Guiding Teams to Excellence with Equity

AUDIENCE: District Leadership Teams including but not limited to: Superintendents, Assistant Superintendents, Directors, Principals, Assistant Principals, Chairpersons, Teacher Leaders

REGISTER: District Leadership Team with 5 Members: **\$7000 per team**
Each additional registration/Individual registration: **\$1700 per person**

- Each team member and/or individual **MUST** register separately on MLP.
- *******For those districts sending 5 people or more, after registration is completed on MLP, please send an email to sclock@esboces.org with a list of your registrants and we will adjust the billing accordingly.

For Content Questions:

Dr. Robert L. Jarvis, Director
Penn Center for Educational Leadership
Graduate School of Education
Office: (215) 746-7375
Mobile: (215) 990-5788
rljarvis@gse.upenn.edu

**Register your
team today!**

For Registration Questions:

Bernadette Gentile, Program Administrator,
Professional Development
Education & Information Support Services
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CONSORTIUM SESSIONS 1, 2 & 3:

BUILDING LEADERSHIP FOR CULTURALLY RESPONSIVE SCHOOLS WORKSHOP SERIES

“Educational Equity Through Cultural Proficiency”

*Presented by Dr. Erick Witherspoon, National Director of Equity,
Generation Ready, New York, NY*

This highly engaging workshop 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. 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 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 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 the complex achievement gap issues
- Participants begin to design a plan for implementation at the school level

Session Three 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

DATES: **Session 1: Monday, October 15, 2018**
 Session 2: Tuesday, November 20, 2018
 Session 3: Thursday, December 6, 2018

TIME: **8:30 am – 2:30 pm**

LOCATION: **Instructional Support Center, 15 Andrea Road, Holbrook**

Dr. Erick E. Witherspoon is a National Educational Leader, Professor, and Motivational Speaker, who originally hails from the sprawling Midwest air-capital city of Wichita, Kansas. Dr. Witherspoon holds a Bachelor's of Science Degree in Elementary Education from Kansas Newman University, a Master's Degree in Educational Administration from Wichita State University, and a Doctoral Degree in Leadership for Educational Justice from the University of Redlands, Redlands, CA.

His career in education includes experience as a classroom teacher, assistant principal, principal, district leader, and adjunct professor in Southern California. Additionally, he has held many local, state, and national offices in the National Alliance of Black School Educators and serves on the California Staff Development Council. Throughout his career, Dr. Witherspoon has received numerous awards, including his selection as a San Bernardino County, ACSA Region Elementary Principal of the Year, the Golden Bell Award from the California School Boards Association, the California Association of African American Superintendents and Administrators (CAAASA) Emerging Superintendent Award, and the National Alliance of Black School Educators (NABSE) 2015 Hall of Fame Award inductee among many others.

Currently, Dr. Witherspoon serves as the National Director of Equity for Generation Ready – the nation's premiere educational professional development company based in New York, NY. Generation Ready partners with parents, school communities, and districts throughout the country to ensure success for all students.

<https://www.generationready.com/what-we-offer/cultural-proficiency/>



CONSORTIUM SESSION 4:

DIVERSE STUDENT LEARNERS AND SCHOOL IMPROVEMENT WORKSHOP

“Transformative Student Voices for Equity: Nothing About Us Without Us”

*Presented by Dr. Shelly Zion, Executive Director of the Center for Access, Success and Equity;
Professor, Language, Literacy and Sociocultural Education,
College of Education at Rowan University, Glassboro, NJ*

Transformative Student Voice (TSV) refers to sustained and systemic opportunities for historically marginalized students to inquire about the root causes of problems in their schools and take action to address them by working with adults to develop and implement improved policies and practices. National and local models of impactful adult-student partnerships in schools will be highlighted.

Participants (including your students) will begin processes for developing TSV Learning Communities in their schools focused around shared learning around equity, participatory action research and influencing new policies and practices. Expected outcomes of successful TSV initiatives include:

- Students developing as critically conscious leaders and civic actors.
- Teachers improving their capacity to share power, facilitating participatory action research, and taking on leadership in their schools.
- Schools and school districts sustaining systems that lead to more socially just and developmentally responsive schools.

DATE: Monday, January 14, 2019

TIME: 8:30 am – 2:30 pm

LOCATION: Instructional Support Center, 15 Andrea Road, Holbrook



Dr. Zion's work is multi-disciplinary, grounded in the social sciences, and specifically within sociology as it seeks to understand how institutions, social systems and individual experiences create and sustain systems of power and privilege that ensure access for some while excluding others. Her research is situated within a framework of sociopolitical development, informed by a range of critical theoretical perspectives, and advanced by an understanding of the nature of both individual and systemic change. This framework requires that to impact a transformation of the current public education and other social systems towards goals of equity and social justice, we must work to disrupt dominant ideologies by creating spaces in which people begin to develop a critical understanding of the cultural, political, economic, and other institutional forces that perpetuate systems of privilege and oppression. Practically, this translates to a focus on teaching for social justice-preparing educators, students, community members to be active participants in ending oppression through empowerment and organizing.

<https://academics.rowan.edu/education/CASE/About%20Us/index.html>

CONSORTIUM SESSION 5:

ENGAGING AND TEACHING DIVERSE LEARNERS WORKSHOP

“Learner Active and Technology Infused Classrooms: Lessons That Build Students’ Executive Functioning Skills”

*Dr. Nancy Sulla, President and Educational Consultant and Author,
Innovative Designs for Learning, Naples, FL*

A significant amount of content is available today through the Internet. Need to learn a skill? Google it! However, to be able to take advantage of that content, you need some foundational skills, such as: focusing, holding on to information while considering other information, initiating a task, identifying cause-and-effect relationships, persisting in a task, and more. These are the skills of executive function, without which, academic content is inaccessible. The rush to build academic achievement in struggling students has focused on better materials and better lessons. Still, a teacher can present the best lesson possible, but if students lack executive function, it will fall flat.

Nancy believes that the skill areas of executive function (working memory, cognitive flexibility, planning, reasoning, problem-solving, inhibitory control, and self-awareness) are more critical to student achievement than we think. Yet executive function skills are not taught through lessons, but built through continual practice using a specific part of the brain. Her instructional model engages students in a problem-based approach to understanding and applying content, with students taking greater responsibility for their own learning. Join her for an engaging workshop that will immerse you in a student-centered learning environment that builds executive function.

DATE: Tuesday, February 5, 2019

TIME: 8:30 am – 2:30 pm

LOCATION: Instructional Support Center, 15 Andrea Road, Holbrook

Dr. Nancy Sulla is an author, national speaker, and thought leader in transforming learning environments to build student engagement, empowerment, and efficacy. As the creator of the Learner-Active, Technology-Infused Classroom and founder of IDE Corp. – Innovative Designs for Education, Dr. Sulla leads her educational consulting firm in the pursuit of equity-focused instructional design, positioning students to change the world.

Designing student-driven classrooms is the subject of Nancy’s first book, *Students Taking Charge: Inside the Learner-Active, Technology-Infused Classroom*. Her second book, *It’s Not What You Teach But How: 7 Insights for CCSS Success* offers critical insights for achieving levels of standards-based learning focused on understanding and application.

In her latest book, *Building Executive Function Skills: The Missing Link to Student Achievement* she frames executive function skills as a requirement for mastering six increasingly complex life skills that should be the goal of any school: conscious control, engagement, collaboration, empowerment, efficacy, and leadership. <https://www.idecorp.com/>



CONSORTIUM SESSION 6:

FAMILY AND COMMUNITY PARTNERSHIP WORKSHOP

“Family Engagement as a Lever for Improved Student Achievement”

*Presented by Michele Brooks, Principal Consultant,
Transformative Solutions in Education, Jacksonville, FL*

In this highly interactive session, participants will explore the links between family engagement and student achievement and examine strategies for effectively engaging our diverse families in their children's learning and school improvement utilizing the US Department of Education's Dual Capacity Building 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.

DATE: Monday, March 18, 2019

TIME: 8:30 am – 2:30 pm

LOCATION: Instructional Support Center, 15 Andrea Road, Holbrook



Michele P. Brooks is a parent activist, educational advocate and educator. She currently serves as the Principal Consultant for Transformative Solutions in Education. In her former role, she served as Assistant Superintendent in the Boston Public Schools, with specific oversight of family, student and community engagement through the BPS Office of Engagement. She has over twenty-five years of organizational development experience working with both non-profits and public institutions. She has successfully developed and implemented a framework that strategically aligned engagement capacity building efforts to the core academic priorities and direction of BPS. The U.S. Department of Education's Dual Capacity-Building Framework for Family and School Partnerships was heavily influenced by the framework implemented in Boston during her tenure. In 2013, Ms. Brooks was named one of fifteen nationally recognized “Leaders to Learn From” by Education Week Magazine.

<http://www.transformativesolutions.org/about-us>

CONSORTIUM SESSION 7:

LICEE-SUFFOLK SUPERINTENDENTS' ANNUAL PLANNING MEETING

“Sharing Our Districts’ Theories of Action for Increasing Equity and Opportunity”

Presented by Dr. Robert L. Jarvis, Director of K-12 Outreach and Equity Leadership Initiatives, Penn Center for Educational Leadership, Graduate School of Education, University of Pennsylvania, 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 2018-19 Consortium activities and affirm continued commitment and provide input for program planning in the 2019-20 school year.

DATE: Monday, April 15, 2019

TIME: 8:30 – 11:00 am

LOCATION: TBD

Bob currently serves as the Director of K-12 Outreach and Equity Leadership Initiatives for the Penn Center for Educational Leadership in the Graduate School of Education at the University of Pennsylvania. He has nurtured the development of nine regional consortia of school districts focused on “excellence through equity”. 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.

<http://www.gse.upenn.edu/pcel/programs/leei/projects>.



CONSORTIUM SESSION 8:

BUILDING LEADERSHIP FOR CULTURALLY RESPONSIVE SCHOOLS WORKSHOP

“Guiding Teams to Excellence With Equity: Culturally Proficient Facilitation”

*John Krownapple, Cultural Proficiency Coordinator,
Department of Diversity, Equity and Inclusion
Howard County Schools, Woodstock, MD*

Despite well-intentioned efforts, schools continue to suffer from persistent inequities. Move beyond good intentions by growing as a culturally proficient facilitator and developing what it takes to guide the transformation of a school or district into one that is inclusive, equitable, and excellent for students in all demographic and identity groups. Explore the shift in mindset required to achieve excellence with equity. Increase your effectiveness as a culturally proficient facilitator of professional learning and organizational change. Participants will have the opportunity to:

- Enhance their capabilities to shape professional learning environments that facilitate transformation from unhealthy mindsets that perpetuate inequity and exclusion to healthy mindsets that support excellence with equity.
- Develop an understanding of what is necessary to lead transformative professional learning that leads to profound change for equity and inclusion.
- Identify knowledge, skills, and dispositions of culturally proficient facilitators of transformative professional learning systems.
- Experience powerful strategies, protocols and moves to add to your repertoire as a leader of professional learning.

DATE: Monday, May 13, 2019

TIME: 8:30 am – 2:30 pm

LOCATION: TBD



John Krownapple specializes in facilitating professional learning and organizational development focused on social justice, equity, diversity and inclusion. In his book *Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation* (2017), he offers educational leaders support for enhancing their knowledge, skills, and dispositions for facilitating effective, equity-focused professional learning. Since 2007 he has led the development and implementation of one of the first and most comprehensive Cultural Proficiency programs in the United States. John continues to administer this program for the Howard County Public School System (Maryland) in his role of Coordinator for the Department of Diversity, Equity and Inclusion, where he has guided transformative processes for a variety of teams and groups: organizational leaders, staff members, partners, government officials, students, and families. As an educator for over two decades, John has served as an equity specialist; district office administrator; professional development facilitator; language arts and social studies curriculum specialist; and elementary teacher. He is also an adjunct professor at Johns Hopkins University and McDaniel College.



EASTERN SUFFOLK BOCES PROFESSIONAL DEVELOPMENT ONLINE REGISTRATION DIRECTIONS

****TO REGISTER FOR Eastern Suffolk BOCES WORKSHOPS, REGISTER THROUGH THE ACTIVITY CATALOG****

[Check with your district to see if you are a member of Frontline/MyLearningPlan](#)

For Frontline/MyLearningPlan Member Districts AND NON-Frontline/MyLearningPlan Member Districts:

To see available courses and to register:

- Go to the website: <http://webreg.esboces.org>
- Under 'Search Options' at the top center, select and check '**Eastern Suffolk BOCES Professional Development Program' from the drop down list and click search;**
- Workshops are listed in chronological order
- Select the title of the course you would like to enroll in
- Click the **ENROLL** button at the bottom of the page
- Select the **correct** login method that applies to you (1) **registered user**; (2) **new user**; (3) **MyLearningPlan.com user**
- After you choose your login method then **Enter User Name & Password – select Log in**
- Enter and update (if needed) your personal account registration information
- Click **Update & Continue**
- Select payment method
- Click on the checkbox to agree to the Terms and Conditions regarding registration and/or cancellations –
"REGISTRATION AND/OR CANCELLATIONS ARE DUE 10 SCHOOL DAYS PRIOR TO THE EVENT. THE DISTRICT WILL BE BILLED UNLESS CANCELLATION IS RECEIVED."
- Click **SUBMIT**
- Select '**Request Approval**' on the following screen if you are a **Frontline/MyLearningPlan district** - If you are a Frontline/MyLearningPlan District, and depending on your district, you will need to fill out the next screen titled "Regional Provider Form" making sure to fill out all required information; **IF ALL NECESSARY INFORMATION IS NOT ENTERED, A FORM ERROR WILL BE OCCUR AND YOU WILL NOT BE FULLY ENROLLED**
- Click **SUBMIT** once **ALL** fields are filled out
- If you are **NOT A Frontline/MyLearningPlan district**, print out the **ENROLLMENT FORM** and **AFTER RECEIVING ADMINISTRATIVE SIGNATURE** on this form, fax back to **631-244-4216**
- You will receive an e-mail once you are fully registered
- Click **RETURN TO MAIN** and then **LOGOUT** to finish the process

****PLEASE NOTE THAT SUBMITTING ONLY AN INTERNAL CONFERENCE REQUEST FORM DOES NOT REGISTER YOU FOR OUR WORKSHOPS/CONFERENCES – IT MUST BE DONE THROUGH THE ESB REGIONAL CATALOG****

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the implementation of the above laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org; the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, OCR.NewYork@ed.gov.