

POWER *of* PLACE

LEARNING COMMUNITIES



Dear Colleagues and Friends,

At Power of Place, we are committed to identifying guest faculty from across the country who are second-to-none in their subject matter expertise *and* teaching acumen.

But we don't just look elsewhere for our guest faculty: we know that there is a wealth of innovation, determination, and talent that resides right here, in each of you. You have so much to teach one another, but rarely have the opportunity to do so.

That's why this year we upended our typical Winter Gathering plan and put out a call for proposals, inviting each of you to submit workshop ideas to share with your peers. We were flooded with proposals and chose six that touch on the topics we know matter most to this community. New England weather forced us to reschedule back in February, but luckily all of our presenters are able to **join us on April 7**, our rescheduled date. We hope you can too!

Here's a teaser for what you can expect:

- **Diana Fullerton (Gloucester)** will open the day with a mindfulness exercise to help us center and focus.
- **Amy Mitchell (Amesbury)** will introduce new tools for leading powerful, equity-focused conversations in *The Incredible HELC: Facilitating Dialogue for Highly Effective Learning Communities*.
- **Gabrielle Montevicchi (Beverly)** will offer personal insight and student voices in *Supporting Transgender and Gender Expansive Students: What Caregivers and Students Wish You Knew*.
- **Heather Lang (Lynn)** will share practical, visual strategies—including ASL—to make classrooms more inclusive in *I Can SEE My Learning*.
- Kelly Feurt (Salem) will bring hands-on strategies to make academic content more accessible for all learners in *Experiential Learning for Equity*.
- **Lindsey Polizzotti & Laurie Regan (Swampscott)** will explore brain-based strategies for SEL and executive functioning in *Unlocking Potential*—helping students build independence, organization, and focus.
- **Heather Lang, Amber Magin, Allison Nichols & Heidi Wakeman** will share their Teacher Action Research Fellow (TARF) research on the intersection of anti-racist practices, student independence, and support systems in *We Teach, We Learn, We Lead: Igniting Equitable Change in Education*.

Heather, Amber, Allison and Heidi are graduates of the second cohort of the Teacher Action Research Fellowship, an 18-month course of study run through a partnership between ECLC and The Teacher Collaborative. Mid-way through the day we will take time to celebrate all of the TARF graduates.

We're so thankful to these educators for stepping up and sharing their insight, ideas, and expertise with our community. It's not always easy to put yourself out there, but when educators lead, everyone benefits. Research shows that teaching others deepens our own understanding—a powerful reminder that when we share what we know, everyone wins. We hope to make this an annual opportunity, and we encourage you to lend your voice and experience when we extend the invitation again next year.

In the meantime, **we hope to see you on April 7** to cheer on, connect with - and learn from - your peers.

In connection,

Jane

Rescheduled for April 7!
ECLC Winter Gathering

**DON'T
MISS
OUT!**



What can your peers teach you?
Join us to find out:

*Tapping into the
Wisdom Within*



Register today!



Starring an All-Star Cast of ECLC Educators



Gabrielle
Montevocchi



Heather
Lang



Amy
Mitchell



Lindsey
Polizzotti



Kelly
Feurt



Laurie
Regan



Heidi
Wakeman



Amber
Magin



Allison
Nichols



Diana
Fullerton

Registration Now Open
Spring Showcase of Learning: May 21



SAVE THE DATE

Showcase of Learning

A Celebration of Community

MAY 21, 2025 | 4:30-7:30 PM
PEABODY ESSEX MUSEUM

[REGISTER HERE](#)



Next PoP-Up at ECLC!

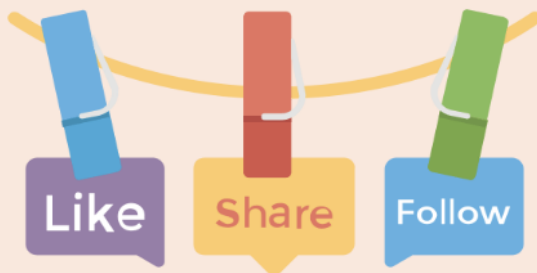
Building Compassionate School Communities:

Creating a Grief-Supportive Culture



April 16 | 4-6 pm on Zoom
[Register Here](#)

Follow Power of Place on Social Media



Power of Place is on LinkedIn and Facebook!

Follow us for photos, links to resources, upcoming opportunities, and more.

Resources

THE HECHINGER REPORT

Let's talk: Teachers pushed to converse more with youngest kids

When Rickeyda Carter started teaching young children, she led story time the way she remembers being taught as a child. That meant children were expected to sit, listen — and remain silent. “When the teacher is reading, you don’t talk,” Carter recalled. Carter didn’t think anything of this approach for nearly a decade, until the program where she was employed, New Rising Star Early Childhood Development Center, opted to



Redesigning High School: 10 Features for Success

There is a growing consensus around the need to redesign schools from the standardized factory model we have inherited to one that can enable powerful learning and thriving for each and every student. Redesigning schools for deeper and more equitable learning requires systemic approaches that cultivate strong, supportive relationships and positive climate; enable rich, engaging, student-centered

participate in an initiative aimed at improving the interactions between teachers and children in their care. For 10 weeks, the 3- and 4-year-olds in Carter's classroom donned miniature vests with "talk pedometers" nestled inside, meant to track how often children and their teachers converse.

Read the full study **here**.

learning; implement meaningful family and community engagement; and foster integrated student supports that foster health and well-being for all students, especially the growing number of children who experience the effects of trauma, poverty, discrimination, and other adverse conditions.

Access the guide **here**.



How to work with families of multilingual learners with disabilities

Engaging with families of multilingual learners (MLs) with disabilities is a vital step in creating a supportive classroom environment. These families often face unique challenges as they navigate new cultural norms, the complexities of special education and language barriers. Brigid Finley is an English language development specialist and the lead of the ELD department at her school in Wentzville, Missouri. She often works with MLs with disabilities. In this article, she shares her tips for building meaningful relationships with these families while fostering a sense of belonging.

Get the tips **here**.



A Sense of Belonging and a Positive School Climate Are Key to Building Youth Political Efficacy

A strong civic education is the foundation for lifelong civic engagement. When students acquire the knowledge and skills required for civic participation, develop democratic attitudes and dispositions, and learn to use their voice in order to have an impact on their communities, they are more likely to vote later in life and take part in other forms of civic engagement. Extensive scholarship, including CIRCLE's own research, underscores this association between civic learning and participation. They have found a link between high school civics courses and increased political participation and knowledge.

Read the full study **here**.

A Special Invitation

Attention Lifelong Learners!

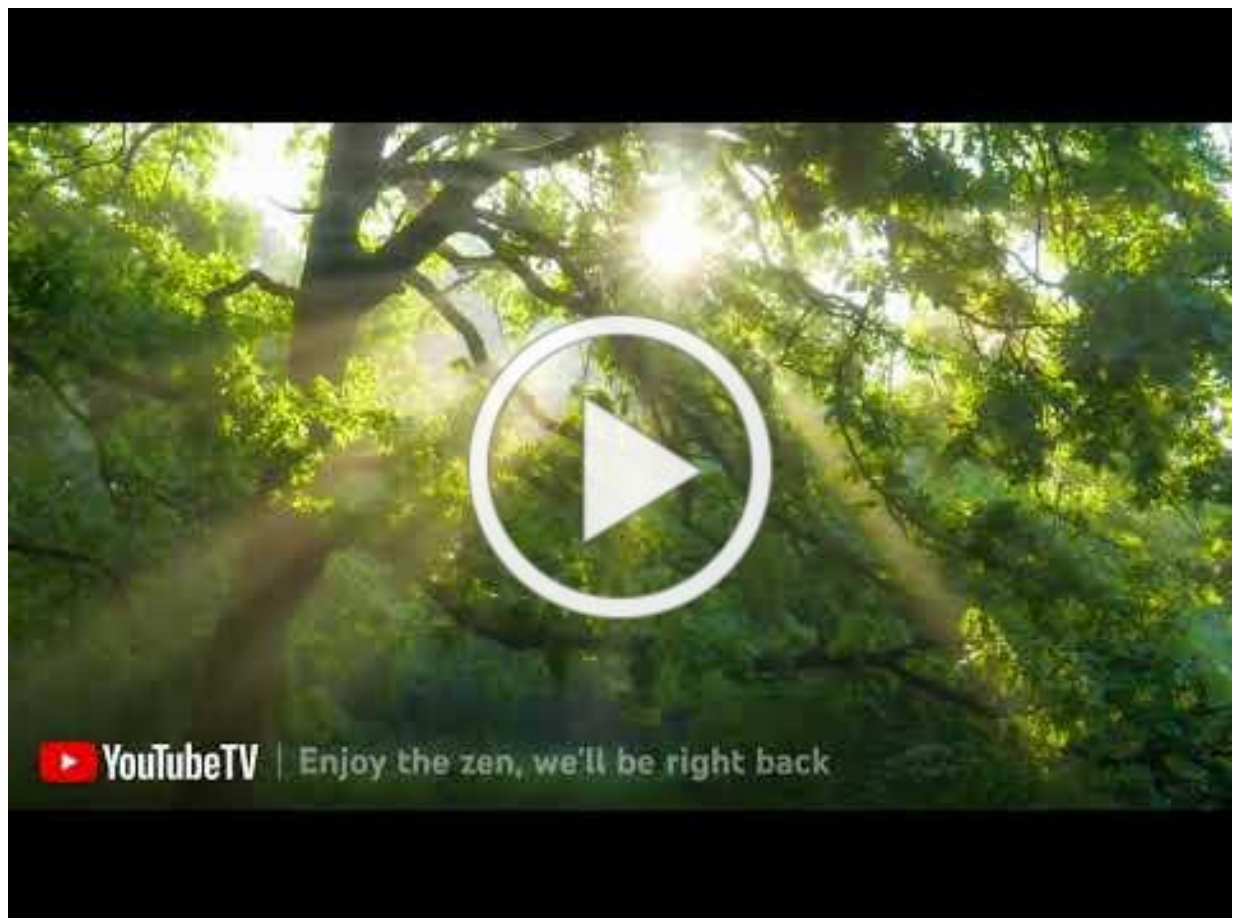


Did you recently defend your doctoral dissertation? Are you in the midst of your doctoral journey? Are you contemplating doctoral work? Let's talk! We want to open a space for conversation, connection, and support for anyone at any place along the doctoral pathway.

**Email Jane Feinberg:
jfeinberg@powerofplacelc.org
by Friday, April 11.**

A Moment of Zen

It's finally spring, and that calls for a celebration, but there's still a lot to do. Put your work aside for a few minutes and just enjoy these brief moments of zen. You earned it!



*Do you have something to share with your fellow educators?
Send it to us at info@powerofplacelc.org.*

Power of Place Learning Communities
2 Burlington Woods Drive
Suite 100
Burlington, MA 01803 US

[Unsubscribe](#) | [Update Profile](#) | [Constant Contact Data Notice](#)



Try email marketing for free today!