

THE ROWLAND foundation

PRESENTS ITS **ELEVENTH ANNUAL STATEWIDE CONFERENCE**



KEYNOTE SPEAKER

DR. GHOLDY MUHAMMAD

Author, speaker, and educator currently serving as an associate professor of Language & Literacy at Georgia State University, and director of the Urban Literacy Collaborative & Clinic.

Dr. Gholnecsar “Gholdy” Muhammad is the author of the best-selling book *Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy*.

“ It is our duty as educators to not just teach skills, but also teach students to know, validate, and celebrate who they are.

”

ALL STUDENTS THRIVING **Rethinking School & Community**

OCTOBER 26, 2022 • THE DAVIS CENTER, UNIVERSITY OF VERMONT

THE MISSION OF THE ROWLAND FOUNDATION is to provide Vermont secondary school educators with a unique professional development and leadership opportunity and the resources to positively affect student achievement and the culture and climate of their respective schools.

TO REGISTER, VISIT www.therowlandfoundation.org

Conference Schedule & Workshops

8:00-8:45	Registration, coffee & breakfast	10:30	Break
9:00	Welcoming Remarks: Michael Martin, Executive Director	10:45	Morning Workshops
9:15	Rethinking School & Community: Jessica DeCarolis, AOE Division Director for Student Pathways	12:00	Lunch
9:30	Keynote Address: Dr. Gholdy Muhammad	12:45	School & District Team Time
		1:20-1:40	Student Presentations
		1:45-3:00	Afternoon Workshops

MORNING ONLY

Special Workshop **Culturally & Historically Responsive** **Instructional Coaching for Lesson/Unit** **Planning: Refinement of Content**

Presenter: Dr. Gholdy Muhammad, author of *Cultivating Genius: An Equity Model for Culturally & Historically Responsive Education*

Outcomes:

1. Educators will practice CHRE lesson/unit planning; and
2. Educators will practice refining and revising their curriculum using the HILL Model.

Participants will have time to collaborate and practice drafting lessons or unit plans in the session using the understandings from the keynote session. They will learn ways to refine and revise their curriculum to make it more responsive to the identities and needs of their students through instructional coaching.

Act I and the Educational Quality Standards

Presenters: Amanda Lucía Garcés & Mark Hage, Co-Chairs of the Act 1 Advisory Working Group; **Chelsea Myers**, Associate Executive Director of the Vermont Superintendents Association; **Mike McRaith**, Associate Executive Director of the Vermont Principals' Association & 2013 Rowland Fellow

In response to systemic racism in school, in 2019 the Legislature passed Act 1, a law to establish ethnic & social equity studies standards in Vermont schools. Act 1 established a working group to “review standards for student performance adopted by the State Board of Education and...recommend to the State Board updates and additional standards to recognize fully the history, contributions, and perspectives of ethnic groups and social groups.” With support from the VSBA, VSA, VPA, VTCLA, expert readers, and community members, the Act I Working Group submitted proposed revisions of the Educational Quality Standards (EQS) to the Vermont State Board of Education last month in order to meet its charge from the Legislature. Please join us to discuss the proposed changes to EQS which emphasize Universal Design for Learning, Culturally Responsive Pedagogy, and Restorative Practices—none of which are included in the existing Vermont Educational Quality Standards of 2013.

AFTERNOON ONLY

Special Workshop **Rethinking ELA Curriculum Through** **Gholdy Muhammad's Framework**

Presenters: Dr. Kathleen Brinegar, Senior Lecturer at UVM's College of Education & Social Sciences; **Allie Vega**, Milton High School Librarian & 2020 Rowland Fellow; **Erin Tinti**, Milton Public Schools Curriculum & Assessment Coordinator; **Lynne Manley**, Milton Town School District Director of Curriculum, Assessment & Technology.

The sacred pillars of the English classroom are the experiences of reading, writing, listening, and speaking; however, we asked ourselves: what would happen if the old faithful English pillars were rethought in an effort to reshape curriculum through the equity and culturally responsive framework of Dr. Gholdy Muhammad? We will share how Dr. Muhammad's literacy pillars: identity, intellect, criticality, skills, and joy helped us rethink the traditional skills-centric ELA classroom. Participants are invited to bring their own scope & sequence to examine together and question the areas where Dr. Muhammad's framework can be a lever for equitable curriculum decision making and redesign.

Preparing for Pushback: Sustaining **Equity Work in Schools**

Presenters: Jeanie Phillips, Great Schools Partnership Senior Associate, Rowland Foundation Senior Associate & 2014 Rowland Fellow; **Meg Boisseau Allison**, U-32 Librarian & Vermont School Library Past-President

You've created a more diverse and representative curriculum, provided more “mirrors”, “windows”, and “sliding glass doors” in your library collection, or perhaps you are intentionally teaching about systemic racism and oppression in your classroom. How will you respond when you receive pushback? Given the current climate and organized efforts to attack any educators focused on equity, it is crucial to prepare yourself and your school for the inevitable. In this workshop, we will share resources and strategies for navigating these challenges proactively. We will collectively prepare ourselves for criticisms from those who are accustomed to societal advantages and a disproportionate share of resources so that we can sustain our important and necessary equity work.

MORNING & AFTERNOON WORKSHOPS

Bringing Justice Back to Restorative Justice

Presenter: *Mearee Jan, 10th Grader, Winooski High School; Kayla Loving, Restorative Justice Coordinator, Spectrum Youth & Family Services; Auishma Pradhan, 10th Grader, South Burlington High School; Eliza Willis, 9th Grader, Winooski High School*

Recent cultural paradigm shifts have prompted schools to move away from zero-tolerance discipline and implement restorative practices. However, what happens when educational institutions—which are built on white supremacy—try to fit restorative justice—which is inspired by Indigenous philosophies—into its framework? This workshop invites educators to discuss how restorative justice as a mindset can address historical harms and foster spaces where learners can be their authentic selves. Participants will leave with ideas that challenge the very framework that school is built to make sure that justice in its truest sense is carried out.

The Dialogue Continues: Extremism, Democracy, and Schools

Presenters: *Elijah Hawkes, Director of School Leadership Programs at the Upper Valley Educators Institute*

Political extremism is characterized by racist and exclusionary ideas, anti-democratic beliefs, conspiratorial thinking and apocalyptic fantasies. These belief systems, including White Nationalism, conspire to dehumanize various groups of people and sanction violence. Last year, this workshop centered on the dangers of youth being drawn into these belief systems: What resources are available to teachers? What curriculum can we create and share? How can we dedicate resources to protect white youth from these dangers while also centering the needs of BIPOC youth? This year we broaden our view to ask, what do school leader and teacher preparation programs need to do differently to prepare educators who are entering the field in today's polarized cultural climate? In this workshop we will share resources, explore questions and build a network to remain in dialogue over time to strengthen our school communities and keep them strong.

Inclusive Standards for Vermont Schools: Teaching Practices

Presenters: *Carly Bennett, ELA Teacher; Christie Nold, Social Studies Teacher, South Burlington High School*

Over the past few years, educators throughout the state have engaged in hours of equity-based training, student groups have called for change, and administrators have examined their internal biases. Without intention, the work of diversity, equity, and inclusion can exist solely as an intellectual pursuit, remaining in book clubs, faculty meetings, and unpaid committees. This workshop will examine the way in which educators from around Vermont are balancing shared reflection with action in their classroom and school community. Together, we will examine the teaching practices situated within the inclusive standards for Vermont schools to demonstrate not only their power to change student experience, but also the many ways they are already incorporated into daily practice.

Playtime: Working Towards Just Outcomes Through a Universal Design for Learning (UDL) Framework

Presenters: *Alysia Backman, South Burlington School District Interim Executive Director of Learning; Emily Gilmore, Great Schools Partnership Senior Associate & 2017 Rowland Fellow*

How can we create the conditions for all people to feel welcomed, supported, and engaged in our educational systems? Our goal for this session is to provide an opportunity for educators to come together and explore the connections we have found in pairing Universal Design for Learning with frameworks like culturally responsive and sustaining pedagogy and antiracist practices. We will reflect on and build upon our current practices, develop our educational toolkits, and apply these frameworks to current scenarios in education. Together, we hope to better re-examine opportunities to engage our educational communities. This workshop is designed for anyone and everyone connected to schools and education.

Supporting Students of Color in VT Schools

Presenter: *Mikaela Simms, Brattleboro Union High School Diversity Coordinator; Nicole Awwad, Springfield High School Resource Center Teacher & 2021 Rowland Fellow, with students from Springfield & Brattleboro Union High Schools*

It's time to listen to our young people! Join Brattleboro Union High School and Springfield High School AWARE members in discussion and learning to better support students of color in Vermont public schools. Aware is a student group for students of color that works to raise consciousness in themselves and their community. Participants will leave with a better understanding of the lived experiences of our students.

Unlearning to Dwell Deeply in Place

Presenters: *Aimee Arandia Østensen & Courtney Mulcahy, Professional Learning Facilitators in Education for Sustainability with Shelburne Farms*

What does it mean to dwell deeply in place? How does this shape classroom values, culture, and curriculum? These questions will be explored in this workshop that interrogates our relationships to land, community, and self. Together as teacher-learners we will read the land we are on as the common ground for a multitude of storylines. Skills essential to reinhabiting place with respect, responsibility and reverence will be practiced as we draw connections to teaching, learning and curriculum. Recent examples from Vermont teachers and learners striving to reimagine how to learn with, from, and for the land will be shared. We hope you will join us in this brave and unsettling space where wonder and hope are both the process and the outcome.

Consider Applying for a Rowland Fellowship

The Rowland Foundation seeks fellowship applicants who are visionary, collaborative, and willing to lead positive change for their schools' culture, climate, and students.

Candidates should

demonstrate a clear commitment to shared leadership and equity. The most successful Rowland Fellows also demonstrate flexibility and humility in their approach to leadership in order to implement lasting change in their school communities. Rowland Fellows are innovators who are interested in learning from others as they grow professionally and are skilled at developing strategic partnerships to realize a shared vision.

The Foundation seeks proposals which:

- Will lead to systemic change in the school, particularly in its culture and climate.
- Are visionary and comprehensive (i.e., benefit most or all students at a given school).
- Are sustainable after The Rowland Foundation completes its funding.
- Are exportable to other schools. The Rowland Foundation supports innovation across school districts throughout Vermont.
- Have the complete support of the principal or head of school. This will be a key element of the interview process prior to selection.

Each year up to ten Vermont educators are selected as Rowland Fellows from among all qualified applicants. The Foundation provides grants up to \$100,000 to each of their schools for the Rowland Fellow to implement a vision to transform an aspect of the school which will positively impact its culture and climate. An initial grant of up to \$50,000 covers a sabbatical for the fall semester (September-January) for each Rowland Fellow. The sabbatical provides opportunity for travel, research, personal reflection and renewal, and for the development of an action plan to be implemented upon the Fellow's return to his/her respective school. The grant covers the school's cost of hiring a substitute teacher. An additional grant of up to \$50,000 is provided to each school to support the initiative developed by the Rowland Fellow

"Transformational" is the best word to describe a Rowland fellowship.



Lori Lisai,
2015 Fellow
Innovation Coordinator Lamoille Union Middle & High School

with their school Steering Committee. Most schools use part of this second installment to provide a reduced teaching load for their Rowland Fellows to work on their change initiative during the second semester.

Vermont educators who garner a Rowland Fellowship participate in a two-year cohort cycle with other Rowland Fellows from the same year. This shared learning with other change-leaders is supported by graduate coursework in organizational change and collaborative practice. The Cohort meets quarterly to share change strategies and dilemmas with each other. These day-long Cohort meetings are facilitated by Senior Rowland Associates with the Executive Director attending as well. In addition to deep collaborative work with their Cohort and school Steering Committees, Rowland Fellows join a network of innovative educators dedicated to equity and leading change in Vermont schools. There are currently 93 Rowland Fellows around the State of Vermont.

"The Rowland Foundation has become a family I rely on to push my thinking and professional practice in innovative and student-centered ways."



Emily Gilmore,
2017 Fellow
Social Studies Teacher, South Burlington High School

Application deadline is December 31, 2022.

The Rowland Foundation is growing!

The Rowland Foundation is now accepting applications from Vermont teachers working in **Grades 5-12**. The Rowland Foundation is thrilled to announce that it will be accepting applications from Vermont middle grades educators this year. In the past, the Rowland Foundation only accepted middle grades applicants when they teamed up with secondary school colleagues, or when their school was attached to a high school—now middle grades teachers can apply on their own. Even as we expand down to offer Rowland Fellowships for middle grades educators, the Rowland Foundation is studying the possibility of expanding to include elementary schools in the future.

Supporting teacher innovation, collaboration & leadership since 2008.

THE ROWLAND foundation

11th ANNUAL STATEWIDE CONFERENCE

All Students Thriving: Rethinking School & Community

Register Now

Workshops are space sensitive and will fill quickly. We encourage each school to register at least one eight-member team (principal, administrators, teachers). Once a team has been determined, we suggest one person be designated to complete the online registration where we ask for all names and workshop selections at the time of registration. After a team has been filled, students can be added to each eight-person team at the cost of \$50 each. Initially, we must limit registration to no more than 3 students per school. If space allows, we will open the conference to additional students.

School Team of 8*	\$1,850
Individual Attendee	\$275
Keynote Only	\$75

Please note: If you pre-registered a team last spring, you must still register now (at the early bird registration fee of \$1,500 per team). Teams who pre-registered will receive a discount code to apply to their registration fee.

The conference fee covers the keynote address, all workshops, and lunch. There is an additional modest registration fee charged by UVM. Prior to the conference UVM Event Services will contact attendees about parking availability and issue permits if necessary.

Student (After a Team is Registered)	\$50
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Registration Questions: Please contact the University of Vermont Event Services. Phone: 802-656-5665, ext. 3 or eventregistration@uvm.edu

All Vermont superintendents are invited to join this conference as guests of The Rowland Foundation if their district has registered at least one team of eight. Superintendents must still register as individual attendees attached to their district team.

To register, go to:
www.therowlandfoundation.org



“We’re trying to help our students leave our schools and make the world a better place. We cannot keep repeating the same history.”

—Dr. Gholdy Muhammad