



Essex County Learning Community's 2023-2024 Learning Agenda

Participants who complete a total of 10+hrs and present at the ECLC Spring Gathering: Showcase of Learning will be eligible for PDPs.
Please note that most of these experiences are limited to staff members in participating member districts.
To learn more about becoming a member district, connect with us here.

| Type | When / Where | Title | About this Experience | Registration |
|---------------------|---|---|--|----------------------------------|
| Quarterly Gathering | May 8, 2024 4:30PM - 7:30PM Peabody Essex Museum | <u>The Spring Gathering: 2023-2024 Annual Showcase of Learning</u> | The Spring Gathering will be an evening showcasing member's learnings from the Annual Learning Agenda. <i>More details to follow</i> | <u>REGISTER!</u> |
| Learning Series | February & March 2024 <i>Blended Schedule</i> | <u>SEED for Administrators</u> | This is an offering for principals and district administrators seeking to develop their capacity as anti-racist, justice-seeking leaders. Through in-person workshops, participants explore their own education in relation to race, gender, socioeconomic status, and abilities and how these aspects of identity currently impact their leadership. SEED sessions include experiential, interactive exercises, personal storytelling, and discussions often stimulated by short films and readings. The sessions deepen participants' understanding of themselves, expand their knowledge of the world, and point the way to making classrooms, schools, and departments more inclusive and just. <i>Limited to 24 participants.</i> | <u>REGISTER!</u> |
| Learning Series | Spring 2024 5, 2-hr Sessions Zoom | <u>SEED 1: Conversations on Race & Equity</u> | This 5-part introductory series will lead ECLC district teams in a variety of experiential, interactive activities and offer thought-provoking films and readings. The series is intended to better equip educators to reflect on their own identities and develop a growing awareness of the systems of oppression, power, and privilege that are embedded in | <u>REGISTER!</u> |

| | | | | |
|---------------------|--|--|---|--------|
| | | | <p>the fabric of U.S. society. Topics will include gender, race, sexuality, ability, class, and how these intersect with each of us personally and systemically.</p> <p>Limited to 15 participants.</p> | |
| Quarterly Gathering | <p>August 3, 2023 8:00AM - 3:00PM in Beverly, MA</p> | <p><u>The Summer Institute: The Extended Mind: Unleashing Creativity and Humor for Teaching and Leading</u></p> | <p>The 2023 Summer Institute will be a highly experiential learning experience for educators to explore how to leverage joy, humor, movement, etc. to transform learning spaces for adults and students.</p> <p><i>Featuring Annie Murphy Paul and David Penberg</i></p> | CLOSED |
| Quarterly Gathering | <p>November 7, 2023 8:00AM - 1:00PM in Amesbury, MA</p> | <p><u>The Fall Gathering: Windows & Mirrors: Teaching, Learning, and Leading Across Difference</u></p> | <p>Hosted at Amesbury High School, the Fall Gathering will explore “Teaching, Learning, and Leading Across Difference” through the lenses of Universal Design for Learning, storytelling, data, social-emotional learning, and teacher leadership. <u>Two rounds of workshops</u> will be facilitated by ECLC guest faculty. <u>See website for details.</u></p> | CLOSED |
| Quarterly Gathering | <p>February 8, 2024 8:00AM - 3:00PM in Beverly, MA</p> | <p><u>The Winter Gathering: The Project Habit: Designing for Rigor with PBL</u></p> | <p>John Hattie argues, “the right time, the right place, and the right instructions are key to the success of PBL.” Educators often feel they are faced with the choice between using innovative instructional methods—such as problem- and project-based learning—or reverting to traditional direct instruction methods. We desire for more authentic and engaging methods to nurture children’s creativity and engagement, and yet we worry whether students are gaining the content knowledge they need to think critically. But this dichotomy is unnecessary; when PBL is designed and delivered effectively, it has the potential to provide the deepest and most lasting impact on learning, scaffolding for deep content knowledge and critical thinking.</p> <p>The Winter Gathering will: (1) provide a framework for leading schools towards ensuring students apply their learning across situations and disciplines; (2) identify leadership and teaching practices that enable students to transfer their learning across discipline-centered tasks, academic disciplines, and real-world situations; (3) explore strategies for increasing “real world” authenticity in the schools and classrooms; and (4) identify strategies for designing projects, problems, and tasks that enable students to apply their learning.</p> | CLOSED |

| | | | | |
|-----------------|---|---|--|--------|
| | | | <i>Featuring Michael McDowell of Core Collaborative</i> | |
| Learning Series | September 2023 - May 2024 <i>Blended Schedule</i> | <u>Reimagining Middle School</u> | <p>This working group of middle school enthusiasts will wonder together:</p> <ul style="list-style-type: none"> • What are the assets of the middle school stage of life? How can we leverage these assets for a more engaged learning experience? • What are the developmental needs of learners ages ~9-14? • What is the “typical” middle school experience in America today? • What is the purpose of middle school? • Who is drawn to teach and lead in middle school settings? What do they have in common? • How can the community be part of the middle school experience? <p>Participate in this year-long visioning experience of: coalition building activities; site visits to exemplary middle school models; and multi-stakeholder visioning activities such as Portrait of the Graduate and Back to the Future protocol sessions. <i>Launched Monday, September 18th. New participants welcome.</i></p> | CLOSED |
| Fellowship | Fall 2023- Winter 2024 <i>Monthly 90-min Sessions on Zoom</i> | <u>Teacher Action Research Fellowship</u> | <p>Join a group of approximately 15-20 like-minded peers for an in-depth learning experience to research, learn about, and pilot strong equity- and learner-driven practices; share their learning more broadly within the ECLC community of practice; and ultimately develop an advocacy platform to bring their learning, priorities, and recommendations to their peers, their district leaders, and beyond. Focus will be on piloting classroom-level shifts that can make a positive impact and be replicated across our communities.</p> | CLOSED |
| Learning Series | October 2023 - May 2024 | <u>The “How” of Equitable and Inclusive SEL</u> <i>(8 Teacher Fellowship Opportunity)</i> | <p>Educators have become very familiar with the “what” of SEL over the past decade or so, but the “how” of SEL—the pedagogies of bringing SEL into the classroom—has remained something of a black box in the field. This series will focus on the science of the interaction between teacher and student, anchored in equity. This is more challenging work than meets the eye.</p> | CLOSED |

| | | | | |
|-----------------|--------------------------|---|---|--------|
| | | | <p>FELLOWSHIP OPPORTUNITY. 3-5 educators will have the opportunity to serve as teacher fellows for this SEL Series, partnering closely with our guest faculty for their own learning and leadership development. Fellows will be expected to support session workshops and facilitate participant PLCs. Good candidates for this experience are educators with prior extensive professional learning in SEL and a desire to develop their leadership capacity through coaching and facilitation. Please contact Senior Program Manager, Laura Tota (ltota@powerofplacelc.org) to apply.</p> | |
| Learning Series | November 2023 - May 2024 | <p><u>Universal Design for Learning: Habits in Practice</u> <i>(& Teacher Fellowship Opportunity)</i></p> | <p>This year-long cohort experience provides a foundational introduction to UDL and explicit coaching support to build a UDL habit in practice. Cases and examples emphasize the practical use of UDL as a framework for equity, access and inclusion. Teachers learn how to implement UDL as a social emotional practice for adults. The goal is to build self- and social awareness in service of effective and ethical instructional decision making. Special attention will be paid to addressing issues of risk and resilience, including poverty, stigmatization, disability, and trauma. Class format combines lecture, discussion, case analysis and design workshopping to support UDL implementation.</p> <p>FELLOWSHIP OPPORTUNITY. 4-6 educators will have the opportunity to serve as teacher fellows for this UDL Series, partnering closely with Gabbie for their own learning and leadership development. Fellows will be expected to support session workshops and facilitate participant PLCs. Good candidates for this experience are educators with prior extensive professional learning in UDL and a desire to develop their leadership capacity through coaching and facilitation. Please contact Senior Program Manager, Laura Tota (ltota@powerofplacelc.org) to apply.</p> | CLOSED |

Continued on Next Page

2023-2024 ECLC District Activities

In addition to the annual learning agenda, PoP conducts a number of activities in service of building community, co-constructing learning priorities, and providing customized support to individual districts or small cohorts of districts to meet their individual professional learning needs, aligned to district priorities. This year, PoP is supporting the following ongoing activities, targeted programing, and coaching with districts.

| The Experience | Involved Group(s) | Description |
|--|---|---|
| Universal Design for Learning Infrastructure and Practice | Amesbury Public Schools | Year-long support for administrators and educators developing a shared understanding of, integration plan for, and non-evaluative feedback structure for Universal Design for Learning. <i>Led by Gabrielle Schlichtmann.</i> |
| Equitable Mental Health Care and Behavioral Response | Andover Public Schools Social Work Department | Year-long support of the professional learning agenda of the Social Work Department. <i>Led by Maureen Walker.</i> |
| Developing Resilience: Supporting Youth Mental Health | Paraprofessionals in Lynnfield, Wakefield, and Hamilton-Wenham Public Schools | A three-part learning certificate series designed to equip paraprofessionals to support students in developing their mental health resilience. <i>Offered in partnership with PEAR, Inc.</i> |
| District Leadership Coaching | Varies | Member districts have access to customized district and district leadership coaching, as needed. |

ECLC Engagement Opportunities

There are currently two groups in place for ECLC members to contribute to planning and recruiting for the ECLC Annual Learning Agenda. Please contact Director of Operations, Allyson Corey (acorey@powerofplacelc.org), for more information.

| Group | Participants | Purpose |
|----------------------------------|------------------------|---|
| Superintendent Town Halls | Member Superintendents | Monthly calls with Superintendents focused on building community among leaders, greeting a safe learning space for district leaders, and co-creating ideas for professional learning needs in the community. |
| Advisory Cabinet | 12-16 ECLC Members | A cross-district representative group of community members who come together quarterly to share about district goings-on, provide feedback and input to the learning agenda, and advise on certain organizational decisions. Please contact Director of Operations, Allyson Corey , for more information. |