

Morgan Showalter received his Bachelor of Fine Arts degree from the Maryland Institute, College of Art and his Masters of Science in Education degree from Johns Hopkins University. He received his initial art education teaching certification at Central Connecticut State University. Mr. Showalter has taught in three states, in two countries, and in the American and British educational systems. He is a practicing and exhibiting visual artist who has shown his work in 24 countries. Mr. Showalter is the appointee of the Baltimore Teachers Union on the Maryland Commission on Innovation and Excellence in Education (the Kirwan Commission).

Morgan Showalter

A. EDUCATION:

Towson University

Administrator 1 Certification. Baltimore, MD. 2015

The Johns Hopkins University

Masters of Science in Educational Studies. Concentration: Mind, Brain, and Teaching. Baltimore, MD. 2013

Central Connecticut State University

Teacher Certification. Major: Art Education, K – 12. New Britain, CT. 1997

Maryland Institute, College of Art

Bachelor of Fine Arts. Major: Painting. Baltimore, MD. 1992

B. CERTIFICATIONS:

State of Maryland Advanced Professional Certificate, Highly Qualified.

Administrator 1, English 9-12, Art, PreK – 12, Special Education Grades 6 – 12

ADDITIONAL EDUCATION:

The University of Maryland, Baltimore County

Teacher Quality in Chemistry Program, 2015-16 Cohort. Baltimore, MD.

C. TEACHING EXPERIENCE:

Augusta Fells Savage Institute of Visual Arts High School. Baltimore City Public Schools.

August 2014 to present - high school English (English III and IV) and special education teacher. Biology, chemistry, reading instructor

- Self contained classroom, general education, and co-teaching

- Member of Instructional Leadership Team

- Special education case manager

Catonsville Educational Center of the Regional Institute for Children and Adolescents.

Maryland State Department of Health and Mental Hygiene

Special Educator, digital arts/art teacher. High School for emotionally disturbed adolescents. July 2006 to October 2013

- Created staff professional development on brain based learning and mindfulness interventions in education

Byron College. Athens, Greece. British Sixth Form College. Middle School, GCSE, and A-Level art teacher. August 2001 to 2003

Greenhill International School, Athens, Greece. American high school art and technology teacher. August 2000 to May 2001

Mary Mapes Dodge School, Chicago Public Schools, Chicago IL. Art Teacher, K-8. August 1998 to August 2000.

Bacon Academy. Colchester, CT. Public High School Art Teacher. 1997

D. LEADERSHIP:

Baltimore Teachers Union/American Federation of Teachers. Appointee to the Maryland State Commission on Innovation and Excellence in Education (The Kirwan Commission). 8/2016 to present.

Baltimore City Council. Labor Round Table participant. 2017 to 2018.

American Federation of Teachers. Political Action Committee. 5/2016 to present

Baltimore Teachers Union. Educational Issues Committee. 2016-2019

American Federation of Teachers/Baltimore Teachers Union, Teacher Leaders Program. 2015/16 cohort member

Baltimore Teachers Union. Union Learning Representative at Augusta Fells Savage, Institute of Visual Arts High School. 9/2013 to present

Carlton Square Home Owners Association, Cockeysville, MD. Board member/vice-president. 2015 to present.

Great Talk Inc. (speaker series). Board Member. 9/2016 to present.

BIBLIOGRAPHY (EDUCATION):

The Baltimore Sun: Op-Ed. *Poverty measures don't reflect reality, educational needs.* 03/11/2019

The Baltimore Sun: Op-Ed. *Kirwan Commission wrestles with best way to teach struggling learners.* 09/08/2018

The Baltimore Sun: Op-Ed. *Finding common ground with Betsy Devos.* 10/05/2017

Education Weekly. Op-Ed. *Poverty creates extra challenges; It demands extra resources.* 07/27/2017

The Baltimore Sun. Letter to the editor. *Charter schools not the answer.* 3/24/2017

The Baltimore Sun. Op-Ed. *School choice too often leads to segregation.* 10/27/2016

The Baltimore Sun. Op-Ed. *Public education is a matter of public health.* 6/10/2016

The Baltimore Sun. Op-Ed. *Baltimore students have something to say on Freddie Gray.* 5/17/2015

The Baltimore Sun. Letter to the editor. *Don't blame teacher contract for deficit.* 3/20/2015

Education Weekly. Letter to the editor. *Set standards for strengthening bodies and minds at the same time?* 3/26/2014

SPEECHES/CONFERENCES:

The 2016 Maryland State Department of Education Data Summit. Presentation of: *Self-Regulation, Public Education, and Public Health.* 6/1/2016

The 2013 Harvard Graduate School of Education Student Research Conference: Through the Looking Glass – Truth and Context in Education Research. Presentation of the paper *Breath: an Argument for Mindfulness Based Interventions in American Public Schools.* Harvard University, Cambridge, MA

The 2012 Harvard Graduate School of Education Student Research Conference: Changing Progress – The Science of Educational Revolution. Presentation of the paper *The Causal Relationship of Self-Control in Early Childhood to Decision Making Throughout Life.* Harvard University, Cambridge MA.

Second International Workshop on ICTs, Arts and Cultural Heritage. Digital Art Technologies, Applications, and Policy.
Presentation of the paper "*Digital Mind*". Foundation for the Hellenic World. Athens, Greece 2003

TEACHING GRANTS:

- Northrup Grumman STEM grant.** 2012. Used to purchase hardware for video game design unit.
Advancing the Fine Arts in Our Elementary Schools. \$3,300 grant to utilize video technology in the visual arts curriculum by partnering with Chicago's Street Level Youth Media. Chicago. 2000
Chicago Public Schools Mini Grant for the unit "Africa is All Around Us". Chicago 1999

SELECTED ACADEMIC AWARDS & SCHOLARSHIPS

- State of Connecticut Full Tuition Grant;** Central CT State University; State of Connecticut (1995)
Thalheimer Four-Year Merit Scholarship Award, The Maryland Institute College of Art; (1987)

ART EXHIBITIONS (* solo)

- 2016 The Depot of the Gallery.** a.antonopoulou.art, Athens, Greece
2010 Artprize. Grand Rapids, MI
2009 Artprize. Grand Rapids, MI
Sink/Float. Area 405. Baltimore, MD
Videopolis 2009. Metro Gallery, Baltimore MD
"...and on this invention, they show shows, right?". Electronic Gallery, Salisbury University, Salisbury MD
2008 * Örebro Läns Museum. Örebro, Sweden
Experimental Docs (or not)! 1818 Gallery, Baltimore MD
Edit2008. International Dance Film Festival. Budapest, Hungary
2007 Videofmes2007, Clermont-Ferrand, France
2006 *"Smoke". Cheap Art. Athens, Greece
International Video Dance Festival 2005/2006. Tokyo, Japan
Old Habits Die Hard. Trafo, House of Contemporary Art, Budapest, Hungary
2005 The Third Tashkent Biennale. Tashkent, Uzbekistan
Critique of Pure Image, Between Fake and Quotation. Plovdiv, Bulgaria
«bzzz» Emerging Video. FIPA 2005, Biarritz France
"Old Habits Die Hard"
Art in General/ Goethe Institute, New York, USA; **"Situations".** Museum of Contemporary Art, Sydney Australia
Island Film and Video Festival 05. Prenelle Gallery. London, England
Euroscreen 2005.
Museum Wesel, Lower Rhine, Germany; **Istanbul Contemporary Art Museum,** Turkey; **Fornos Center for the Art and New Technology,** Athens, Greece; **Gallery Noass, Art and Culture Project Noass,** Riga; **Schloss Ringenberg,** Hamminkeln, Germany; **Kresija Gallery,** Ljubljana, Slovenia; **QUARTER – Centro Produzione Arte,** Florence, Italy; **Insa Art Space of the KCAF,** Seoul, Korea; **Galeria e Arteve te Kosoves,** Prishtina, Kosovo; **Goethe-Institute** Toronto, Canada; **The Luigi Pecci Centro for Contemporary Art,** Florence, Italy. Videominuto.
2004 The Making of Balkan Wars: The Game. With *Personal Cinema*.
Media Lab Madrid, Centro Cultural Conde Duque. Madrid, Spain; **"Channel Zero".** Netherlands Media Art Institute, Amsterdam, The Netherlands; **REX Cultural Center,** Belgrade, Serbia; **Casa Transit.** Cluz, Romania; **City Museum of Skopje,** Macedonia
POC in Town. The Forum for Photography. 17th International Photo Exposition, Cologne, Germany
Video Cream. Artandgallery, Milan, Italy.
PhotoEspaña 04. Madrid, Spain
38th Parallel Skironio Museum, Athens, Greece.
Nine Dragon Heads, 9th International Environment Art Festival and Symposium. Chongju, Korea
Park in Progress. La Nuit Européenne de la Creation se Deroulera. With the circus Ekimoz. Marly le Roi, France
"Another Greece/Atelier-Cirque". in conjunction with Association Balkans-Transit and Centre Régional des Arts du Cirque.
***Hybrid Nights.** Fornos Center for Digital Culture Athens, Greece
"Old Habits Die Hard"
Norwich Gallery, Norwich, Norfolk, England
Kunsternes Hus, Oslo, Norway; **SIGNAL,** Malmö, Sweden; **Yeans.** Goetenberg, Sweden[**Moterenhalle,** Dresden, Germany
Medi@terra 2004. (virus/son) Multimedia group installation with Sia Kyriakakos, Dimitris Rotsios, Eleni Kotsoni. The Byzantine and Christian Museum. Athens, Greece

ARTIST'S RESIDENCIES:

- The Third Tashkent Biennale.** Tashkent, Uzbekistan. October, 2005
POC in Town. 17th International Photo Exposition, Cologne, Germany. 2004
PhotoEspaña 04. "Piece of Cake Project Visits Madrid". Residencia de Estudiantes, Madrid, Spain. June, 2004
Nine Dragon Heads, 9th International Environment Art Festival and Symposium. Chongju, Korea. 2004
"Atelier-Cirque" Centre Régional des Arts du Cirque. Cherbourg, France. March, 2004
Piece of Cake. Rouen, France. November, 2002

Knowing first-hand the power of education to transform a life, I fight for the same opportunity daily at the local level for my students in West Baltimore and at the state and national levels, for every child in Maryland, as the only teacher representative on the Maryland Commission on Innovation and Excellence in Education (The Kirwan Commission).

Education and the arts brought me out of poverty, from a makeshift cabin with no electricity or running water, deep in the Northern Michigan woods, to a prestigious fine arts boarding school, then to a four year scholarship to art college, followed by many academic endeavors, states, countries, and cultures, exhibiting my work and teaching along the way. Although the arts started my journey, I realize that my parents' actions had laid the clues to the man I have become. My father's bookshelf brought me to the words of Black Elk and to the life of Siddhartha, my mother's to the importance of grammar and the idiosyncrasies of language. From the kerosene lamplight, posters emerged in the flickering shadow, tacked on still unfinished walls, commemorating nuns who had lost their lives to the El Salvadoran junta or reminding us of the dangers of nuclear proliferation. My father had lost his work as a machinist and a union chief steward but still strived to better his community. He was a school board member, a labor leader, a political candidate, an arts advocate, a citizen. My parents, through their love and example, showed me that no matter how challenging your circumstances, it is still vital to engage with your community and to help to improve the lives of as many as you can.

For over two years I have served on the Kirwan Commission. Utilizing my daily experiences as a classroom teacher and a special educator I have helped to create the most comprehensive and ambitious educational policy and funding changes ever attempted in the United States. I have worked closely with community members; state and federal elected officials; educational advocates; union, business, and labor leaders; and academic think-tanks to ensure that all students in Maryland will receive an equitable education that rivals the best systems in the world. On the commission there have been many crucial experiences including working to ensure necessary resources will be distributed to the schools in the most need including mandated funding for community schools, and working closely with The Education Trust to address the systems that create perpetual racial inequity in the state. Perhaps most importantly I have learned to be the teacher voice for all students in Maryland, no matter where they live, putting aside personal interests in order to make decisions that are best for everyone.

These experiences will be necessary as a member of the state school board as we work to implements the requirements of ESSA in combination with the Kirwan recommendations, while implementing a new state testing system, and well as many as of yet unknown challenges. I look forward to the opportunity.

October 8, 2019

To Whom It May Concern

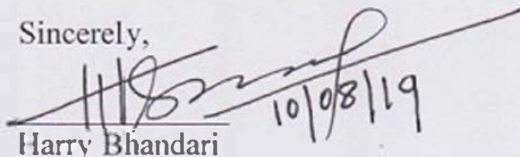
It is my honor to recommend Morgan Showalter to fill the teacher member position for the Maryland State Board of Education. Before we were colleagues at Augusta Fells Savage Institute of Visual Arts High School (AFSIVA) in Baltimore, he impressed me and hundreds of teachers with his strong commitment, hard working spirit, and advocacy on statewide educational issues, particularly on Maryland Commission on Excellence and Innovation in Education, also known as the Kirwan Commission. Mr. Showalter understands that our state's economic future is dependent on a highly skilled, well educated, globally competitive workforce. In addition, he believes that high quality education and skills training is the only path out of poverty in today's world. I am fully convinced that Mr. Showalter who is strongly invested in education politics can help transform teaching profession and prove, in the future, an invaluable asset to change the future for our children and state.

Mr. Showalter is liked equally by his colleagues in our school district and beyond. He often publishes insightful commentary on educational issues locally and nationally and has been involved in leadership activities at our school. Mr. Showalter can analyze data from multiple disciplines, meeting with officials, and stakeholders, being able to argue for or against a position in front of a live audience while being filmed, making decisions in the best interest of the state, etc, all while teaching full time. It is crucial we appoint someone who understands the value of investing in early childhood education, providing significantly more support for at-risk students, transforming teaching into a high status profession, implementing a rigorous curricula benchmarked to international standards leading to college ready and industry certified, workforce credentials, and strengthening governance and accountability. As an appointee of the Baltimore Teachers Union on the Maryland Commission on Excellence and Innovation in Education, he had an opportunity to review and update the current funding formulas for the schools in Maryland. Through his experience on the Kirwan Commission he has developed a good critical insight that has prepared him to be a successful teacher member on the Maryland State Board of Education.

Our students on the West Side of Baltimore know many challenges. He works hard with his special education students to address their individual educational needs and to prepare them for college and career readiness. For instance, in the graduating class of 2019, many of his English Language Arts students finished with some of the highest grade point averages in their cohort.

For these reasons and more, Mr. Showalter would be an exceptional teacher representative for Maryland State Board of Education. I endorse Mr. Showalter and I hope the Maryland teachers will support his appointment.

Sincerely,

A handwritten signature in black ink, appearing to read "Harry Bhandari", with a date "10/08/19" written below it.

Harry Bhandari

Teacher- Augusta Fells Savage Institute of Visual Arts High School (AFSIVA), Baltimore City

October 9, 2019

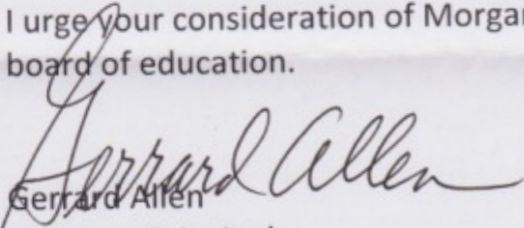
To whom it may concern,

This letter is sent in support of Morgan Showalter. He is applying for the teacher seat on the Maryland State Board of Education. Mr. Showalter has been a member of the Augusta Fells Savage Institute of Visual Arts (AFSIVA) community for more than five years. He is a seasoned educator currently assigned to teach Special Education in the Baltimore City Public Schools. He has taught students in grades K through 12, has taught in a variety of environments from the west side of Chicago, to rural Connecticut, to a school for emotionally disturbed adolescents, and a British senior school in Athens, Greece. He has served on the instructional leadership team at AFSIVA where he has taught English Language Arts along with courses in biology and chemistry. At AFSIVA he is also the Baltimore Teachers Union learning representative. Mr. Showalter's many and varied experiences make him an ideal candidate for the teacher seat on the state board of education.

Mr. Showalter is a special educator who is patient and thoughtful and commands his classroom. He provides his students with experiences that are conceptually relevant and connected to daily experiences. His students hold him in high regard and consider him a committed teacher.

Mr. Showalter has served on the Kirwan Commission and it has prepared him for the position on the state school board. He is deeply involved in the intricacies of educational policy and the role it plays in ensuring excellence is a norm for all students regardless to demographics or circumstances.

I urge your consideration of Morgan Showalter for the teacher seat on the state board of education.



Gerard Allen

Assistant Principal

Augusta Fells Savage Institute of Visual Arts

Dear Committee,

I have had the privilege of teaching with Morgan Showalter for six years and am struck with his consistency of mien, flexibility under pressure, and willingness to reflect and grow in his practice.

Morgan is not a flamboyant personality, but is quietly determined, well respected, and considered; he can be counted on to speak authentically and with great knowledge. He is humble and wise, and I look at him as the older brother I don't have. I have often come to him for counsel on my career, office politics, and life lessons. He volunteered to be our buildings Learning Rep and has served many teachers in our building in this fashion. This tact and thoughtfulness is seen in his letters to the editor published in the Baltimore Sun and Education Week (correct me here)

We teach together in Sandtown Winchester at Augusta Fells Savage Institute of Visual Arts, where I am the Lead English Teacher and Academic Planning Facilitator. I have been Morgan's lead for three years. Morgan often has contended with multiple preps, large Special Education Caseload, and, like this year, being asked to teach outside of his content. Morgan does what is best for the students, works very hard with little recognition in our building, and does it with grace. Part of my role is listening to teachers' issues with assignments and workloads and helping them balance their work. I never hear anything negative from Morgan about his situation. He understands that our school is understaffed. For our students to get the courses they need to graduate, teachers often have to step up and teach multiple preps, even if it means we are overloaded.

Currently, Morgan attends our English planning meeting and professional development even though the majority of classes he teaches are in Science. Since Science teachers don't have common planning, they don't have planning meetings as regularly as the English Dept. He could choose to plan with them exclusively but plans both with them and then attend the more frequent English meetings. He actively participates, asks for feedback, and reflects on his data in public and in one-on-one meetings with me and the Literacy Coach. He is thoughtful and brings new ideas and strategies to the table for the department to consider. Furthermore, he has been teaching for many more years than I have but has never dismissed my observations or ideas. His reflections and conversations with me on my leadership have pushed me to be a better leader and teacher, and I will always prize his counsel.

Morgan thoroughly understands what it is like to teach in today's climate. He could have left Augusta for greener pastures and easier workloads years ago, but he has stayed. He has continued to grow and learn and do a great service to our students and staff. I can't imagine a better candidate to represent the interests of teachers in the state of Maryland or students here. His thoughtful consideration and intellect would be an asset to the State Board.

Sincerely,
