

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.

2019-20 CONSORTIUM SESSIONS				
DATE	TIME	TOPIC	PRESENTER	LOCATION
10/22/19 and 11/26/19	8:30 am – 2:30 pm	Schools Where All Students Thrive: How Youth Participatory Action Research (YPAR) Can Foster Educational Equity and Improve School Climate and Learning	William Preble, Ed.D.	Instructional Support Center at Sequoya 750 Waverly Ave Holtsville, NY 11742
12/4/19 and 1/21/20	8:30 am – 2:30 pm	Understanding and Effectively Responding to Our Student Stress and Trauma	Frank J. Kros, MSW, JD	
2/13/20	8:30 am – 2:30 pm	Elevating Educational Equity Through Social Emotional Learning	Thom Stecher	
3/11/20	8:30 am – 2:30 pm	Transforming Our Professional Practice Through Equity	Natalie McGee	
4/2/20	8:30 am – 11:30 am	LICEE-Suffolk District Administrator’s Sharing and Planning Meeting: Sharing Our Successes and Addressing Barriers to Equity	Robert L. Jarvis, Ph.D.	
5/5/20	8:30 am – 2:30 pm	The BASIS of Our Work: Nurturing Our Students’ Belonging and Sociocultural Identities in Our Schools	Cindi Sternfeld, MA, Ed.S.	

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, LICEE-Suffolk Director
Catalyst @ Penn GSE
University of Pennsylvania
Graduate School of Education
Office: (215) 746-7375
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rljarvis@upenn.edu

**Register your
team today!**

For Registration Questions:

Bernadette Gentile, Program Administrator,
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Office: (631) 244-4201
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CONSORTIUM SESSIONS 1 & 2

Schools Where All Students Thrive:

How Youth Participatory Action Research (YPAR) Can Foster Educational Equity and Improve School Climate and Learning

Presented by William Preble, Ed.D., Professor of Education, New England College, and Director of the Center for School Climate and Learning, Manchester, New Hampshire

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 these two sessions. 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.

We will examine how schools across the United States 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 1:

1. 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.
2. 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.
3. 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.
4. To review, design and share simple action steps, activities and projects and that will help all students and teachers thrive in Consortium Schools.

Goals for Session 2:

1. 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.
2. To share the ways that students, teachers and school leaders applied the YPAR Action Model in their schools, classrooms and organizations.
3. 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.

DATES: Session 1: Tuesday, October 22, 2019

Session 2: Tuesday, November 26, 2019

TIME: 8:30 am – 2:30 pm

LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville

William Preble Ed.D. is currently a Professor of Education at New England College, teaching in NEC's Doctoral Program in Educational Leadership as well as the undergraduate Teacher Education Program. Bill was NEC's Kilgore Award-winning Professor of the Year in 2011, and he was awarded the Faculty of the Year Award in Education in 2015. He is also a proud member of the National Science Foundation's We the People Math Literacy Alliance, whose mission is to ensure quality education and math literacy as a civil right for students in the bottom quartile on mathematics tests.

Bill is the founder and Executive Director of the Center for School Climate and Learning, which provides schools, organizations, and government agencies with school climate and culture research and evaluation and professional development services. Bill has worked in hundreds of schools across the country to help school leaders, teachers, and students amplify student voice and expand student leadership opportunities to improve school climate and culture. He is the author of two books: *The Respectful School* (ASCD), written with Steven Wessler (2003), and *Transforming School Climate and Learning* (Corwin, 2011) and his work has been featured in numerous books and educational journals. Bill and his wife Holly have two children and he enjoys spending time at his family cottage in Maine and playing the drums whenever he can.



CONSORTIUM SESSIONS 3 & 4

Understanding and Effectively Responding to Student Stress and Trauma

Presented by Frank J. Kros, MSW, JD

*President, Kros Learning Group; Consultant, TranZed Institute;
Director of the National At Risk Education Network, Baltimore, MD*

Day 1: “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 those students who do not experience trauma...yet suffer the significant challenges of severe anxiety and chronic stress due to personal and/or school challenges?

This workshop 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 identify 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.

Day 2: “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.

DATES: **Session 1: Wednesday, December 4, 2019**
 Session 2: Tuesday, January 21, 2020

TIME: **8:30 am – 2:30 pm**

LOCATION: **Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville**

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

Frank is a worldwide speaker and presents seminars to parents, educators, child-serving professionals and their leaders on various topics including brain-based learning, attention-deficit hyperactivity disorder (ADHD), neuroscience of the teenage brain and brain-compatible organizational leadership. He also speaks on the effects of stress, child abuse and poverty in relation to brain function and development. He has presented his workshops at national education, social work and human services conferences, and Frank was awarded a Maryland Governor’s Citation for his speaking efforts. In addition to lecturing nationwide, he co-authored the books *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* (2005) and *The Upside Down Organization: Reinventing Group Care* (2008). Frank received his law degree magna cum laude in 1993 from Notre Dame Law School, where he served on the Notre Dame Law Review. He also holds a master's degree in social work from the University of Nebraska at Omaha and a bachelor's degree in psychology from Creighton University.



CONSORTIUM SESSION 5

Elevating Educational Equity Through Social Emotional Learning

*Presented by Thom Stecher,
Stecher and Associates, Malvern, PA*

Educators must ensure a healthy, safe learning environment in which each student feels supported, engaged, and challenged. However, institutional barriers exist that hinder our students' academic, social, and emotional growth. By integrating social-emotional learning (SEL), educators can dismantle barriers, heal wounds from inequity, and cultivate students' social-emotional skills. In this session, educators will study the five competencies of SEL (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as well as recognize the social, emotional, and cognitive benefits of SEL integration.

Participants will reflect on their identity development and how this influences their daily interactions with others, thus acknowledging that culture serves as a predominant force in teaching, learning, access, and achievement. After analyzing the Cultural Proficiency Continuum, educators will devise a course of action that leverages their own SEL strengths, fosters the SEL skills of their students, deconstructs barriers to equity, and creates a more inclusive learning environment.

DATE: Thursday, February 13, 2020

TIME: 8:30 am – 2:30 pm

LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville

Thom Stecher is a nationally-recognized motivational speaker and educational consultant. He specializes in self-esteem, wellness, and student assistance programs. Raised in a family of educators, Thom believes that education is a life-long process and that we all teach best what we most need to learn. It is therefore imperative that we teach each other. Thom has spent over 40 years educating and mentoring students, teachers, administrators and board members. He is one of the original developers of the nationally-recognized and acclaimed Masonic Model Student Assistance Program and has expanded the model to developmentally appropriate programs at the elementary, middle, and high school levels. The program is in use in over 30 states, and in Canada.

Thom's current passion is providing school board and administrative retreats and professional learning opportunities for K-12 staff. The primary focus of this work is the integration of social emotional learning with academic achievement and helping school districts transform into Whole Child centered environments. Thom believes that budgets and test scores must be subordinate to people. Caring for students and staff must be our highest priority. Connection, compassion, and courage are the future of education.



CONSORTIUM SESSION 6

Transforming Our Professional Practice Through Equity

*Presented by Natalie McGee,
Lead Consultant, Generation Ready, New York, NY*

We are all coming to understand that school leaders play a critical role in leading the charge for transforming professional practice for equity and inclusion at the classroom and school level. Building upon our three-day Equity Through Cultural Proficiency workshop series in 2018-19, this workshop will provide additional interactive experiences designed to explore how the culture of the school organization correlates with the ability to leverage equity and inclusion.

This workshop will continue to reinforce our awareness, knowledge, and skills related to the impact of personal and professional belief systems and will serve to develop cultural responsiveness necessary to create conditions for educational access. School practitioners will continue to build their cultural proficiency through engaging exercises that respond to challenges and proactively plan for issues that may emerge in their diverse school environments.

DATE: Wednesday, March 11, 2020

TIME: 8:30 am – 2:30 pm

LOCATION: Instructional Support Center @ Sequoia, 750 Waverly Ave, Holtsville

Natalie McGee is an experienced educational coach and facilitator who has taught for more than a decade in public school settings. A graduate of Baker University's school leadership program, she has served eight years as a district-level instructional coach and facilitator for the Wichita Public School system. Supporting and supervising leaders and teachers in a district with over 60 elementary schools has provided Ms. McGee with practical experience for translating research into practice for student success. During her 18-year career, she also served as an adjunct professor for a local university and has presented her own research at several conferences. McGee is a national presenter on topics such as Cultural Proficiency, Common Core State Standards (CCSS) implementation, Multi-Tiered System of Support (MTSS), Caring Teachers Connect, as well as Building Vocabulary Skills, and Reading Comprehension. She has conducted state education department workshops throughout the state of Kansas and numerous nationwide workshops for districts and schools.

As an Educational Consultant of Generation Ready, she assisted in designing district cultural proficiency modules for customers and continuous learning modules for company employees. Ms. McGee, a coach for both Leaders and Teachers, specializes in combining research-based strategies with practical applications. Her work with classroom teachers and school administrators within the Little Rock, AR school district resulted in gains in student achievement. She is a strong advocate for children and believes in collaboration to assist families in helping children to be successful in school, and in life.



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 the Penn Coalition for Educational Equity for
Catalyst @ Penn GSE, 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 2019-20 Consortium activities and affirm continued commitment and provide input for program planning in the 2020-21 school year.

DATE: Thursday, April 2, 2020

TIME: 8:30 – 11:30 am

LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville

Bob currently serves as the Director of the Penn Coalition for Educational Equity for Catalyst @ Penn GSE in the Graduate School of Education at the University of Pennsylvania. He is currently organizing and supporting the work of six regional consortia of school districts in NY, PA and NJ focused on promoting "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. Bob received his Ph.D. and M.A. degrees in Educational Psychology from Michigan State University. <https://www.gse.upenn.edu/catalyst/educational-equity>



CONSORTIUM SESSION 8

The BASIS of Our Work: **Nurturing Our Students' Belonging and Sociocultural Identities In Our Schools**

Presented by Cindi Sternfeld, M.A., Ed. S., Licensed Professional Counselor

Belonging has long been recognized as a fundamental need and motivator. This introductory workshop of BASIS (Belonging and Sociocultural Identities in Schools) professional development series is designed specifically for school/districts. In this training, participants gain a foundational understanding of school belonging and its relationship to supporting one's sociocultural identities (i.e. class, disability, ethnicity, family structure, gender, race, religion and sexual identities).

Recent research has linked belonging's importance to successful learning and self-esteem development for K-12 students. School personnel's own sense of belonging is also addressed since those who experience a positive sense of belonging in their workplace have greater satisfaction, engagement, teamwork and retention.

For both students and personnel when a sense of belonging is lacking, the opportunity for disconnection and discord is greater. The workshop will also provide information and practice addressing such missteps and putdowns from students as well as colleagues.

DATE: Tuesday, May 5, 2020

TIME: 8:30 am – 2:30 pm

LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville

Cindi Sternfeld, M.A., Ed.S., is national trainer, licensed counselor, and educator. Cindi is fluent in American Sign Language and during her 25+ years at New Jersey's Katzenbach School for the Deaf she was a classroom teacher, Independent Living Program Coordinator, Statewide Substance Abuse Prevention Counselor, Peer Leadership Coordinator, School Based Mental Health Counselor and Director of Campus Life. The common thread in each of these roles, that continues today, is maximizing student learning, social emotional success, and a sense of belonging.

Her years of experience working in schools as an educator, school counselor and administrator provide her with practical and relevant experience supporting a range of professionals in school settings. She trains on a variety of topics related to sociocultural identities in schools as well as reducing anxiety for students. As a teacher and as a clinical supervisor, she seeks to create respectful, safe and fun learning environments. Her goal is to help participants add new skills and new understandings that will enhance and reinvigorate their work with children. Cindi provides individuals, couples and family counseling and clinical supervision in her private practice which is located in Lambertville New Jersey.





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****

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