

New Jersey Consortium for Excellence Through Equity

PROGRAMMING PREVIEW
2023-2024



Coalition for
Educational Equity



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Programming Preview - Fall 2023

Understanding Systems & Implementing Equitable Practices

This cluster of workshops and offerings focuses on systemic approaches and practices to student supports. Our goal is to help you and your staff view strategies as interconnected interventions that can support improved student outcomes and experiences.

Topics and Presenters

- Equitable Practices in MTSS/PBIS with Dr. Nikole Hollins-Sims
- Restorative Practices with Akoben Consulting
- Systemically Trauma Informed Practice with Dr. Addison Duane, Dr. Simona Goldin, Dr. Debi Khasnabis

Sample Workshop Descriptions

"If I only had a framework": How to create equitable MTSS/PBIS

During this session, the presenter will describe the value of engaging in an intentional journey to create equitable and inclusive learning environments. Positive behavior intervention and supports (PBIS), steeped in the concept of Multi-Tiered Systems of Support (MTSS), is a framework centered in prevention and the development of healthy school climates. While this framework is evidence-based and longstanding, schools are still seeing disproportionate outcomes in disciplinary practices, students and staff who are not experiencing the climate in the same way as their peers, or have abandoned the framework altogether. The presenter will discuss teaming, evaluation, intentionality around equitable data-based decision making and the engagement of families and communities.

Session 1: Systemically Trauma Informed Practice: What is it and why does it matter?

In this foundational session. Participants will develop familiarity with trauma and its impacts, while applying a systemic lens to the roles inequitable practices play in addressing trauma.

Session 2: Analyzing Trauma in Schools

Participants will study a case example to apply the SysTIP framework and identify the impact of systemic factors and potential systemic and individual interventions. We will continue to bring attention to both the individual and the system-level production and interruption of trauma.

Programming Preview - Spring 2024

Understanding Student Experiences and Providing Targeted Supports and Instruction

This cluster of workshops and offerings focuses on understanding a variety of student experiences and the targeted supports or instructional practices needed to best support students with a variety of needs, backgrounds, and identities.

Topics and Presenters

- Supporting Newcomer Students with Dr. Sophia Rodriguez
- Supporting English Learners with Andrea Bitner
- Disrupting the Model Minority Myth with Helen Lee and Dr. Stephanie Leister
- Understanding the Experiences of Black and Brown Boys in School
- Collaboration Strategies that Support Students Receiving Special Education Services

Sample Workshop Descriptions

Supporting and welcoming newcomer immigrant youth in K-12 schools

In this first session, Dr. Sophia Rodriguez will highlight critical learnings from her decade of research about immigrant youth perspectives about belonging, and educator and school-based personnel about immigrant youth, with special attention to newcomer populations.

Understanding the current landscape of immigration policy and enforcement and how it impacts the everyday lives of immigrant youth and their families is a critical component of building inclusive, asset-based environments and practices for these young people.

Session 1: How to Excel Your EL: Accessible, Automatic, Asset Based Resources to Confidently Instruct All EL Students

This workshop models “use tomorrow” strategies and resources to schedule, instruct, grade and accommodate content curriculum for all K12 EL students.

Session 2: From Registration to Navigation: Successful Engagement With EL Families

This engaging training session will increase confidence for office teams, nurses, guidance counselors, resource officers, school psychologists, and social workers in resources to connect, communicate, and respond to the needs of EL Families.

Programming Preview - Other Offerings

The Coalition will also offer webinars, q&a sessions with book authors, and other engagement opportunities to provide support and continued learning to educators in our networks.

Topics and Presenters

- Navigating Equity with Civility in a Politicized Climate with Dr. Andrea Kane and Tomea Sippio-Smith
- Equitable Practices in STEM Assessment with Dr. Lizette Burks
- Trouble Letting Go: Understanding and Responding to Substance Use and Addiction in the Developing Brain with Frank Kros
- Book Q&A for *The Innocent Classroom*
- Support for Students with Disabilities

Sample Session Description

Book Q&A with *The Innocent Classroom*

Participants will learn the foundational concepts of the Innocent Classroom relationship-building methodology. They will be able to define the role of relationships as critical to their equity, engagement, and student belonging efforts and will investigate the possibility and role of Innocence as a part of their school system. Participants will create actionable steps to implement the knowledge and skills gained in the book and guided conversation.

Navigating Equity with Civility in a Politicized Climate Workshop

School districts continue to face barriers to effectively and consistently implementing inclusive policies. In this workshop, we will give educators tools to learn how to civilly communicate with each other and the communities they serve on issues of equity. Participants will leave the conversation with tools they can utilize to have conversations with the public about the work they are doing and they will also receive research and resources that support the use of equity in schools for all students.give educators tools to learn how to civilly communicate with each other and the communities they serve on issues of equity. Participants will leave the conversation with tools they can utilize to have conversations with the public about the work they are doing and they will also receive research and resources that support the use of equity in schools for all students.

Speaker Bios

This speaker bio list highlights some of the experts that will engage with our member districts over the next academic year.



Dr. Andrea Kane, University of Pennsylvania GSE

Andrea M. Kane is a Professor of Practice in Educational Leadership at the University of Pennsylvania's Graduate School of Education. Previously, she served as Superintendent of Schools for Queen Anne's County Public Schools in Maryland. Her tenure as a teacher and administrator in K-12 public school districts in Maryland and Virginia began in 1996 and ended in 2021. Dr. Kane held a multitude of instructional roles including para-professional, classroom teacher, assistant principal, principal, senior manager for school improvement, Assistant Superintendent for Curriculum & Instruction, and Associate Superintendent for School Performance prior to being appointed as Superintendent of Schools for Queen Anne's County. Dr. Kane's visionary leadership proved to be effective in large suburban, urban, and small rural districts earning her the Governor's Citation for instructional leadership.



Frank Kros, Kros Learning Group

Frank is a career child advocate, who has served as a childcare worker, child abuse investigator, children's home administrator, consultant, professor, attorney, writer and speaker. Prior to starting Kros Learning Group in April of 2019, Frank served for 18 years as an officer and executive of the Children's Guild Alliance, a multi-service children's organization headquartered in Maryland. He also served the Guild as president of the Transformation Education Institute and Director of the National At-Risk Education Network (NAREN). Frank is an award-winning speaker and has presented at numerous national education, social work, and human services conferences.

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Dr. Sophia Rodriguez, University of Maryland

Dr. Sophia Rodriguez is an assistant professor on urban education and education policy in the College of Education at the University of Maryland, College Park. Her research examines immigration policy and its effect on undocumented youth in K–12 settings, and how school-based personnel such as educators and school social workers promote equity for undocumented students. Her scholarly work appears in *Anthropology & Education Quarterly*, *Children & Youth Services Review*, *Teachers College Record*, and *Urban Education*.



Dr. Nikole Hollins-Sims, Hollins-Sims Consulting

Nikole Y. Hollins-Sims, Ed.D., is the senior educational consultant & strategist for Hollins-Sims Consultation. She formerly served as a technical assistance coordinator for the Midwest PBIS network and is a former Special Assistant to the Secretary of Education at the Pennsylvania Department of Education (PDE). Additionally, Dr. Hollins-Sims has previously served as an educational consultant for the Pennsylvania Training and Technical Assistance Network (PaTTAN), where she was the co-statewide lead for the Learning Environment & Engagement initiative. She is a Pennsylvania certified school psychologist and has conducted research around caregivers of children of incarcerated parents and their motivation to engage in family-school partnerships. Dr. Hollins-Sims has been awarded as a Moral and Courageous Leader for Education by Cabrini University in 2021, the 2021 American Psychology Association (APA) Anti-Racism School Psychology Emerging Professional Award and was named the 2021 Pennsylvania School Psychologist of the Year. In 2022, she served as the lead author of the book titled: *Creating Equitable Practices in PBIS*.

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Andrea Bitner, Educator and Consultant

Andrea Bitner is a proud English Language Learner Educator just outside of Philadelphia, PA and in her 23rd year of teaching! Throughout her 23 years in education, she has worked with students in grades K-12 as a HS English Teacher, Title 1 Reading Specialist, English Language Learner Teacher, and Teacher Mentor. She currently works with EL students in grades K-12, and travels the country inspiring and supporting educators, administrators, and support staff in how to best teach, reach, connect, and communicate with bilingual students and families. She is also the author of "Take Me Home," and a co author of "The Impact of Influence-Volume 3," and "100 No-Nonsense Things ALL School Leaders Should Stop Doing."



Dr. Addison Duane, Post-doctoral Research Fellow

Dr. Addison Duane is an Innovations for Youth post-doctoral research fellow at UC Berkeley dedicated to centering and amplifying the brilliance of children. As a former elementary school teacher, her research highlights the strengths and assets of elementary students of color and their communities as they traverse traumatic experiences. Additionally, she partners with youth to join the ongoing investigation of education as liberation. Duane earned her M.A. in Curriculum & Instruction from the University of Colorado and her Ph.D. in Educational Psychology from Wayne State University.

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Dr. Debi Khasnabis, Associate Professor

Dr. Debi Khasnabis is a clinical professor of education and chair of Elementary Teacher Education at the University of Michigan School of Education. She teaches courses in multicultural and multilingual education, in elementary teacher education, and is the chair of Elementary Teacher Education at the University of Michigan School of Education. She conducts research on pedagogies of teacher education that support the development of culturally responsive teaching. Dr. Khasnabis has designed professional development opportunities for practicing teachers across southeast Michigan on the topics of homelessness and schools, anti-bias education, trauma-informed practice, culturally responsive teaching, family outreach, and multilingual learners.



Dr. Simona Goldin, Associate Professor

Dr. Simona Goldin is a Research Associate Professor of Public Policy at the University of North Carolina. She has a Ph.D. in Educational Studies and a master's degree in management and urban policy analysis. Her research and scholarship consider efforts to transform the preparation of beginning teachers to teach in more racially just and equitable ways. Her most recent work has looked carefully at the ways that innovations are weaponized against the very communities they are meant to support. Goldin serves as co-chair of the Equity in Schools Project Team on the UNC Commission on History, Race, and a Way Forward.



Our Mission

The New Jersey Consortia for Excellence Through Equity is 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 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.

New Jersey Consortia for Excellence Through Equity

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