

POWER *of* PLACE

LEARNING COMMUNITIES



Dear Colleagues and Friends,

For me and my extended family, the past several days have been gut-wrenching. We could only watch in disbelief as Hamas terrorists violently attacked Israel. I lived in Israel briefly and have dozens of friends and relatives who have made Israel their home. Since Saturday's attack, some of them and/or their children are now on military duty. I fear the repercussions of this terrorist attack in the weeks and months to come for Israel, the region and the entire world.

Israel is 5,500 miles away from Boston, and at times like this the geographic distance feels especially challenging. Right now, I feel helpless, angry, and very sad.

I am sickened by the disturbing images on television and social media that have entered our collective landscape since the attacks. As adults, we have the benefit of life experience and historical context to help us understand what we're seeing, but that is not the case for our children and young adults. It is our responsibility as educators to make space for reflection and conversation, even as we might wish to avoid the inevitable discomfort. There are lots of resources out there that could help, but we recommend that you start with these:

- **Common Sense Media** offers age-based tips on how to talk with young people about disturbing headlines and how best to listen to and help them process their thoughts and feelings.
- **Facing History and Ourselves** also offers classroom resources related specifically to making sense of war in the Middle East.

The Israeli national anthem is "*Ha-Tikvah*," which means hope. It is my fervent hope that the

violence and bloodshed end soon, and that a path to lasting peace in the Middle East can be forged in our lifetime.

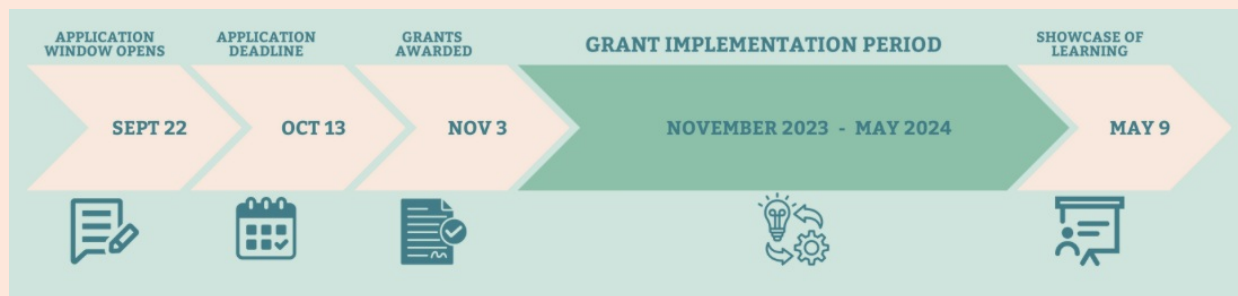
With warmth and appreciation,

Jane

Deadline Extended to Friday, October 13

Apply now to receive a grant of up to \$1500 to lead a professional learning experience of your own design!

2023-2024 ECLC Exploratory Mini-Grant Application



Featured Opportunities: Register Now

The "How" of Equitable and Inclusive SEL

Think you know SEL inside and out already? Well, this experience isn't your standard SEL 101!

The "How" of Equitable and Inclusive SEL is designed for educators ready to move beyond the SEL "checklist" and 15-minute daily SEL block. This experience will instead explore the "how" of SEL: educators will be equipped with the mindsets, pedagogies, and practices to bring SEL to life in every part of the learning environment and experience. Special attention will be paid to how SEL integrates with other practices such as Universal Design for Learning (UDL) and Culturally Sustaining Pedagogy (CSP).

[Register Here](#)



Essex County
LEARNING COMMUNITY

The "How" of Equitable and Inclusive Social-Emotional Learning

Facilitated by Bryan Mascio

PARTICIPATION
Any staff person from an ECLC member district is eligible to participate. Participants are asked to commit to completing all sessions, and as part of that commitment especially attending the last session, which will be a share-out to conclude the series. Participants who attend all sessions, PLCs, and the Spring Showcase of Learning will be eligible to receive PDPs.

FELLOWSHIP OPPORTUNITY
Application Required. 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.


ABOUT THE EXPERIENCE
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 equipping educators with the mindsets, pedagogies, and practices to bring SEL to life in every part of the learning environment and experience. Special attention will be given to understanding how SEL integrates with other practices such as Universal Design for Learning (UDL) and Culturally Sustaining Pedagogy (CSP).

COHORT SCHEDULE

Thursday, October 26 12:30 - 4:30 PM Wylie Conference Center	Cohort Kick-Off: Five Awareness of Teaching Framework and SEL High-Leverage Classroom Design Elements
November & December TBD ZOOM	Two (2) PLC Session led by Teaching Fellows
Thursday, January 18 12:30 - 4:30 PM Wylie Conference Center	Cohort Session: Universal Design for Learning (UDL) and Culturally Sustaining Pedagogy (CSP) for Equitable SEL
February & March TBD ZOOM	Two (2) PLC Session led by Teaching Fellows
Thursday, April 4 3:30 - 5:30 PM ZOOM	Cohort Wrap-Up: Synthesis of Learning and Preparation for Spring Gathering
May 9, 2024 6:30 - 7:30 PM TBD	ECLC Spring Gathering: Showcase of Learning (In-Person)


November 7 Fall Gathering:
Windows and Mirrors: Teaching, Learning and Leading Across Difference

All staff from our member communities are invited to join us for a full day of professional learning




Join us for our 2023 Fall Gathering
Windows & Mirrors: Teaching, Learning, and Leading Across Difference
 Tues, November 7 from 8am-1pm @ Amesbury High School


Featuring our Guest Faculty:




Jane Feinberg, Executive Director of Power of Place




Luis Ortega, Founder and Executive Director of Storytellers for Change




Carrie Conaway, Senior Lecturer at Harvard University Graduate School of Education



Gabrielle Schlichtmann, Executive Director and Chief Scientist at EdTogether



Gil Noam, Founder and Director of Partners in Education and Resilience (PEAR)



Edward Walker, Founder of Independent Consultants of Education

View our agenda

Register to attend

November 7 at Amesbury High School. **Windows & Mirrors: Teaching, Learning, and Leading Across Difference** will feature guest faculty (including both new and familiar faces) who bring expertise in critical topics including UDL, SEL, Anti-Racism and Equity. Our 2023 Teacher Action Research Fellows will also lead a session to discuss the role of the teacher in our changing world. We hope you can join us!

Register Here

Reimagining Middle School: Walking the Path Together

Middle schools are “the middle child” in K-12 education. Not quite elementary school, not quite high school, middle school is a space that evokes ambivalence and even dread, in addition to awe and delight. This year ECLC is offering its first-ever “Reimagining Middle School” working group in collaboration with our partners at WPS, a year-long cohort experience with colleagues from across Essex County. View a blog post about the first session in this series [here](#). Our next meeting is Monday, October 16, from 4:00 - 5:30.



Join a *working group of 25-30 middle school enthusiasts* to dream together about:


- 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 adolescent learners?
- 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?

Participate in this *year-long cohort 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.

Register Here:
bit.ly/ReimaginingMiddleSchool |  | 

Register Here



UDL: Habits in Practice
 Facilitated by Gabrielle Rappolt-Schlichtmann

PARTICIPATION

Any staff person from an ECC member district is eligible to participate. Participants are asked to commit to completing all sessions, and as part of that commitment especially attending the last session, which will be a share-out to conclude the series. Participants who attend all sessions, PLCs, and the Spring Showcase of Learning will be eligible to receive FDPs.

FELLOWSHIP OPPORTUNITY

Application Required. 4-6 educators will have the opportunity to serve as teacher fellows for this UDL Series, partnering closely with Gabby for their own learning and leadership development. Fellows will be expected to support session workshops and facilitate participant PLCs.

ABOUT THE EXPERIENCE

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 workshoping to support UDL implementation.

COHORT SCHEDULE

October 18, 2023 3:30-5:30PM	2-hr PLC Training - Teaching Fellows (Virtual)
November 7, 2023 8:00-1:00PM	ECLC Fall Gathering: 2-part workshop (in-person)
Fall 2023	2 PLC meetings led by Teaching Fellows (Virtual)
February 14, 2024 8:00-3:00PM	Full Day, 2-part training: introduction to the UDL Guidelines. What are they? How do I use them? (in-person)
Spring 2024	2 PLC meetings led by Teaching Fellows (Virtual)
May 9, 2024 4:30-7:30PM	ECLC Spring Gathering: Showcase of Learning (in-person)

Universal Design for Learning: *Habits in Practice*

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 workshoping to support UDL implementation.

Register Here

Access the full 2023-2024 Learning Agenda here.

Resources from the Field



Youth Violence Prevention: Resource for Action

The **Centers for Disease Control** Division of Violence Prevention and National Center for Injury Prevention and Control have created a compilation of resources based on the best available evidence to help communities and states focus on youth violence prevention. These strategies include promoting family environments, providing quality education early in life, strengthening youth's skills, creating protective community environments, and intervening to lessen harms and prevent future risks. Access the full resource guide [here](#).



Beyond the Horizon: Blazing a Trail Toward Learner-Centered School Quality Systems

In their new publication, a group of education non-profits, including our partners, **Transcend Education** and **Big Picture Learning**, share recommendations to move from our current systems of assessment and accountability toward equitable, learner-centered school quality systems. These recommendations were co-created with students, caregivers and educators as well as district, state and national leaders, all working alongside organizations representing the student-center learning community. Download the full publication [here](#).



Strengths-Focused Education for Neurodiverse Students: A Conversation Between Rebecca Matte and Mark DiPietro

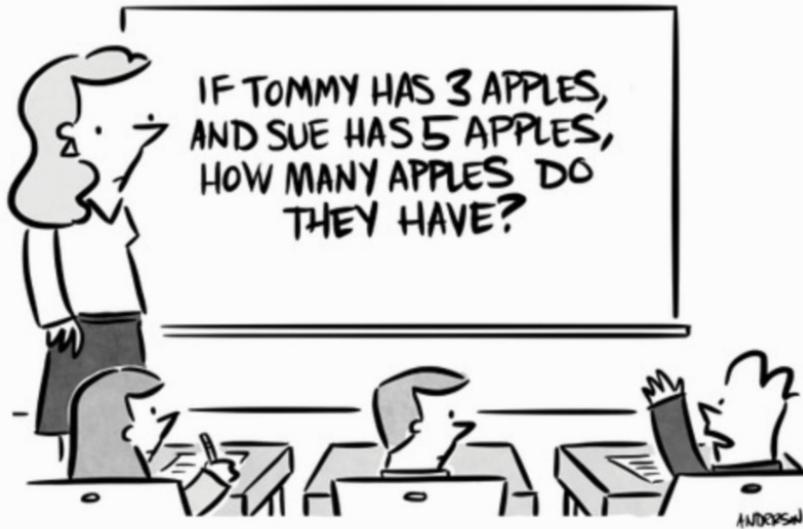
In her time working with neurodiverse students, Rebecca found that students were often quick to list things they struggled with but couldn't list areas in which they excelled. This led Rebecca to adopt a strengths-based perspective, one that takes a holistic look at a student and reframes what is often called a "deficit mindset." In their conversation, Rebecca and Mark talk about the importance of moving away from deficit thinking, and how you can incorporate strengths-based perspectives into your classroom. Listen [here](#).



Normal Isn't Real: Succeeding with Learning Disabilities & ADHD

Discover the power of film to teach and inspire neurodiverse students and your community. *NORMAL ISN'T REAL: Succeeding with Learning Disabilities & ADHD* is a film that features neurodiverse young adults sharing their stories of coming to terms with their LD and ADHD. Viewers venture into the subjects' daily lives; showcasing their talents, venting their frustrations, and employing the strategies they use to manage their challenges and access their considerable strengths. Purchase tickets and watch [here](#).

Just for Fun



"OK, first things first - how many kids are just walking around with multiple apples?"

*Do you have something "Just for Fun" to share with your fellow educators?
Send them to us at info@powerofplacelc.org.*

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