Sustainable Jersey Digital Schools Deep Dive: Digital Learning Leadership

December 16, 2021

Presenters

Adelphia School, Howell Township Public Schools

- **Taryn Doyle**, Vice Principal
- **Mary Jurlina,** Physical Education Teacher
- **Jain Miller**, Kindergarten Teacher
- **Sara Glynn**, Guidance Counselor

Sustainable Jersey Digital Schools

Presenters

Mount Olive Township Schools

- **Dr. Rebecca Kreider**, Supervisor of Information Technology & STEAM
- **Jena Graham**, Student Achievement Leader

Howell Township Public Schools

- **Bruce Preston,** Assistant Superintendent of Curriculum and Instruction
- **Jacqueline Moore**, Supervisor of Professional Learning/State & Federal Programs

Laurence Cocco
Senior Program Consultant, Sustainable Jersey Digital Schools

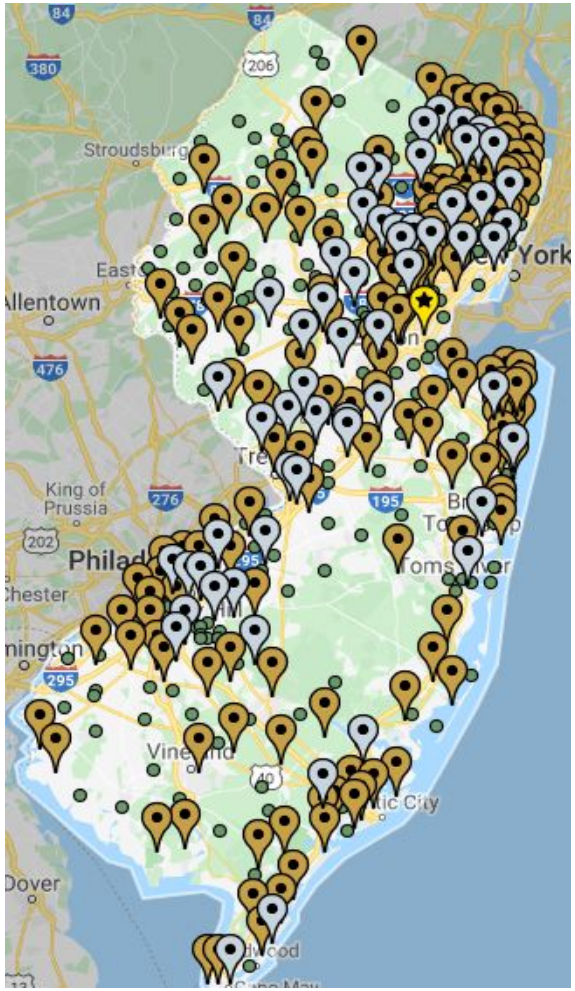
Sustainable Jersey for Schools

Not-for-profit program providing tools, training, and grants to help implement sustainability initiatives and achieve certification.

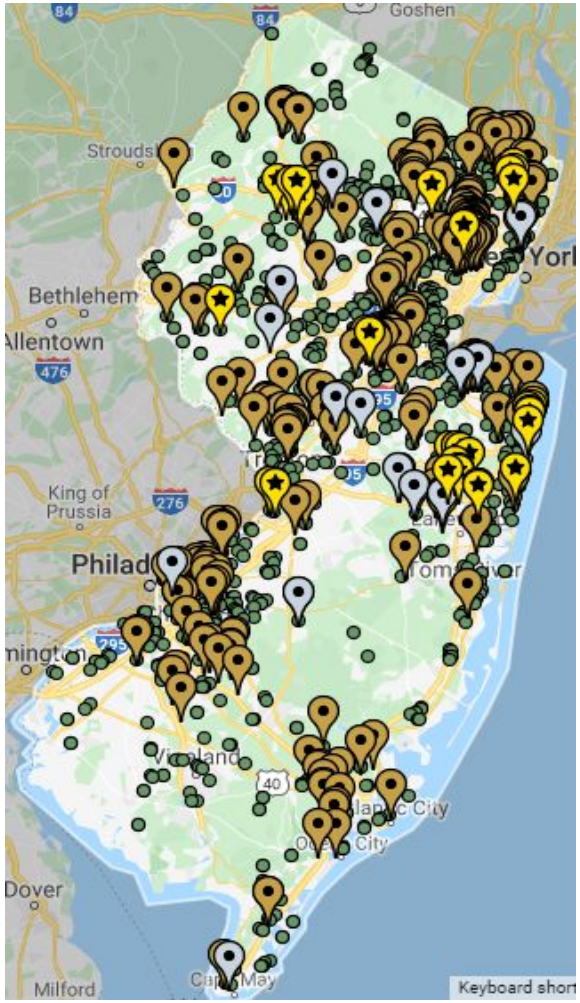
- Launched in 2014
- Modeled after successful municipal program
- Free and voluntary
- NJ-based and consensus driven
- Awards certification to individual schools, requires School Board and district level support

Sustainable Jersey Participants

Municipal Program Participants



School Program Participants



School Program

374 Districts Registered

- 64% of NJ Districts

1025 Schools Registered

- 40% of NJ Schools

335 Schools Certified

- 292 Bronze,
- 43 Silver

37 Digital Schools Stars

Municipal Program

460 Registered

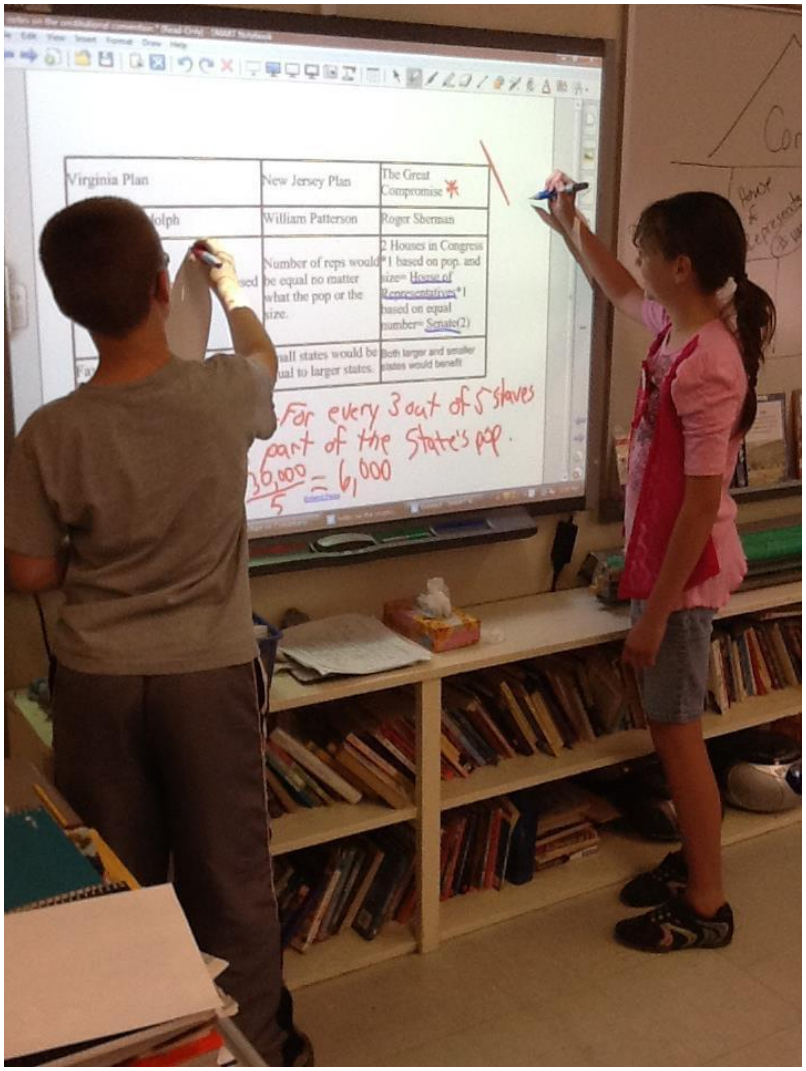
- 81% of NJ municipalities

219 Certified

- 155 Bronze
- 64 Silver
- 1 Gold Star

What is a Digital School?

A **Digital School** embraces the mindful implementation of effective digital learning and communication tools, resources, and practices, which is evident in its mission, culture, classrooms, and interactions with its stakeholders



- Continuing work of Future Ready Schools - NJ
- Integrating and expanding SJ Schools actions
- Officially launched December 15, 2020
- Partnership with key stakeholders
- Supported by the New Jersey LEE Group

Sustainable Jersey Digital Schools

Future Ready Schools – New Jersey

- Was a powerful force for equity and progress in New Jersey
- Designed based on the Sustainable Jersey model
- Certified 259 schools from 76 districts as Future Ready
- Ceased operations in 2019

Transition to Sustainable Jersey Digital Schools

- 48 FRS-NJ Indicators integrated into
  - 12 new SJS Actions
  - 17 Existing SJS Actions
- FRS-NJ certification counts towards Sustainable Jersey for Schools certification

Partners & Funders

Program Partners

NJSBA

STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Underwriter

The Geraldine R. DODGE FOUNDATION

IMAGINE A BETTER NEW JERSEY

Corporate Sponsors

Gold

amazon

Silver

U.S.ARMY

Bronze

ClassLink

edWeb.net

NJM Insurance Group

SOUTH JERSEY GAS

ELIZABETHTOWN GAS

Interested in becoming a Corporate Sponsor?

Click here or our contact Development Director, Joe Grillo at 908-406-1901 or email grillog@tcnj.edu.

Program Goals

- Provide guidance and resources to improve learning
- Help prepare students for college and careers in an evolving digital world
- Advocate for mindful and sustainable implementation of digital tools, resources, and practices
- Foster a culture in which authentic and personalized digital learning thrive

Why Participate?

- Assess and validate existing practices
- Clarify vision and develop common language
- Join community of learners
- Be recognized for accomplishments
- Access research, exemplars, and grants
- Self pace and choose what works best for you
- Improve sustainable practices during the pandemic and beyond

Recognition Requirements

- Register district and school(s)
- Form a Green Team
- Complete minimum 7 of 12 digital schools actions
- Complete 3 student learning actions that use digital learning strategies
- Complete 1 school culture and climate action that includes digital learning strategies
- Complete SJS certification (includes SJDS points)

FRS-NJ certified schools eligible for additional points

2021 Digital Schools Stars

★ 37 schools in 9 Districts earned DS Star (95% success rate)

★ 14 schools in 4 Districts also certified for the first time

Districts with DS Star Schools	County
Essex County Schools of Technology	Essex
Florence Township School District (*All Star Schools!*)	Burlington
Franklin Township Public Schools	Somerset
Franklin Township District	Hunterdon
Hackensack School District	Bergen
Howell Township District (*All Star schools and all Silver Certified!*)	Monmouth
Long Branch Public School District	Monmouth
Mount Olive Township School District (*All Star Schools!*)	Morris
Spring Lake Heights School District	Monmouth

District with first-time certified schools

2022 Certification Cycle

- **January 13** – Initial Application Deadline
- Late February – Reviewer Comments
- **March 29** – Second Submission
- Early May – Reviewer Comments
- **June 15** – Final Application Submission
- Early August – Certified Schools Notified
- **October** – Certified Schools Celebration

Unity Charter School – 2020 Silver

Winslow Twp Middle School – 2020 Silver

Want More Information?

- ***Individual Digital Schools Technical Assistance sessions available by request*** (schools@sustainablejersey.com)

The SJS Platform

www.sustainablejerseyschools.com/actions

- 2021 Certification Cycle
- Action Types
- Digital Schools Program
- Action Development
- Program Updates
- Search Participating Districts, Schools & Approved Actions
- Resources

Download Master Action Tracking Spreadsheet

Certification Actions

Sustainable Jersey for Schools actions are designed with flexibility to meet the varying needs of all districts and schools. Successful completion of actions contributes points towards Bronze or Silver certification and Digital Schools Star recognition. Actions are organized within action categories and some actions have special attributes that are important to be aware of when pursuing certification.

When you click on one of the boxes below only the actions with that attribute will be open in the action list. For example, if you click on Digital Schools the actions that open are those that could count toward Digital Schools Star recognition. Be sure to Clear Search before you click on a different box.

Search Actions

Type in a word(s) to identify all actions with that word(s) in the title

Click a box below to open all the actions with that attribute. Clear Search before selecting a different box.

☐ Mandatory ☐ Priority ☐ District Only ☐ School Only

☐ Collaboration

☑ Digital Schools

Search Actions | Clear Search

Digital Learning Domains

LEADERSHIP

★Commitment to Digital Learning
★Community Engagement
★Professional Development
★Equitable Access

LEARNING

★Authentic Applications
★Digital Citizenship
★Personalized Learning
★Professional Growth

TECHNOLOGY

★Data Safety and Security
★Device Management
★Infrastructure
★Support for Teaching & Learning

Student Learning Actions
School Culture & Climate

Digital Learning Leadership

★ Community Engagement

★ District Commitment to Digital Learning

★ Equitable Access to Digital Learning

★ District Professional Development Plan

Digital Learning Leadership

Community Engagement

The purpose of this action is to encourage districts and schools to engage community stakeholders in their digital learning vision and the steps being taken to realize that vision including changes in pedagogy and school culture, fully integrated use of digital learning resources, and revised or new policies and practices. This requires ongoing two-way communications that consider diverse stakeholder needs (ex. ability to participate in virtual meetings), are relevant to the audience, and take advantage of the latest digital tools and media.

To receive points for this action, the district/school must show evidence that:

- A plan for communicating the district's/school's digital learning initiatives to community stakeholders has been developed;
- The tools and means of communication have been identified and secured or developed (e.g. web pages, email, social media accounts, video conferencing platforms);
- Community stakeholder involvement in digital schools initiatives informs decision making and has resulted in improved processes and opportunities for students.

Digital Learning Leadership

Community Engagement: Spotlight

Adelphia School

"The very description of our modern communication protocols is also the description of the process we used to develop our communication plans and 21st Century Digital Learning Environment Plan (21CDLEP). Community interaction is one of our five goal areas within our strategic plan. The strategic planning process and the development of the 21CDLEP, indicative of all HTPS organizational evolutions, included nearly 100 stakeholders engaged in a structured cycle of sharing, listening, learning, and enacting."

Community Engagement

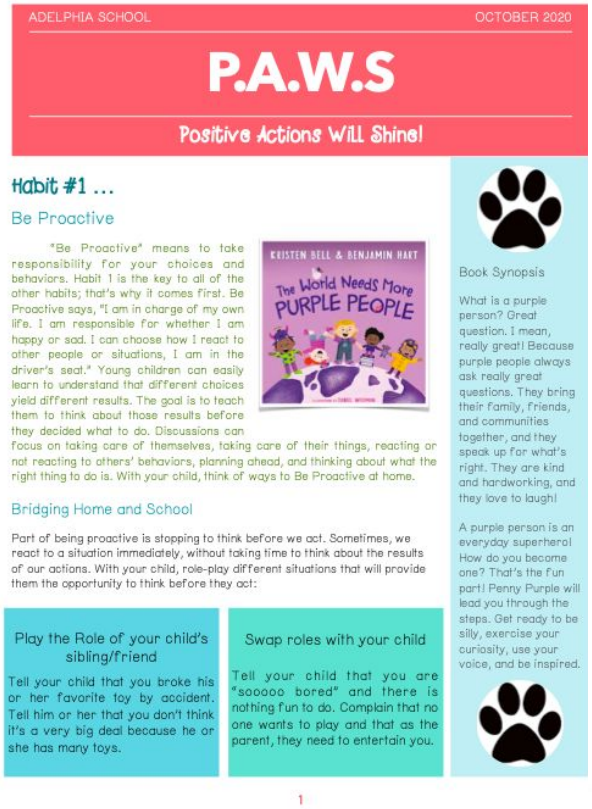
- ❑ Communication Plan and Stakeholder Input
  - ❑ Protocols
  - ❑ Quick Access
- ❑ Communication Accessibility
  - ❑ District and school websites
  - ❑ Digital tools and resources
  - ❑ School Messenger and Voice Calls
- ❑ OpenMic@Howell/YouTube Channel
- ❑ Twitter and Facebook
- ❑ School Messenger
- ❑ Community Partnerships

HOWELL TOWNSHIP Public Schools

ADELPHIA School

[Community Engagement]

Community Engagement



ADELPHIA SCHOOL — OCTOBER 2020

P.A.W.S

Positive Actions Will Shine!

Habit #1 ...

Be Proactive

"Be Proactive" means to take responsibility for your choices and behaviors. Habit 1 is the key to all of the other habits; that's why it comes first. Be Proactive says, "I am in charge of my own life. I am responsible for whether I am happy or sad. I can choose how I react to other people or situations, I am in the driver's seat." Young children can easily learn to understand that different choices yield different results. The goal is to teach them to think about those results before they decided what to do. Discussions can focus on taking care of themselves, taking care of their things, reacting or not reacting to others' behaviors, planning ahead, and thinking about what the right thing to do is. With your child, think of ways to Be Proactive at home.

KRISTEN BELL & BENJAMIN HART
The World Needs More PURPLE PEOPLE

Book Synopsis

What is a purple person? Great question. I mean, really great! Because purple people always ask really great questions. They bring their family, friends, and communities together, and they speak up for what's right. They are kind and hardworking, and they love to laugh!

A purple person is an everyday superhero! How do you become one? That's the fun part! Penny Purple will lead you through the steps. Get ready to be silly, exercise your curiosity, use your voice, and be inspired.

Bridging Home and School

Part of being proactive is stopping to think before we act. Sometimes, we react to a situation immediately, without taking time to think about the results of our actions. With your child, role-play different situations that will provide them the opportunity to think before they act:

Play the Role of your child's sibling/friend

Tell your child that you broke his or her favorite toy by accident. Tell him or her that you don't think it's a very big deal because he or she has many toys.

Swap roles with your child

Tell your child that you are "sooooo bored" and there is nothing fun to do. Complain that no one wants to play and that as the parent, they need to entertain you.

1

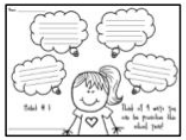
October PAWS Activities & Resources

The World Needs More Purple People – Read Aloud (keynote)
Listen to the story as a class & guess the mystery speaker.
https://drive.google.com/file/d/1kcwLNxf6y3F9gdeglKQKd-TuzdFoA36Y/view?usp=sharing

The World Needs More Purple People – Making New Friends (drawing/writing/recording activity)
https://tinyurl.com/y6lpwh8r

Be Proactive - I'm In Charge of Me! (listening & recording activity)
https://tinyurl.com/y6upxtnn

Be Proactive – Brain Storm (writing/recording activity)
https://tinyurl.com/ydd5jyj2



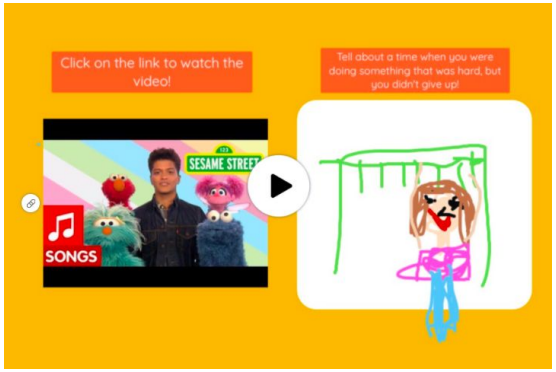
Be Proactive – Circle of Control (sorting activity)
https://tinyurl.com/y85zl8qs

Be Proactive – Writing Response (drawing/writing/recording activity)
https://tinyurl.com/y9s5vxf2

Each month we are working on developing skills to support the social and emotional growth of our students. This month we are focusing on **cultivating perseverance by embracing positive struggles.** A great way to practice and encourage this skill is by implementing the "Hard Thing Rule" at home. This rule, developed by Angela Duckworth, has three parts:

1. Each member of the family has to do something hard, "something that requires practice, something where you're going to get feedback telling you how you can get better, and you're going to get right back in there and try again and again."
2. You must finish what you start.
3. No one gets to pick the "hard thing" for anyone else, so your child chooses their own challenge.

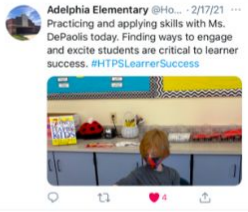
Try implementing this rule with your whole family to help hold one another accountable and set an example for your child.



Clever, School Messenger, Schoology, Seesaw, Twitter, YouTube, ViewPure

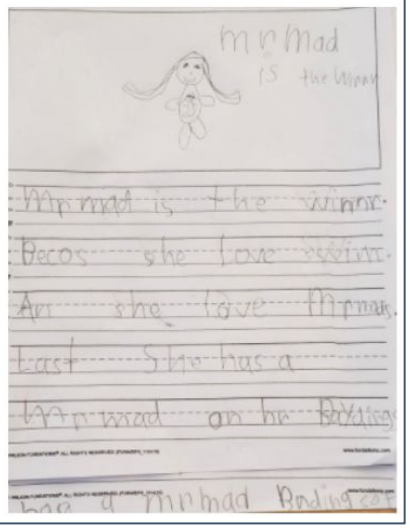
Community Engagement

Community Engagement



Students proudly post their work on SeeSaw for feedback. Then sharing all the hard work on social media platform, Twitter for the community to see and enjoy.

Sent Via Seesaw and Remind



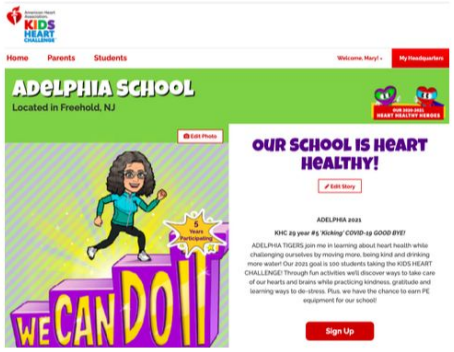
Student Collection and Corresponding Writing

Board Member, Mr. Miller reads to Mrs. Bruno's kindergarten class on Zoom for Read Across America Week!

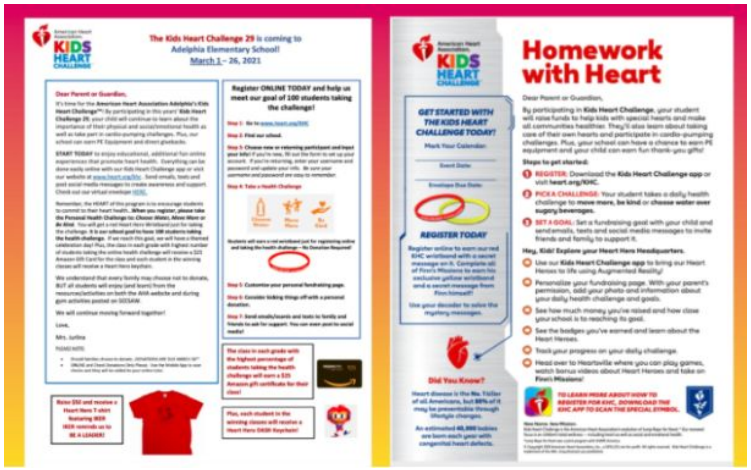
Class Dojo, Clever, Google Drive, Jamboard, RAZ-Kids, Reflex Math, Remind, Scholastic Literacy Pro, Seesaw, Sumdog, Twitter, YouTube, ViewPure, Virtual Media Center, Zoom

[Community Engagement]

Community Engagement

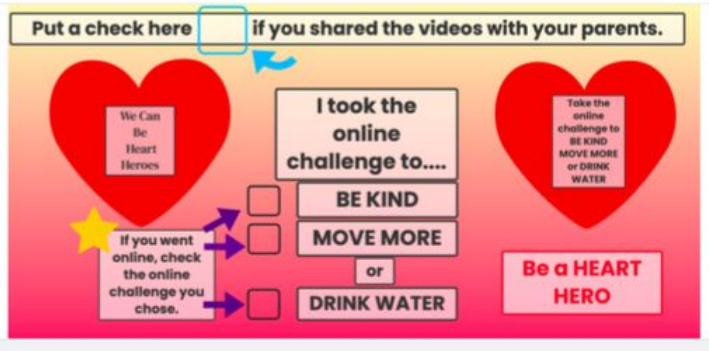


Communication with Adelphia Families on the American Heart Association website and sent to them through SEESAW, too.



Community messages sent via Seesaw and School Messenger

LEADER BOARD identifying homerooms/ students who have the most students participating in the 2021 KHC



Seesaw Activities

Clever, Community Web-based Programs, Remind, School Messenger, Seesaw, Twitter

Community Engagement

Digital Learning Leadership

District Commitment to Digital Learning

In today's ever evolving digital world students must master technology to become productive citizens, educators must master technology to become effective teachers, and schools must become adept at using technology to address digital learning and communications with parents and communities. Therefore, it is critical that a shared vison for digital learning that includes a culture of innovation is developed and integrated throughout a school district's strategic planning and infused into all activities and practices. This action will recognize districts that make a systemic commitment to digital learning by:

Digital Learning Leadership

District Commitment to Digital Learning: Spotlight

Mount Olive Township Schools

"Our students must engage in the most current technological advances to allow them to thrive in an ever changing world. It is the commitment of our IT department to manage both hardware and software applications, so that a safe learning environment can be afforded to all students. Technology allows our educators to diversify and personalize tasks to optimize learning. Students are able to be self-directed and use various tools to demonstrate their mastery of the assigned skills."

Benefits of Participation

- ❑ Wide ranging self-reflection
- ❑ Internal evaluation process
- ❑ Rubrics - specific goals & criteria
- ❑ Tremendous support & Guidance

District Commitment to Digital Learning

Now that we are "Future Ready" how do we use our Digital Readiness to promote student academic success and well-being?

Digital *learning* comes from a solid digital *infrastructure*, effective digital *instruction*, reliable digital *support services*, and active digital *communication*.

District Commitment to Digital Learning

We upgraded our wireless infrastructure, shortened our device life cycle, and deployed new end user devices to all staff and students.

Back in 2015, we moved to G Suite to deliver personalized, differentiated instruction.

Google Certified Staff

Digital Collaboration Course

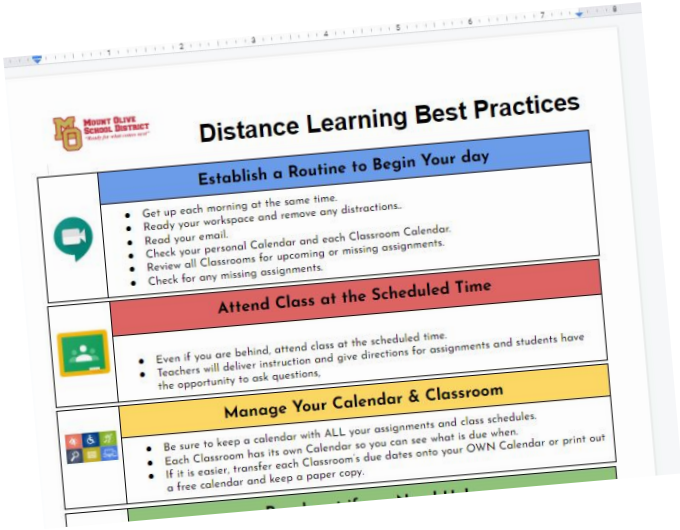
District Commitment to Digital Learning

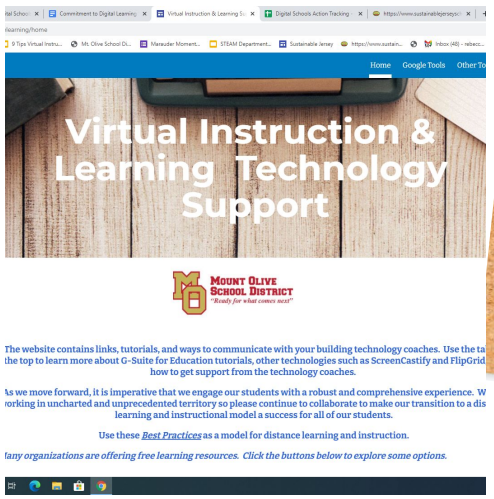
- Hired Supervisor of IT
- 12 Technology Coaches
- Hotline, email account, workorder process
- Provided tech training & support to parents and members of the community through Parent Universities, Infographics, and Videos on the website.

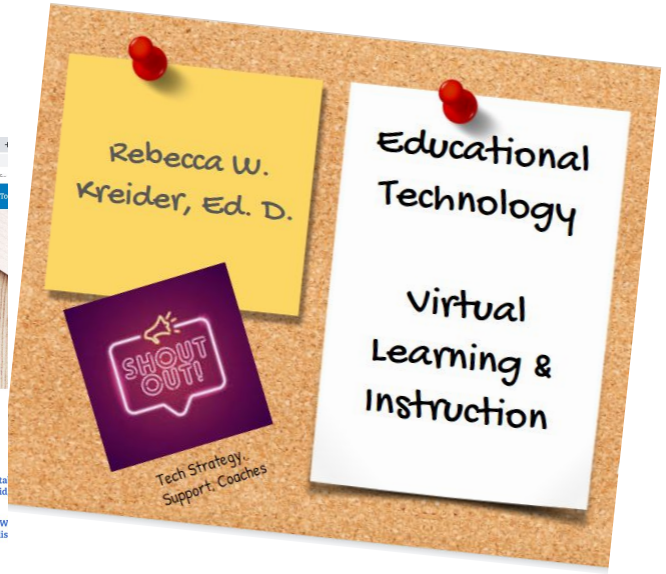
District Commitment to Digital Learning

Provided PD, EdCamps, PLC time to embrace new methods of instruction and learning

Purchased PearDeck, FlipGrid, NearPod, Edpuzzle, etc.

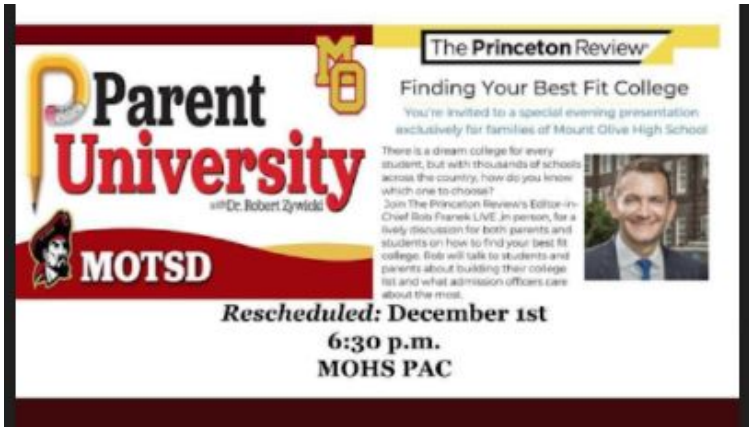






District Commitment to Digital Learning

- Provided digital support services through tele-health, virtual counselor meetings, had meal pick ups
- Provided a multitude of communication through Superintendent's Blog, Website, Twitter, Newsletters



District Commitment to Digital Learning

1. Provide the most innovative & safe learning environment.
2. Institutionalize personalized learning.
3. Establish and enhance social-emotional learning

Mount Olive Township School District

LEARNER PRIORITIES

Critical Thinking	*Collaboration*	*Innovation*	*Self-Regulation*

2019-2023 DISTRICT GOALS

1. Provide the most innovative and safe learning environment possible for the entire District community.	2. Institutionalize personalized learning to provide ALL learners with rigorous and relevant academic experiences that produce Future Ready graduates.	3. Establish and enhance social-emotional learning programs to develop the "EQ" of ALL learners.	4. Recruit, develop, and retain the most highly skilled and diverse workforce to serve the entire District community.	5. Embrace multimedia communication strategies to engage the entire District community in celebrating its success and advancing strategic initiatives.	6. Ensure compliance, transparency, and fiscal responsibility of District programs and operations.

District Commitment to Digital Learning

Innovative Environment

District Commitment to Digital Learning

Technology driven: kiosks, cameras, integrated technology with MOPD, key card entry, cameras on buses, increased network security and data monitoring

District Commitment to Digital Learning

Personalized Learning and SEL

- Personalized Success Plans
- Digital Progress Monitoring to make quick data-driven decisions with Learning A-Z, Literably, Lexia, ST Math, etc.
- Student voice & choice using technology tools
- Products of learning can be differentiated.
- SEL lessons through NearPod and PearDeck and curriculum rolled out to all teachers

District Commitment to Digital Learning

What does it look like at the school-level?

Students receive hands-on learning experiences that can't be outmatched. Instead of a textbook or even a website, our future biologists and medical professionals are able to manipulate Anatomage 3D Tables to explore the many facets of the human body.

Instead of diagrams and plastic cups filled with soil, the Geodome allows students to create and manipulate their own ecosystem, answering questions such as:

- What does it take to create a functioning ecosystem?
- How does an ecosystem support life?
- And (maybe most importantly) how does human activity IMPACT the ecosystem?

District Commitment to Digital Learning

What does it look like at the school-level?

Essential Question: How does Weisel use WORDS and THE POWER OF LANGUAGE to express your theme?

Make a Copy: Lens Reading Groups Assignment Sheet

	Survival/ Self-Preservation (Tier 3)	Faith (Tier 2)	Dehumanization (Tier 1)
Pre-Reading: Poem by Thomas Thornton "On Wiesel's Night" HW/CW: 25 pts	Pre-Reading: "On Weisel's Night" Night: Historical Context Slideshow	Pre-Reading: "On Weisel's Night" Night: Historical Context Slideshow	Pre-Reading: "On Weisel's Night" Night: Historical Context Slideshow
Para Response: p. 34 "Never Shall I Forget" Assessment: 25 pts	Never Shall I Forget: SURVIVAL	Never Shall I Forget FAITH	Never Shall I Forget DEHUMANIZATION
Double Entry Journal: Tracking/ Analysis Chart, chs 1-4 Assessment: 50 pts	DEJ: Survival/Self-Preservation	DEJ: Faith	DEJ: Dehumanization
Word Splash: End of ch 4 (p 65) HW/CW: 50 pts	Word Splash p.65 SURVIVAL	Word Splash p.65 FAITH	Word Splash p.65 DEHUMANIZATION

Using the 1-1 Chromebook initiative and Google Workspace allows the students to explore paths that are most appropriate for both their interested and lexile level at a self-paced speed while the teachers work as facilitators for learning.

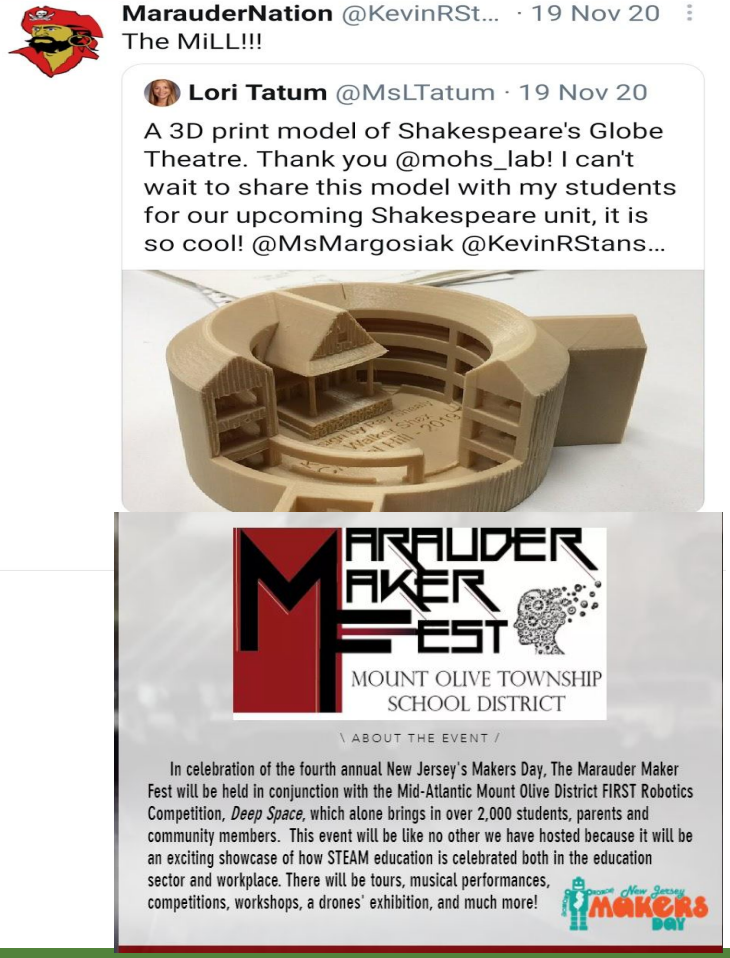
I

In the word splash many examples are related to the lens of survival. One word that was used often was death. The author used the word death repeatedly throughout the text. For example, " according to the law..prisoner number…. is condemned to death. Let this be a warning and an example to all prisoners" (Weisl 62). While the word death literally relates to the lens of survival, it also figuretatly relates. It figureatly relates to emotional death. By being at these camps the emotional stress and anxiety in the Jews heads heighted. Another word often used in the word splash was alone. The word alone relates to the lens of survival because everyone in the camp is alone in order to survive. You may be with your father in the author's case, however you find self preservation which causes you to be alone. Weisl stated over and over how he didn't stand up for his father because he found self preservation and focused on keeping himself alive and not the people he cared about around him. Certainly the entire word splash relates the lens of survival both figuratively and non.

Student "Voice and Choice" allows future poets, writers and journalists to use their creativity and skills gained in the Humanities Courses to express and describe the human experience fully as a response to literature and research in the way that fits them BEST.

District Commitment to Digital Learning

What does it look like at the school-level?



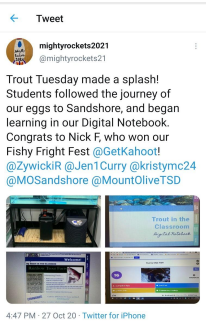
The MakerSpace is a world of wonder for students interested in the STEAM fields of study. Students will explore the range of 3D printing and their application in modern industrial, design, and creative fields. Inquiry-based learning places students at the center of the knowledge discovery and construction processes. Instead of absorbing information from the professor or starting with a set of facts, students leverage their inherent curiosity to ask questions, engage with content, and seek answers through experiences and experiments. Thus, they will be challenged to increase their capacities for independent inquiry, taking on intellectual risks, learning from failures, collaboration, and for identifying problems and solutions to effect constructive and sustainable global change.

District Commitment to Digital Learning

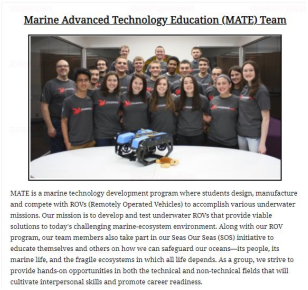
What does it look like at the school-level?

Digital Art

Digital Notebooks



Marine Adv Technology Education

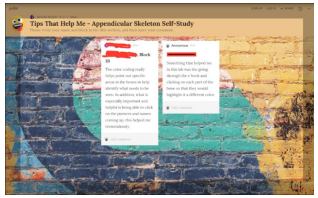


Architectural Models

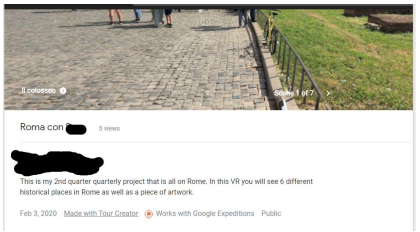
Kahoot

LED Curtain

Collaborative Padlets



Google MyMaps



Digital Learning Leadership

Equitable Access to Digital Learning

This action addresses the inequities that can be an unwanted by-product of learning that requires the use of technology in the home. It encourages districts to identify and bridge the digital divide in an ever-changing technology landscape. Districts are urged to assess their effectiveness in supporting the digital learning needs of diverse student learning groups, identify and implement successful strategies that foster student engagement through technology for these groups, and measure outcomes based on their efforts.

To receive points for the action, the district must show evidence that

- Data has been collected and analyzed regarding equitable access to learning gaps that exist for all student types, including students with disabilities, English Language Learners and socio-economically challenged students
- Solutions that ensure fair and robust entry points to digital learning have been identified and implemented for all students
- Community partnerships have been established that help make technology and other digital tools available to all students
- Subsequent data collections show positive results in ensuring that all students can fully engage in digital learning

Digital Learning Leadership

Equitable Access to Digital Learning: Spotlight

Mount Olive Township Schools

"Our technology and social media survey demonstrates that we have taken steps to assess the accessibility of computers, programs, and use of social media to provide information, etc. All students and teachers have access to an end user device, G Suite for Education, and other ed tech tools. The district has made it a priority to provide personalized digital resources to students so all may equally benefit from digital learning."

Equitable Access to Digital Learning

- ★ Collected data from teachers & guidance counselors to identify students who need additional technology, programs or better/different internet access.
- ★ Analyzed the data & determined deployment strategies for technology support or internet access.
- ★ Monitor student **academic success and well-being** to see if the technology solution contributed.

Equitable Access to Digital Learning

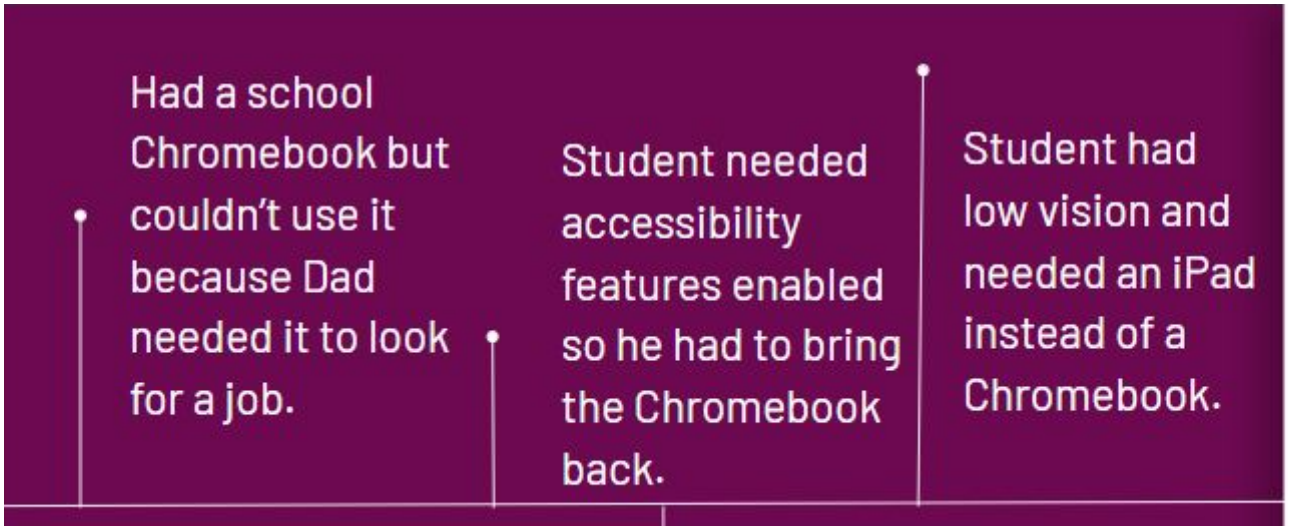
The gaps that were identified were that many students did not have adequate hardware to fully engage in blended learning. Our high school was 1-1 with Chromebooks, but our middle school and elementary schools were not. In 2020, our middle school leased Chromebooks so all students have their own device. Older machines are being passed down to the elementary schools to replace or augment their current machines. Additionally, access to reliable internet was identified as a roadblock for my many students with disabilities, English Language Learners, and especially those students within our district who are socio-economically disadvantaged. Our Information Technology department contracted with Optimum to lease jetpacks and distributed enough devices so 100% of our students and faculty have reliable internet connectivity.

- Many meaningful partnerships were established to help us address issues identified in our survey. Many issues beyond technology surfaced during focus groups, such as health, well-being, and access to food. Optimum Lightpath Altice for Internet Access for our Chromebooks shored up connectivity

Equitable Access to Digital Learning

- Of the students who needed additional support
  - 50% had IEPs or 504s
  - Socio-economic disparity
- Deployed JetPacks/Mifis
- Gave Ipads or Laptops if necessary
- Offered additional tech support and training to the students and parents

Equitable Access to Digital Learning



Equitable Access to Digital Learning

- Underrepresented groups and special education groups required more technology support and **unique accessibility features**. *Personalized Technology*
- Additional technology needs can be an indicator that other services are necessary.
- Having reliable access to technology did NOT ensure academic success and well being.

District showcased by state organization

THE district was recently recognized by JerseyCAN, a nonprofit organization that advocates for high-quality schools for all New Jersey students.

On its website and in complementary

District Commitment to Digital Learning

LONG TERM BENEFITS

- Marked investment in infrastructure, information, and educational technology and the resources to support it.
- Tremendous increase in the professional capacity of all staff with focus on SEL, personalized learning, RTI: teachers, counselors, nurses, aids, transportation, administrators
- Deeper relationships with the community
- Vertical articulation between grade bands and schools & horizontal articulation among our 4 elementary schools

District Commitment to Digital Learning

30 SECOND DISTRICT VIDEO

istrict - Dr. Kreider & Mr. Neglia

Digital Learning Leadership

District Professional Development Plan

The state-required District Professional Development Plan stipulates the district's overarching goals and support plan for professional learning. District and school leaders are responsible for overseeing and promoting the integration of technology and digital learning strategies across all curriculum areas. They must ensure that educators have access to professional learning opportunities that are diverse and personalized and focus on the effective use of new technologies. Educators should be encouraged to investigate, pilot, and model new types of instructional technologies and digital learning strategies. With timely and effective professional learning planning and implementation, the district will build capacity to provide the best digital learning experiences possible for all students.

Digital Learning Leadership

District Professional Development Plan: Spotlight

Howell Township Public Schools

"The Professional Learning Design Plan for the Howell School District emerges as the result of continuous articulation between our District's Learning Design Team, the School Improvement Panels (ScIP), and Professional Learning Networks that inform them. As a result, it reflects the Professional Learning needs of all staff members across the district."

Using Practices And Protocols To Build Equity In Voice &, a deep and dynamic understanding of the factors influencing classroom environments

District 'Future-Branding': 5-Word Organizational Biography - 5 Words, One Value Statement. One Picture.

https://learningforward.org/journal/resilient-leadership/engineered-to-be-agile/

HOWELL TWP PUBLIC SCHOOLS

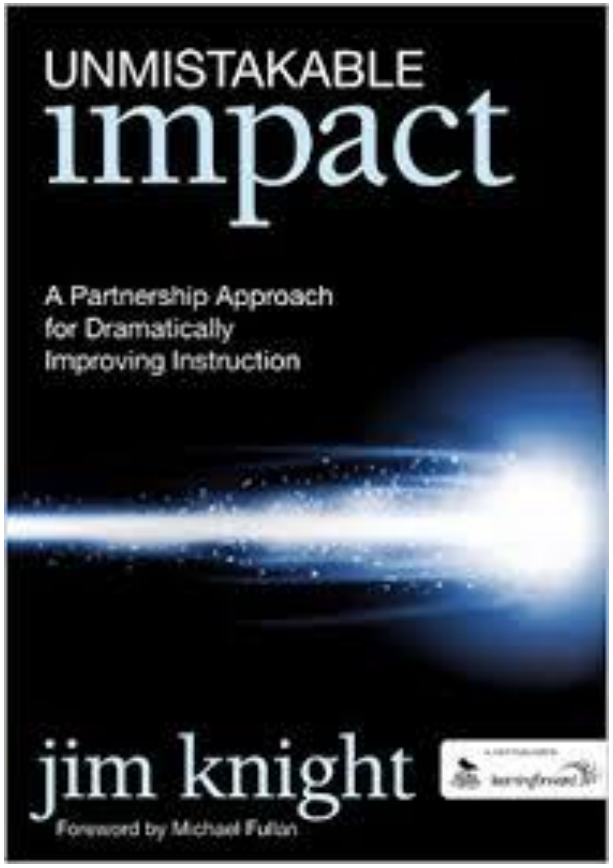
Howell Township Public Schools

Vision Statement for Professional Learning

To maximize the opportunities for all learners through a forward-thinking and dynamic culture focused on personalized learning environments.

HOWELL TWP PUBLIC SCHOOLS

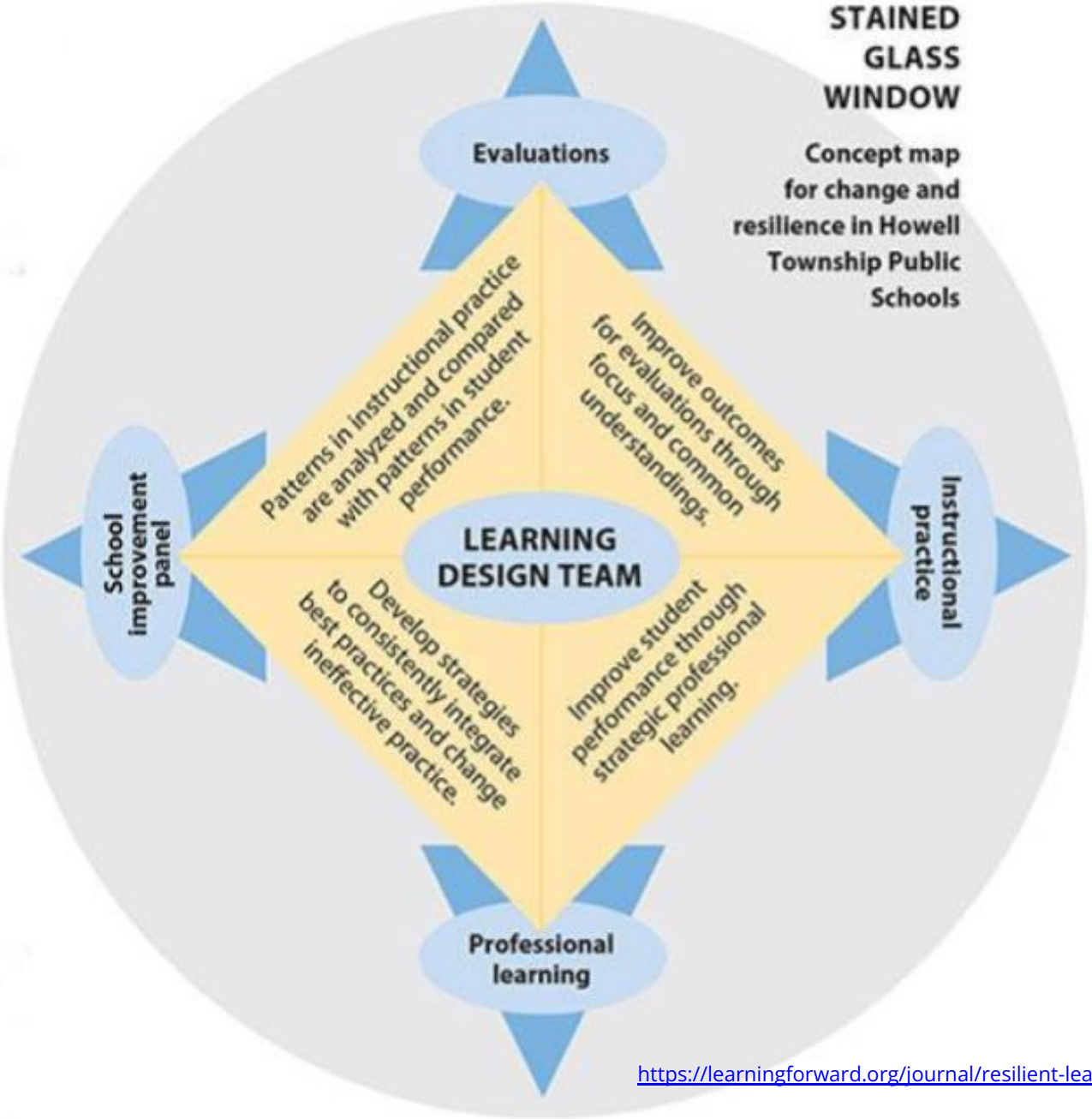
"...Impact Schools, where every aspect of professional learning is designed to have an unmistakable, positive impact on teaching and, hence, student learning."



HOWELL TWP PUBLIC SCHOOLS

Corwin & Learning Forward. 2011

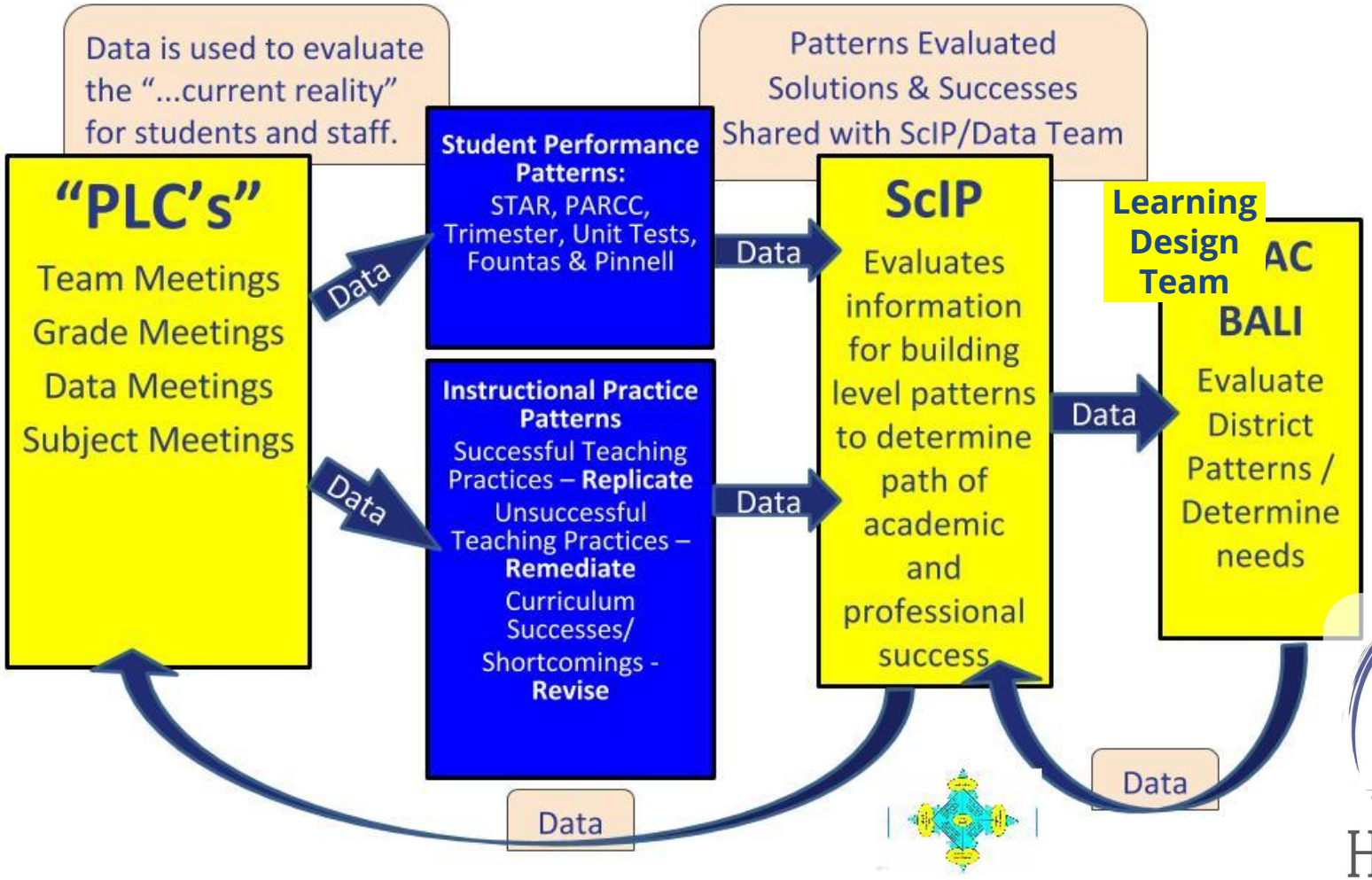
Figure 2: Stained Glass Window (Preston, 2019)



https://learningforward.org/journal/resilient-leadership/engineered-to-be-agile/

HOWELL TWP PUBLIC SCHOOLS

"Net-Work" - Process of organizing efforts & new knowledge toward effective change



HOWELL TWP PUBLIC SCHOOLS

Focusing The Lens

Image location: https://goo.gl/RvYicw

Hubble was an astronomer who assisted greatly in the design of the 200-inch Hale telescope.

“What do you expect to find with the 200-inch?” he was asked, and he replied...

“We hope to find something we hadn’t expected.”

-The Lens as Paradigm Adapted by Barb Backler from the Iowa Peace Institute.

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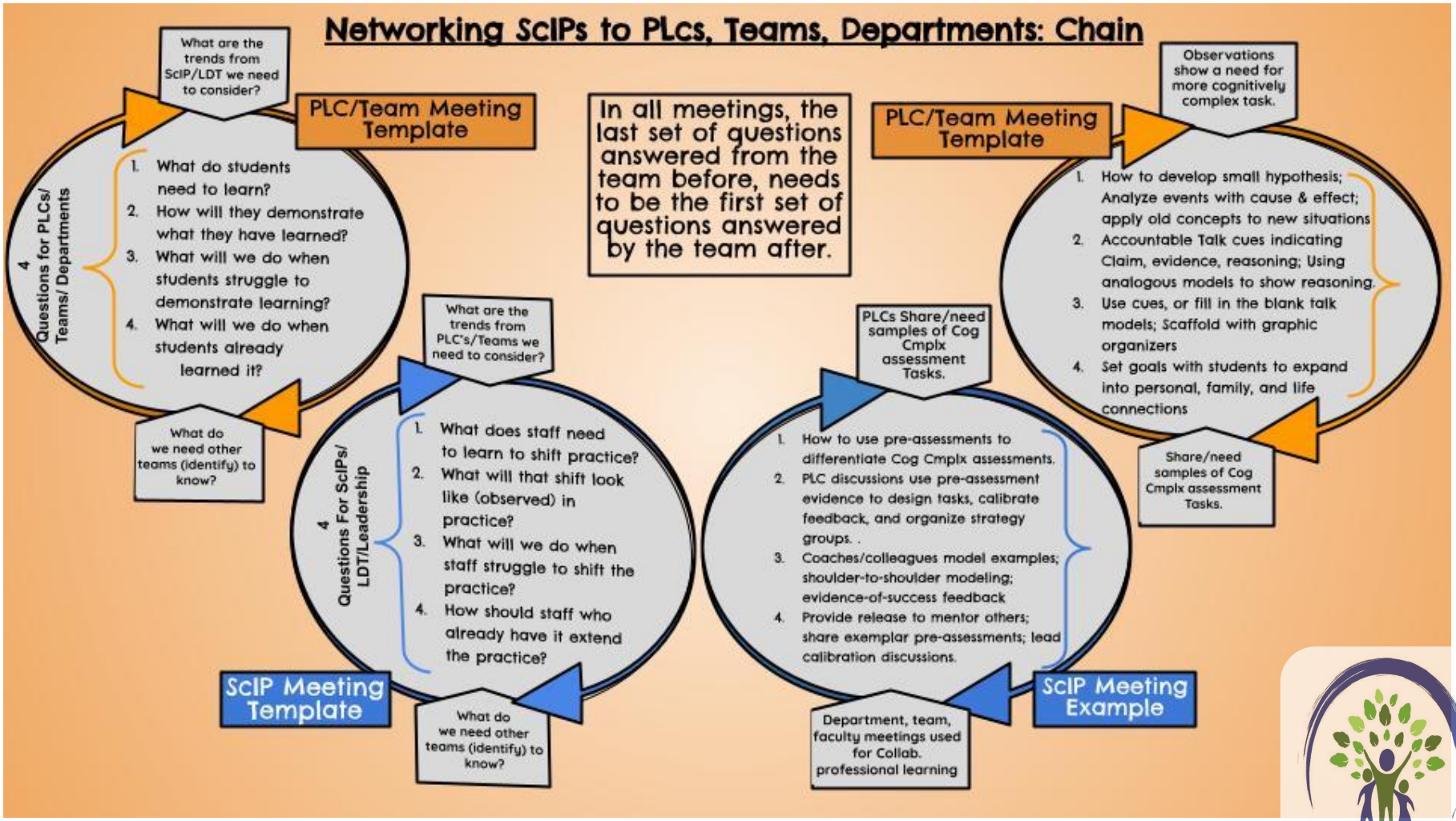


HOWELL TWP PUBLIC SCHOOLS

Student Climate Challenge

- All NJ Students Grades 6 - 12 eligible
- Teachers register and integrate the Climate Challenge into their educational activities
- Student teams complete a school or community-based climate action project and create a short digital story video.
- Deadline April 1, 2022
- Virtual Educational Sessions Dec - Feb

Student Climate Challenge

- Schools with winning submissions receive a grant to support their climate education initiatives: first place $2,500, second place $1,000 and third place $500.
- Student team winners and their teachers are recognized at an June 2022 awards ceremony hosted by the Drumthwacket Foundation with the New Jersey Governor and First Lady.
- More information at: http://bit.ly/NJStudentClimateChallenge

Student Climate Challenge

Partners

- Drumthwacket Foundation
- Atlantic City Electric
- Exelon
- Sustainable Jersey for Schools

Sustainable Jersey for Schools Grant Opportunity

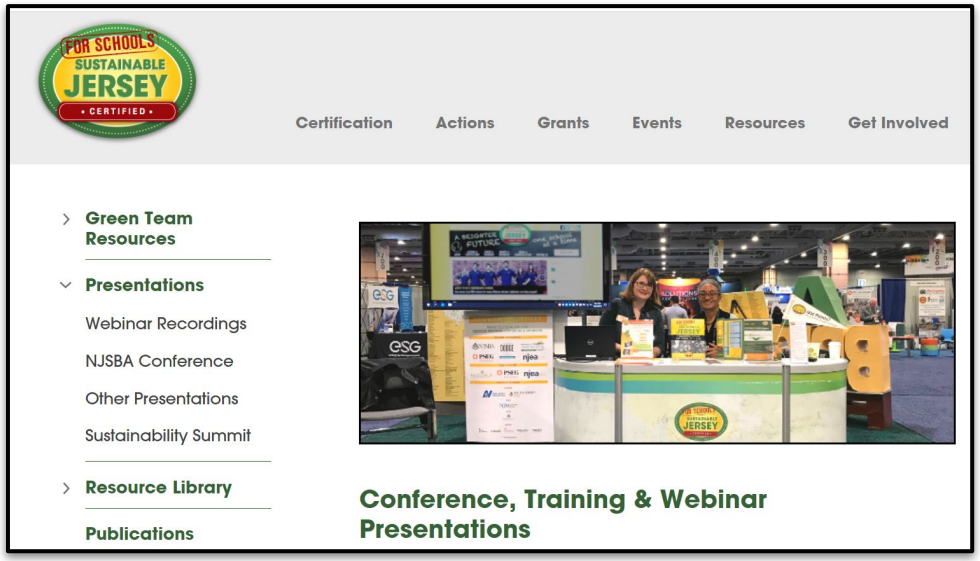
- PSEG Grant Cycle
  - Deadline 3/11/22
  - $10,000 and $2,000 grants
  - $100,000 total
- Join Our Mailing List for more grant opportunities (see “Join” at bottom of all webpages)

Want More Information?

- ***Individual Digital Schools Technical Assistance sessions available by request*** (schools@sustainablejersey.com)

Digital Schools Website Tour

- Home Page – www.sustainablejerseyschools.com
- Digital Schools Landing Page
- Fact Sheet
- Actions
- Star Recognition Page
- Webinar Recordings
- Digital Schools History
  - Transition Committee
  - SJDS – FRS-NJ Crosswalk
- Remote Digital Learning Roadmap
- Sign Up Page



Q & A

Webinar Recording

The recorded webinar and slides will be available at

https://www.sustainablejerseyschools.com/resources/presentations/webinar-recordings/

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Sustainable Jersey for Schools Program Partners

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New Jersey Principals and Supervisors Association Est. 1981

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