



Interactive and multidimensional -  
I learned new content, new  
instructional strategies, and new  
perspectives

- Assistant Principal, High School,  
Series 5, Cohort 6

Interacting and discussing with different colleagues  
from all over NJ to discuss solutions to build the  
capacity of educators to develop technology-  
infused instruction.

- Assistant Principal, Elementary, Series 5, Cohort 6



# New Jersey Leadership Academy

## Choose Your Location, Learn with Your Cohort

### Cohort 2 (at FEA)

1. Oct. 7, 2019
2. Nov. 4, 2019
3. Dec. 4, 2019

### Cohort 4 (at Brick PD)

1. Oct. 30, 2019
2. Dec. 10, 2019
3. Jan. 10, 2020

### Cohort 6 (at RCGC)

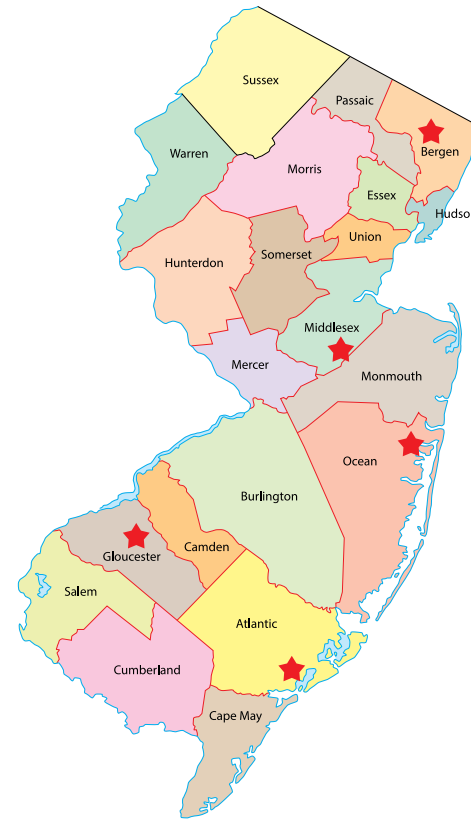
1. Dec. 13, 2019
2. Jan. 17, 2020
3. Feb. 21, 2020

### Cohort 3 (at Ramapo)

1. Oct. 11, 2019
2. Nov. 19, 2019
3. Dec. 16, 2019

### Cohort 5 (at FEA)

1. Nov. 20, 2019
2. Jan. 6, 2020
3. Feb. 3, 2020



\* \$450 for three courses.

Register now for NJLA Series 6!

[www.njpsa.org/njla6](http://www.njpsa.org/njla6)



#### Locations:

Alder Avenue Middle School  
25 Alder Avenue  
Egg Harbor Township, NJ 08234

Brick Township Professional Development Center  
(Brick PD)  
101 Hendrickson Ave., Brick, NJ 08724

Foundation for Educational Administration (FEA)  
12 Centre Drive, Monroe Township, NJ 08831

Ramapo College  
505 Ramapo Valley Road, Mahwah, NJ 07430

Rowan College at Gloucester County (RCGC)  
Business and Corporate (BAC) Center  
1400 Tanyard Road, Sewell, NJ 08080



## Series 6: *LEADing for an Equitable System of Teaching and Learning*



For more information, please contact **Donna McInerney** at NJPSA/FEA at (609) 860-1200 or [dmcinerney@njpsa.org](mailto:dmcinerney@njpsa.org) or **Frank Borelli** at NJASA at (609) 599-2900 or [fborelli@njasa.net](mailto:fborelli@njasa.net).

[www.njpsa.org/njla6](http://www.njpsa.org/njla6)





# LEADing for an Equitable System of Teaching and Learning

PSEL: 3 - Teacher Leader Domain: I

Who among us would not agree that every child has the right to equitable learning opportunities in his/her school and classrooms? Creating a system that focuses on equity requires a combination of an intentional plan for establishing a rich and inclusive learning environment, a set of expectations that guide the sound implementation of that plan, and ongoing and deep conversations with stakeholders.

What structures does a system that emphasizes equitable opportunities for every learner have in place?

How do leaders create and maintain a focus on a system in which every learner is provided with the means and resources to achieve success?

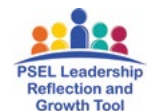
How do leaders facilitate conversations that lead to the actions that ensure students are thriving together and that those students who have been historically underserved are successful in their educational journey?

Participants in NJLA 6 will engage with a community of learners to consider strategies and actions to build a system in which equity for all students is viewed through the lens of:

- A system for standards-based curriculum design and implementation in which educators collectively develop and implement curricular and cross-curricular units of study that provide access to rich diverse learning opportunities;
- An environment that supports and strengthens a belief system that focuses on the integration of social and emotional learning into all facets of school life; and
- The development of formative assessments that drive the instructional cycle, improve student outcomes, and increase each child's potential for taking ownership in mastering their learning goals.

## Links

Professional Standards for Educational Leaders: [www.npbea.org/psel](http://www.npbea.org/psel)



FEA's PSEL Tool: [www.njpsa.org/psel-leadership-reflection-and-growth-tool](http://www.njpsa.org/psel-leadership-reflection-and-growth-tool)

Teacher Leader Model Standards: [www.tinyurl.com/teacherleaderstandards](http://www.tinyurl.com/teacherleaderstandards)

## NJLA Series 6

### What is NJLA?

- A cohort-based learning opportunity that sustains learning over three sessions and provides a process for continuous improvement
- Professional learning that encourages the sharing of expertise across leadership roles and responsibilities
- Content that connects actionable steps to the core attributes within the Professional Standards for Educational Leaders and the Teacher Leader Model Standards to strengthen leadership skills
- Sessions developed and presented by current district and school-based practitioners with expertise in the content

### Who should attend?

Superintendents and assistant superintendents, principals and assistant principals, supervisors, directors, college faculty, teacher leaders — in **TEAMS** or individually.

### Why attend?

NJLA 6 participants will engage in quality, engaging professional learning activities that leaders can apply immediately to their practice. Series 6 topics were selected based on educational priorities currently being discussed at the state and local level and on the identified needs of hundreds of leaders.

### When?

Ten cohorts will be offered for NJLA 6 at FEA and several off-site venues so that you can find the time and location that works best for you and your **TEAM**.

## NJLA Series 6 Curriculum: Three Days of Quality, Sustained, Collaborative Professional Learning

### Session 1 - Rethinking Curriculum: The Journey Toward a More Equitable Curriculum

PSEL 4 - Teacher Leader Domain: IV

Developing a viable standards-based curriculum and ensuring equitable instructional units that engage all students is the focus of high functioning PLCs. As educators use the standards to guide the collaborative development of student learning objectives, each student is provided with greater access to high quality curriculum and instruction. Through this reflective process, curriculum is strengthened, educator practice is enhanced, and engaging learning environments are created that invite students to understand and apply new knowledge leading to success in their educational journey.

This session will provide leaders with strategies to answer the following questions:

- What is curriculum and how should the curriculum drive instruction?
- How are educators working collaboratively to create an environment that embraces reflective teaching and feedback for learning?
- How does a standards-based curriculum guide the creation of equitable learning opportunities and support a move to culturally responsive teaching?
- How do leaders foster collaboration to ensure that the NJSLS are used to create engaging units of study?

### Session 2 - Social and Emotional Learning: Embedding SEL in the Daily Fabric of School Life

PSEL 5 - Teacher Leader Domain: VI

SEL is the cornerstone of a school's success! It is the heartbeat of a school's climate and culture for students and adults. Educators recognize that the infusion of social and emotional skills into lessons, activities and daily events helps to build and strengthen respectful and trusting relationships, support student and staff well-being, and promote higher academic achievement. How leaders help staff to embed and model the SEL competencies into instruction creates important connections across the curriculum and ensures authentic learning experiences meet the needs of every child.

This session will provide leaders with strategies to answer the following questions:

- What processes, practices, and supports are being used to ensure the seamless integration of SEL into daily lessons and routines?
- What learning is taking place to support educators in developing SEL processes for lessons?
- How are educators modeling the SEL competencies across the school?
- How do we create a schoolwide environment that nurtures successful SEL competencies in all stakeholders in the schoolwide learning community?
- How will we know when schools have successfully embedded the competencies?

### Session 3 - Formative Assessment: The Real Driver of Instruction

PSEL Standard 4/10 - Teacher Leader Domain: V

Assessment occurs all day, every day, in each classroom. The majority of assessments in our classrooms are assessments for learning. Thus, it is imperative that the assessments we choose to create and use are aligned to the learning objectives we set for students. These assessments can then provide the evidence to determine if the instruction that is taking place is having an impact on the learning of every student. High quality formative assessment focuses on the engagement and motivation of students to learn, the feedback cycles that are built in to respond to student learning outcomes, and the instructional practices that lead to the evidence of learning.

This session will provide leaders with strategies to answer the following questions:

- What is the purpose of assessment and how does it help us to measure the impact of our work?
- What do we expect from formative assessments?
- What are formative assessments telling you that you want and need to know about students' learning needs?
- How do we support PLCs to create and implement authentic and meaningful assessments
- How are assessments being used to deepen student commitment to learning?
- What does an equitable system of assessment look like?