

School Culture that Respects Human Dignity and Diversity: Haddonfield High School Rm 2096

Presenters: Matthew Maguire, Dean of Students; Tammy McHale, Principal; Stacey Brown-Downham, Teacher/Education Association Co-president Haddonfield High School

Description: Students, teachers, parents and other stakeholders at Haddonfield High School are taking steps to positively influence its School climate by exploring human dignity and celebrate diversity among us. Principal Tammy McHale, Dean of Students Matthew Maguire, and Teacher/Education Association Co-president Stacy Brown-Downham will model selection from their district's activities (which included common school-wide lessons and schedule, student/staff surveys, parent communication methods, and follow up trainings) and share their reflection and upcoming plans for future curriculum.

Pre-Service Teacher Collaborative Professional Development and Research as Means to Amplify Students Voice Rm 2097

Presenters: Madjiguene Fall, Professor-in-Residence, Rowan University; Heather Mingin, Grade 4, West Avenue School, Bridgeton, NJ; Lauren Nicosia, Music Teacher, West Avenue School, Bridgeton, NJ

Description: To address the gap between the knowledge acquired by clinical interns in Education courses and the practice expected in their internship school community, two teachers and a Professor-In-Residence developed a series of professional development (PD) workshop that included a research component. These PD/Research workshops utilized Reflective Inquiry as a theoretical framework and were participatory in nature. Findings of the first workshop, which aimed at examining the factors that constituted a gap in clinical practice interns' theoretical and practical understandings of teacher evaluation, will be shared in this session. The audience will be offered details on the process of creating and implementing this PD/Research model. The presenters will lead a discussion on how this type of project can improve teachers' mentoring of preservice teachers and assist in creating an environment of collaboration and reflexivity around the clinical internship experience, especially in the context of professional development schools (PDS).

Thank you for joining us!

For information on the Center for Access, Success & Equity (CASE) and other upcoming events please visit rowan.edu/case.

AM Breakout Sessions (10:30 – 11:45 AM):

“Good Work” – A Narrative of Two Critical White Male Educators Rm 2096

Presenters: Daniel P. Tulino, Professor in Residence, Rowan University; Eric Brown, and Susan Brennan

Description: Over the past decade, two White male educators have engaged in what many might consider “good work” in their classrooms. During this presentation, they will share their experiences from their middle school English Language Arts and History classes. This discussion will include an honest dialogue of their many successes, challenges, and missteps along the way while trying to engage in a pedagogy focused on critical literacies and inclusive practices. The presenters will also speak to how they chose to continue this work in the face of various forms of resistance over the years.

The Science Success Story at Lumberton Middle School: The Importance of Curriculum and Pedagogy in Equity Work Rm 2097

Presenters: Joseph Landowska, Superintendent Lumberton Township

Description: Participants will learn about the Lumberton model of Next Generation Science Standards adoption that led to dramatic increases in student achievement. The collaborative decision-making process, which began with active listening, will be discussed in detail. The contribution of the district science leadership team and the district's strategic planning process will also be highlighted. Find out how all children can benefit from a challenging, engaging and inquiry-based curriculum. The session will demonstrate significant narrowing of achievement gaps in many sub-groups.

Equity Council's Leading Equity Work Rm 2103

Presenters: Patricia L. Haney, Superintendent; Jake Neary, Technology Coach; Sandy Ridgway, Math Interventionist; Carolyn Grasso, Teacher of Technology; Angelica Magazu, Middle School English Language Arts; Laura Flynn, Supervisor of Special Services - Logan Public Schools

Description: The Logan Township School District formed an Equity Council whose mission was to ensure that the Equity-related values stated in the district's Mission Statement were understood and embraced by staff and students. After a year of intense training, the Council recently

led several workshops to heighten awareness on microaggressions and guided staff with appropriate responses. This presentation will focus on the journey of this Equity Council as individuals and as a team which is now comfortable leading the district in promoting Equity-related values in an inclusive setting.

Centering Student Voice in Equity Work Rm 2104

Presenters: Dr. Shelley Zion, CASE Executive Director; Jessica Neuman, Graduate Research Assistant, MA in Urban Education & Community Studies, Rowan University

Description: In this session, we'll share a transformative student voice process that engages students in critical conversations about educational equity. In this process, the students (grades 4-12) are identifying issues, developing research questions, designing data collection approaches, analyzing data, and making practice and policy recommendations to school leadership.

Diversity Initiatives in Elementary School Rm 2105

Presenters: Gerry Bissinger, Principal, Elizabeth Haddon School; Shannon Simkus, Principal, Central Elementary School - Haddonfield Public Schools

Description: Attend this session to learn about rolling out various diversity initiatives in elementary school. Topics explored will include: teacher training, establishing a Community Partners group with parents and teachers, creating an international school partnership, implementing elementary-wide diversity lessons, movie nights involving students and parents, creating diverse classroom libraries, one school-one book project, and establishing an elementary student voice group. Goal of the session is for you to leave with resources you can use in your school.

PM Breakout Sessions (1:45 – 3:00PM):

Moving from Holiday Celebrations to Multiple Representations Rm 2104

Presenters: Dr. Kristi Jansen, Supervisor of Curriculum and Instruction; Deirdre Reilly, Middle School English Language Arts Teacher; Colleen Fogarty, Elementary Special Ed Teacher - Logan Public Schools

Description: Over the last two years, members of the Curriculum Team at Logan Public School District have been working toward a more equitable curriculum across all grade levels and disciplines. In the

process, several major shifts have occurred and victories won. This presentation will explore the process for curriculum review and revision, as well as highlight some of the major discoveries, changes, and resistances the team experienced along the way.

Exploring One School's Journey to Equity Rm 2105

Presenters: Karla Morales & Christian Lynch, Teachers Kingsway Regional School District, Dr. Adam Alvarez Rowan University

Description: While many school leaders and teachers recognize the importance of building learning environments where more students are successful, much of their efforts depend on whether or not supports are in place. In particular, whether or not teacher leaders are supported to advance equity could be vital for schools. In this session, we discuss how one teacher equity group came together to discuss broad and local topics of social inequity. Furthermore, two representatives from this teacher equity group shed light on their learning process and their hopes for reshaping their school so that more students are successful. This session will be useful for both educators who are interested in strengthening their school's current equity efforts and educators who are interested in leading their school's future equity efforts.

Using PDS to Increase the Number of Students with Disabilities Accessing Inclusive Classrooms Rm 2103

Presenters: Andrea LoCastro, PDS Teacher Co-Liaison; Lisa Rencher, PDS Teacher Co-Liaison - Bowe School, Glassboro

Description: The purpose of this presentation is to highlight the actions of one school in the Northeastern United States that used professional development school (PDS) – university relationships to create the foundations of sustainable inclusive education practices to increase the number of students with disability labels accessing inclusive classrooms. The following research questions informed this project: 1. What foundational steps can PDS steering committees take to responsibly and effectively increase the number of students with disability labels accessing inclusive classrooms? 2. In what ways can these foundational steps be leveraged to improved inclusive education practices and positively impact educational outcomes for students with disability labels?