

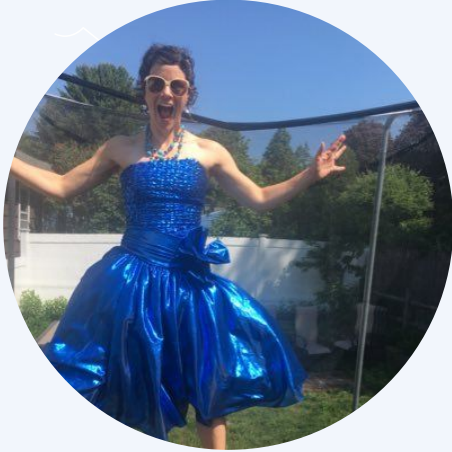
Inclusive Standards for Vermont Schools

SCAN ME



<https://tinyurl.com/35s6jmcv>

Who We Are:



01

Carly Bennett


She/Her
Learner, teacher, slow runner,
sometimes poet.

02

Christie Nold

She/Her
Public school worker, kayaker,
donut lover!





“We live in a period where there's no time for "urgent-free pedagogy." Our instructional pursuits must be honest, bold, raw, unapologetic, and responsive to the social times.”

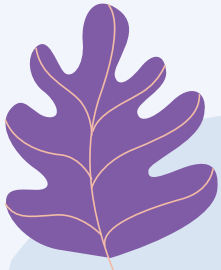
–Dr. Gholdy
Muhammad

Plan For Our Time:

What is the EQS?

Together, we will build understanding of the proposed updates to EQS

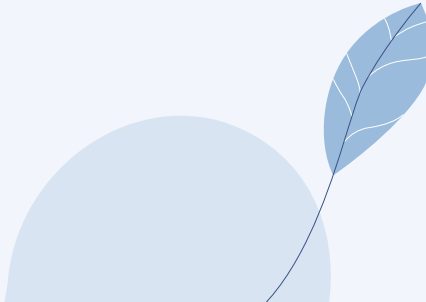
01



What does it look like?

We will have time to dive into a few different models of practice

02



What am I doing?

We will end with time to share our own work with one another

03



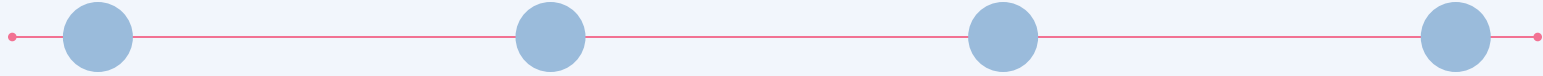
Moving to Action:

Personal:

Interpersonal:

Institutional:

Practice:



Reflection

Slowing down,
noticing
reactions,
journaling...

Shared

Book groups,
interactions,
opt-in
experiences...

School

Professional
learning,
department goals,
continuous
improvement plans...

Pedagogy

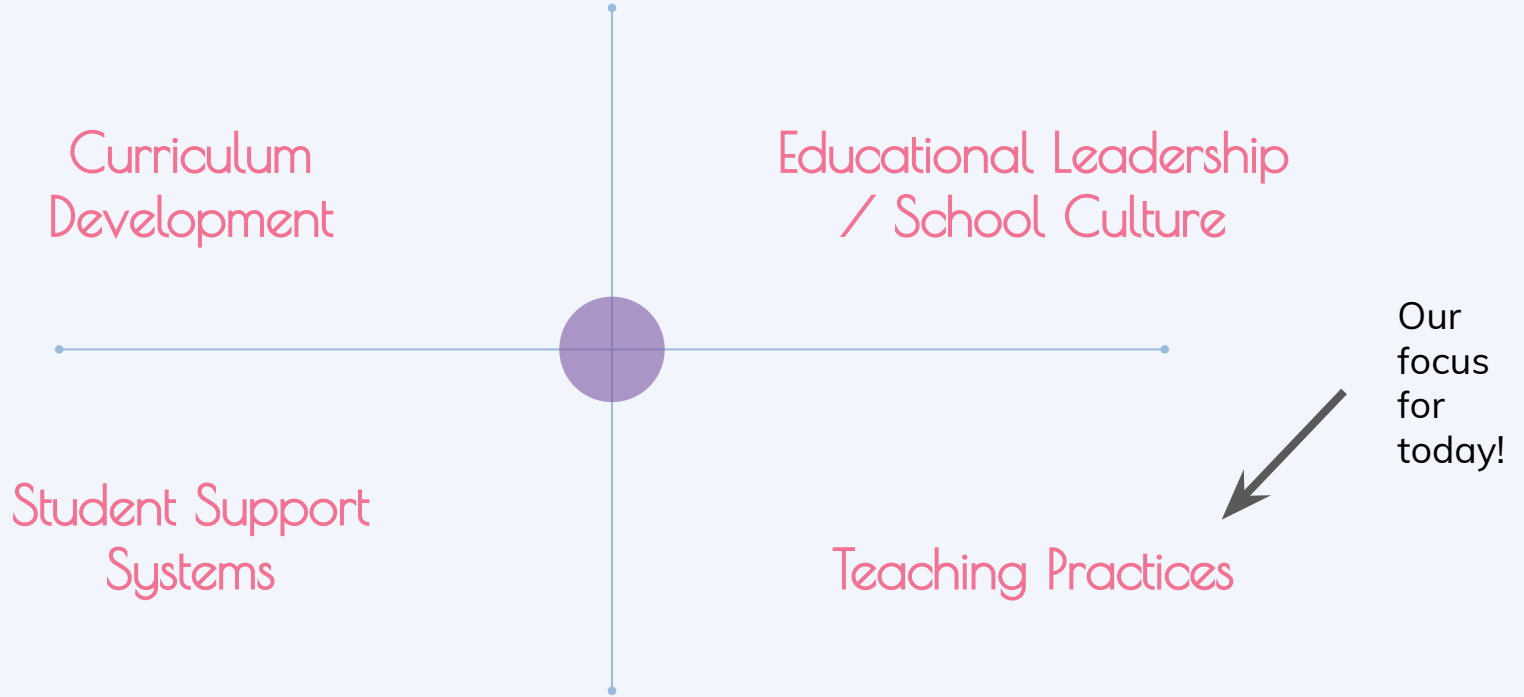
How does the
personal,
interpersonal,
& institutional
come together
to inform your
practice?

What is the “EQS?”

Vermont Education Quality Standards first developed in 1997 as the “School Quality Standards,” updated in 2014 & currently under review.



What does EQS address?



While Listening:

As you listen:

As you hear the proposed changes, jot down the following...

2. Challenges:

When looking at these practices, what feels most challenging to you?



1. Strengths:

When looking at these practices, what is an area where you're most confident?

3. Wondering:

When looking at these practices, what are you wondering about?



Educators will provide a strong learning environment through -



- **Clear** learning targets and skills paired with focused and active feedback
- **Authentic** (“real world”) application and connection that is rooted in inquiry and critical thinking
- **Responsive** teaching based on formative assessments and other data

Educators will center students' cultural identities and the journey for societal equity and...

Examine:

Examine their own cultural identities and reflect on how their identities shape their own teaching

Create:

Create learning spaces that thoughtfully encourage students to talk about equity and real-world impacts

Embrace:

Embrace and celebrate the language and literacy skills tied to learners' culture, identities, and communities



Educators will develop supportive learning communities and...

Model:

Model high expectations for all students

Celebrate:

Celebrate and engage with each student's unique abilities and strengths

Design:

Design lessons so that learners can access information in many ways as well as show what they've learned in many ways

Technology:

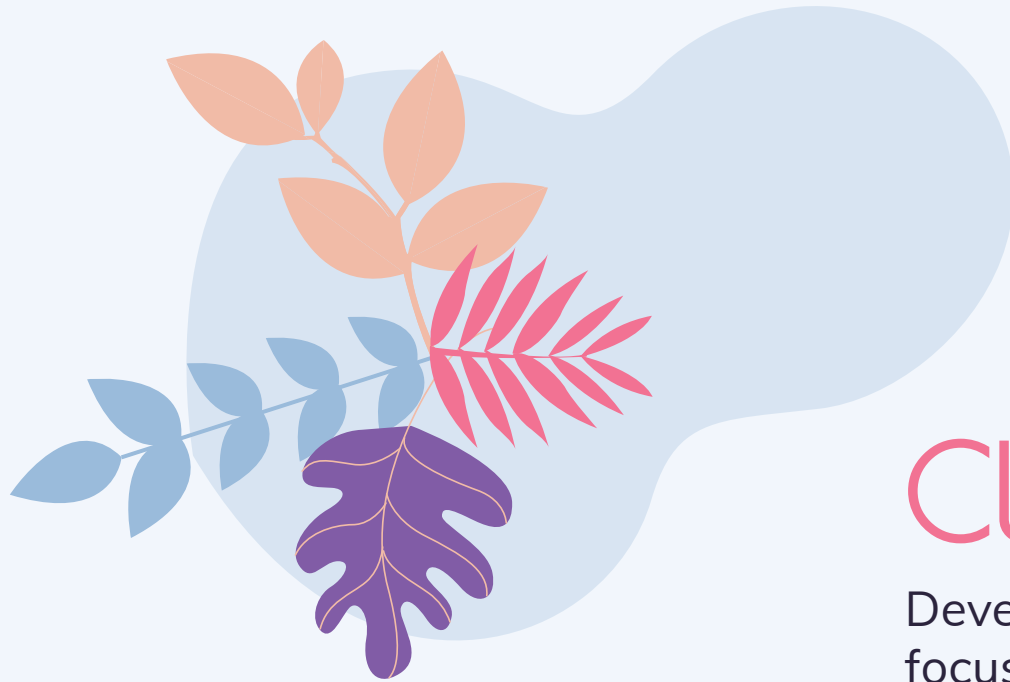
Use technology to best meet student needs

Emotion:

Assist students in managing emotions and feelings to support their overall growth

Whole Child:

Address the needs of the whole student, creating ways for learners to explore, move, and express themselves



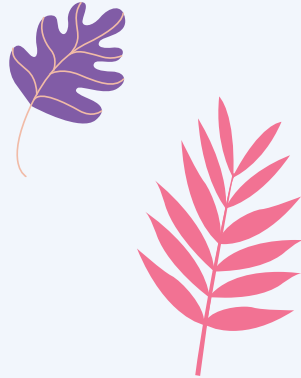
Class Culture:

Develop a classroom culture that focuses on relationships, respect, and responsibility while supporting those who are still developing these skills

Thoughts?

Introductions:

With those around you, share your name & experience/role



Share Out:

With those around you, share in three rounds:

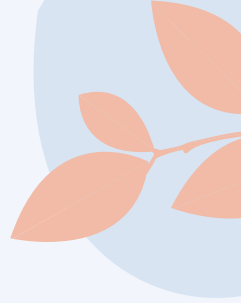
1. Strength
2. Challenge
3. Wondering

What does it
look like?





Educators will provide a strong learning environment by...



Bringing authentic (real world) examples into the classroom -

Historical Interview Project

Supportive Learning Community:

... design lessons so that learners can access information in many ways as well as show what they've learned in many ways:



Examples:

Strong Learning Environment

- Speaking & Listening Scales
- Authentic Audience
- Critical Thinking/Feedback

Centering Student Identity

- BARWE
- Beginning with Race Socratic Seminar
- Reading to Raise Anti-Racists

Supportive Learning Communities

- Classroom Vision
- AP Bio Learning Resources
- Student “I Am Enough”
Poster





Share Strengths:

Step 1: Identify an “artifact” from your practice that is reflected in the EQS updates

Step 2: If you’re willing, add a shared link [HERE!](#)

Small Group Share Out:

Focus:



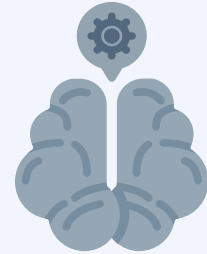
Which aspect of the teaching practices did you choose to focus on?

Item:



What was an item you looked at OR shared related to the teaching practices?

Take Away:



What is something you've taken away from your time spent with these items (and your own practice!)?

“Ending Well” – Bill Rich

01

Share

Anyone willing to bravely share their artifact?

02

Reflect

Take a moment to let us know what worked today & what didn't!

03

Closing Thoughts

Gratitude, questions, further connections?





Thanks!

Let's stay connected!

Carly Bennett -

cbennett@sbschools.net

@MsBennett802

Christie Nold -

cnold@sbschools.net

@ChristieNold

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