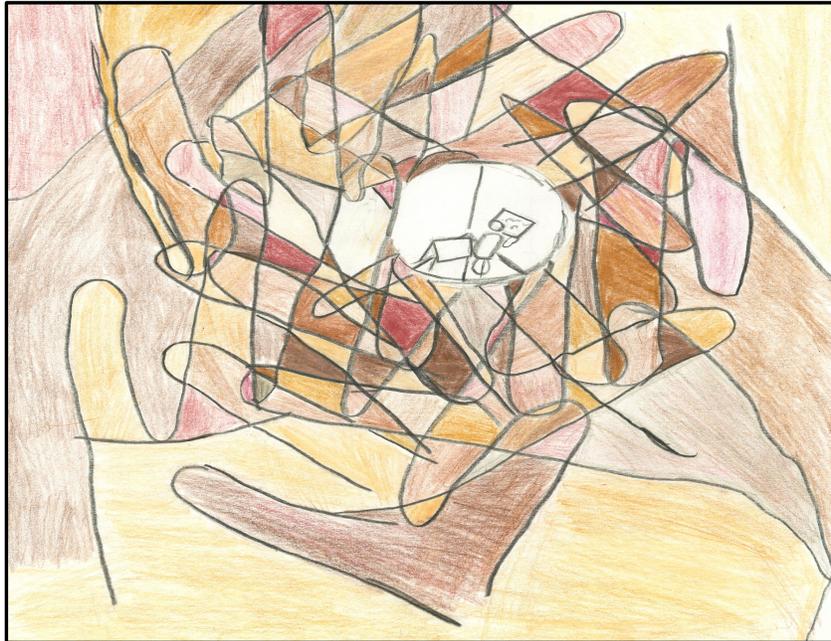


**12<sup>th</sup> Annual Educating for Change Conference**

***COURAGEOUS TEACHING  
AND  
CIVIL RIGHTS IN THE 21<sup>ST</sup> CENTURY***



**PRESENTED BY EDUCATORS FOR SOCIAL JUSTICE**

**Saturday, February 4<sup>th</sup>, 2017  
Maplewood Richmond Heights Elementary School**

# PROGRAM

## 2017 EDUCATING FOR CHANGE CURRICULUM CONFERENCE

*“COURAGEOUS TEACHING AND CIVIL RIGHTS IN THE 21<sup>ST</sup> CENTURY”*

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# CONFERENCE SCHEDULE

SATURDAY, FEBRUARY 4<sup>TH</sup>, 2017

<b>8:00-9:00am</b>	Registration & Check-in Open Previewing of Table Displays & Action Lounge Complimentary Breakfast Available
<b>9:00-9:50am</b>	Workshops, Table Displays & Action Lounge Silent Auction Open
<b>10:00-10:50am</b>	Workshops, Roundtable Conversations, Table Displays & Action Lounge Silent Auction Open
<b>11:00-12:00pm</b>	Lunch Available Table Displays & Action Lounge Silent Auction Open
<b>12:15-1:45pm</b>	Welcome Address 2017 Courageous Educator Award Presentation Keynote Speaker, Keith Catone Silent Auction Winners Announced
<b>2:00-2:50pm</b>	Discussion with Keith Catone, Roundtable Conversation, Lesson Planning Lounges & Action Lounge
<b>3:00-4:00pm</b>	Call to Action & Closing Remarks from Rabbi Susan Talve & Reverend Traci Blackmon
<b>4:30pm</b>	Final Shuttle Bus Leaves

Dear Educators, Activists, Community Members, Parents, and Students:

Welcome to the *Twelfth Annual Educating for Change Curriculum Conference!* Our theme this year is “Courageous Teaching and 21<sup>st</sup> Century Civil Rights.” We are all living through a time in American history where long-standing injustices and sources of oppression are being exacerbated because of public rhetoric and practice. We are aware of the growing attacks on civil rights as reported by the Southern Poverty Law Center. There remains an urgent need for educators to take a proactive stance with regard to protecting and promoting civil rights. This stance includes learning about the experiences of people who have experienced oppression in terms of race, language, ability, ethnicity, culture, religion, sexual orientation, gender identification, and nationality. It also requires educators to take bold and courageous steps in their teaching and activism. We ask you: how might you be more courageous in your daily work to promote inclusiveness, diversity, and equity?

ESJ’s mission to develop and support socially just, equitable, and sustainable practices in schools and communities is more pressing now than ever. We are committed to connecting educators across the lifespan and building networks to mobilize resources to promote social justice. Our organization has four key initiatives: (1) annual Educating for Change conference, (2) Inquiry-to-Action Groups, (3) ESJ Teacher Grants, and (4) the Courageous Educator Award. Congratulations to our 2017 grant recipient Dr. Tamara Wells for her inspirational racial equity work! This grant will be given annually (up to \$300) to support an educator-led initiative with an explicit social justice emphasis. Applications for the 2017 grant can be found on our website. We encourage you to apply!

This year’s conference represents the hard work of a dedicated planning committee that has been preparing for the conference all year. This kind of collective work is at the heart of the collective agency and community building we hope to foster. The conference includes an amazing list of interactive workshops, resource and teacher-led table displays, an action lounge, a silent auction, and dynamic keynote speakers. We want to extend a very special thank you to Maplewood Richmond Heights School District for hosting the event.

We sincerely hope your time with us inspires you to get and stay involved; to contribute your voice, expertise, and actions to your school and community. Visit us at our websites for more information on how you can get involved with our group: [www.educatorsforsocialjustice.org](http://www.educatorsforsocialjustice.org), [www.meetup.com/Educating-for-Social-Justice-Meetup-Group](http://www.meetup.com/Educating-for-Social-Justice-Meetup-Group), or find us on Facebook.

In Solidarity,

The 2017 Educating for Change Curriculum Conference Planning Committee



**KEYNOTE SPEAKER: KEITH CATONE**

**12:45-1:45 PM**

**Keith Catone** is the author of *The Pedagogy of Teacher Activism*. He is the key leader of the Annenberg School Institute for Reform at Brown University. Catone manages AISR's technical assistance and capacity building support for community organizing and engagement in Pittsburgh, PA and the New England region. He also assists on research projects related to education organizing and engagement and serves as an adjunct assistant professor for the Brown Education Department. He has also taught high school social studies at Banana Kelly High School in the South Bronx and is the co-founder of the New York Collective of Radical Educators, a citywide teacher activist organization. He serves on the advisory boards of the Education for Liberation Network and the Roger Williams University School of Education. Catone holds an AB in public policy from Brown University, and EdM in school leadership, and EdD in culture, communities, and education from the Harvard Graduate School of Education.



**KEYNOTE SPEAKER: RABBI SUSAN TALVE**

**3:00-4:00 PM**

**Rabbi Susan Talve** is the founding rabbi of Central Reform Congregation, the only Jewish congregation located within the City limits of St. Louis. When other congregations were leaving the city for the suburbs, Rabbi Talve joined with a small group to keep a vibrant presence in the city to be on the frontline of fighting the racism and poverty plaguing the urban center. Rabbi Talve has led her congregation in

promoting radical inclusivity by developing ongoing relationships with African-American and Muslim congregations, and by fostering civil liberties for the LGBTQ community. Today CRC serves as a home to generations of LGBTQ families and to many Jews of color of all ages. Rabbi Talve also believes in health care for all. In 2007 she became a founding member and president of Missouri Health Care for All, a statewide grassroots advocacy organization that is building a strong coalition for groups and individuals working to bring health care access to all Missourians. She also stands up for women's rights and continues to participate in many rallies in St. Louis on a variety of issues, such as gun violence, minimum wage, and worker's rights. Rabbi Talve was recently named as one of St. Louis' 100 most influential voices.

	<p><b>KEYNOTE SPEAKER: REV. TRACI BLACKMON</b></p> <p><b>3:00-4:00 PM</b></p>
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**Rev. Traci Blackmon** is the Acting Executive Minister of Justice & Witness Ministries for The United Church of Christ and Senior Pastor of Christ The King United Church of Christ in Florissant, MO. As pastor, Rev. Blackmon leads Christ The King in an expanded understanding of church as a sacred launching pad of community engagement and change. Before she was a pastor, she was a registered nurse. Rev. Blackmon's clinical focus was cardiac care and in latter years her focus shifted to mobile healthcare in underserved communities with the greatest health disparities in her region. Rev. Blackmon has put forth many initiatives to help the community in the areas of emotional, mental, spiritual and physical well-being, as well as getting people to the polls to vote. Rev. Blackmon's communal leadership and work in the aftermath of the killing of Michael Brown, Jr., in Ferguson, MO has gained her both national and international recognition and audiences from the White House to the Carter Center to the Vatican. She has been asked to serve on many national initiatives to try to bring healing and understanding to the nation. She has received many awards for her work, including The White House President's Volunteer Service Award and was recently named as one of St. Louis' 100 most influential voices.



## 2017 COURAGEOUS EDUCATOR AWARD

PRESENTED TO:

**DR. TAMARA WELLS**

Dr. Tamara Wells is the recipient of the 2017 Courageous Educator Award. Tamara Wells is a 6<sup>th</sup> grade English Language Arts teacher in the Hazelwood school district. In just the 2015-2016 year alone, Tamara Wells has worked for racial and educational justice through curricular innovations in her classroom, in the committee structure of her school district, and in the community.

Tamara Wells is committed to transforming school culture by centering marginalized voices, ideas, and linguistic varieties. She created the C.H.A.T. Academy in her school. C.H.A.T. stands for “Children Having Academic Talks About languages, dialect and identity.” The C.H.A.T. Academy provides an academic space for students to exchange organic dialogue about how they formed agency around their language ideologies and identified themselves as speakers in academic settings. The aim of the chats is to see how middle school students interact socially during talks about the role African American English and Standard American English plays in their discourse. She and her students created a play called “*Your words or mine: Discourse conflicts for speakers of African American English.*” The play includes the first-hand experiences and testimonials of her African American students talking about their language, race, and identity. It also includes asides where Tamara reflects on her own process of unlearning deficit assumptions about African American Vernacular English. The C.H.A.T Academy was part of her dissertation in practice at UMSL. Indeed, Tamara Wells became Dr. Tamara Wells this year. She finished an intensive three-year doctoral program at the University of Missouri-St. Louis which also speaks to her courage and dedication as an educator.

Her work as a courageous educator transcends her school. Tamara is active in the community, engaging in educational equity practices. For instance, she serves on the 2017 Educating for Change Curriculum Committee. She also submitted an application to be a TED Fellow for the TED2017 Fellowship. She attended MCU’s “Regional

Assembly” and plans to follow up with school district to help them move from “Tier 1” to “Tier 2” of eliminating out of school suspensions for K-3 students. In so many ways, Tamara Wells is the epitome of a “publicly engaged scholar” uniting practice, research, and activism in her classroom, school community, and broader community. Her voice is powerful and has a message empowers and inspires. Most importantly, her daily practice is focused on raising the voices of African American youth in the St. Louis region.

Tamara Wells embodies so many characteristics of a courageous educator. She creates new curricular spaces for students, she forges new institutional spaces, and she works across organizations in the community.

\*The Courageous Educator Award Review Committee would like to thank those who submitted nominations. The candidates were all outstanding educators and it was our privilege to learn more about their work on behalf of social justice.



## EDUCATOR TABLE DISPLAYS

**Number Talks by Tracee Miller**

**Strategies to Help Differentiate for Students While Doing Content by Sarah Miller**

**Reading for Building Awareness with ELLs by Rosa Brefeld**

**Multilingual Students' Identity and Teaching Tips for Second Language Writing Class by Xin Chen**

**School Intervention Systems, Connectedness, and Social Justice by Kalonna Carpenter-Sansoy**

**Text Sets to Diversify Classroom Libraries by Sharice Adkins**

**Teachers for Inclusion and Cultural Competency (TICC) by Anna Sobotka**

**Critical Literacy -Overcoming Adversity by Stacy Butz**

**The Illumination of Racialized Understanding of Teacher Education Students' Interpretations of Written Texts by Carolyn Fuller**

**Refugee and Immigrant Students Express Social Justice Through PowerPoints  
Angy Folkes, Zohra Zaimi, Maria Dorantes, Micaela Bello Palestino,  
Alberta Rodriguez, Mohammed Abdallah**

**Buddy Circles: A Model of Peer Support and Partnership by Haley Biehl**

**Hot 100+--Using Music to Teach Social Studies by Ed Wright**

**Student Grade Attributions: Do They Matter? by Precious Hardy**



## COMMUNITY RESOURCE TABLES

**American Friends Service Committee**

**Craft Alliance**

**Diversity Awareness Partnership**

**Educators for Social Justice**

**Educational Consultant**

**ENTEAM Organization**

**EyeSeeMe Book Store**

**Forest Park Forever: Connecting Students with Nature**

**Gateway Greening**

**Lolly's Place**

**Metropolitan Congregations United- Break the Pipeline Campaign**

**Missouri History Museum**

**Missouri National Education Association**

**Safe Connections**

**St. Louis Literary Consortium**

**Young Scientist Program**

**West County Community Action Network**

**Women's Raised for Social Justice**



## OVERVIEW OF LEARNING SESSIONS

<p align="center"><b>Workshops &amp; Action Lounge</b> <b>Session 1: 9:00 – 9:50am</b></p>	<p align="center"><b>Room</b></p>
<p><i>The C.H.A.T. Academic: A Classroom Space Where Children Talk About Race, Language and Identity</i> Presented by: Dr. Tamara Wells Your Words or Mine: Discourse Conflicts for Speakers of African American English is an interactive workshop that will provide an overview of C.H.A.T. Academy and the C.H.A.T. Academy curriculum. Children Having Academic Talks (C.H.A.T.) about languages, identity and dialect was developed to answer the question: What happens when an intentional space is created for African American students to use, practice and reflect on how they negotiate language ideologies and identity in an academic setting. Participants of this workshop will interact in techniques and activities that support educators and ways to affirm positive identities that embrace mastery and value for both African American English and Standard American English in balanced and creative ways.</p>	<p align="center"><b>107</b></p>
<p><i>Stories from the Classroom: Narratives of Gender Expansive People</i> Presented by: Kate O'Brien Drawn from my ongoing research with gender expansive people, and using their words, I will share from interview transcripts about experiences in school, and branching out from school. As a group we will take time to reflect about the environments in which we practice, and those that we create for our students. We will conclude with time for an exchange of ideas and strategies.</p>	<p align="center"><b>108</b></p>
<p><i>Growing Up WIRED: What Students Learn about Each Other from the Media</i> Presented by: Mary Pat Gallagher and Marteana Davidson It is estimated that today's teenagers (13-18) engage in nine hours of entertainment media per day and that <i>tweens</i> (8-12) engage in six hours. Today's students are spending as much time learning from their media experiences as they do in their classrooms! What <i>do</i> our students learn about "each other" while playing video games, browsing the web, and engaged in social media? Join media literacy educators Mary Pat Gallagher and Marteana Davidson in this media literacy workshop that sheds light on how media messages educate our students about each other.</p>	<p align="center"><b>109</b></p>
<p><i>Supporting Children's Autonomy and Fostering Empowerment</i> Presented by: Diane Dymond During this session you will learn how Diane's school is working towards more student autonomy and empowerment through the use of student voice and restorative practices. Diane will share some research results, provide you with opportunities to reflect on your own practices, and share</p>	<p align="center"><b>110</b></p>

<p>examples of how you can positively impact other’s practices toward autonomy supports.</p>	
<p><i>WE CAN Organize to Break the School to Prison Pipeline</i>  Presented by: Joy Weese Moll, Carolyn Randazzo, Marnice Anthony, Carol Lickenbrock Fujii, Rebecca Rogers  Learn how and why organizations, including the West County Community Action Network (WE CAN), Educators for Social Justice, and Metropolitan Congregations United are working to break the school to prison pipeline in the St. Louis region. Our process includes speaking to school boards, meeting with administrators, and organizing events like the Regional School Assembly to promote the elimination of suspensions for preK-3rd grade as a first step to breaking the pipeline. Help us set the agenda for what comes next.</p>	<p><b>111</b></p>
<p><i>Using Books to Engage Students in Critical Conversations about Culture, Identity, and “Other”</i>  Presented by: Kathryn Mitchell Pierce  Through global literature, we enter into the story worlds of other people and places, other ways of being in the world, and return to our current worlds having been changed by the process. Such literature also helps us to better understand our own cultures and values, and invites us to examine our assumptions about “others”. We will explore picture books and young adult novels that promote critical conversations about culture, race, and identity. The session will conclude with discussion of strategies for supporting these conversations, and resources for further learning.</p>	<p><b>112</b></p>
<p><i>Visit Table Displays</i>  Browse a number of displays put together by educators and other organizations that give you more ideas on strategies for your classroom or resources. Chat with representatives of those organizations and/or an educator who can help explain more the thought process behind their ideas. It is also excellent way to network with fellow social justice educators from around St. Louis</p>	
<p><i>Visit the Action Lounge</i>  The Action Lounge is where you can find out how you can take action around key social justice issues. It could be signing up on a e-mail listserv, writing quick letters to Congress, signing a petition that would advance a cause, or anything else you can do. With the new administration, we feel this is more important than ever. Please visit the tables in the library to find out more how you can be an active citizen.</p>	<p><b>Library</b></p>

<p align="center"><b>Workshops, Roundtables &amp; Action Lounge</b> <b>Session 2: 10:00 – 10:50am</b></p>	<p align="center"><b>Room</b></p>
<p><i>Roundtable Follow – Up to C.H.A.T. Session</i> Presented by: Dr. Tamara Wells</p>	<p align="center"><b>107</b></p>
<p><i>Roundtable Follow-Up to LGBTQI+T Equity</i> Presented by: Kate O'Brien</p>	<p align="center"><b>108</b></p>
<p><i>Advocacy 101: Making Your Voice Heard on the Issues You Care About -</i> Presented by: Jos Linn Come learn how to be an effective advocate on the issues your care about most. This training will show you how to teach your students to become great change-makers through letter writing, calls to Congress, and conducting powerful lobby meeting that builds relationships with lawmakers. There will be opportunities for questions, as well as role plays. Join us and become a powerful advocate for change!</p>	<p align="center"><b>100</b></p>
<p><i>Engaging Parents in Conversations about Race and Equity</i> Presented by: Adelaide Lancaster and Laura Horowitz What role can parents play in a school's commitment to equity and inclusion? How can they support educators' conversations about race and social justice? Where and when is their power best leveraged? What can be done to strengthen parent-teacher partnerships and collaboration? We Stories is a new and rapidly growing St. Louis nonprofit organization that uses the power of children's literature to help families start and strengthen conversations about racism by providing books that feature diverse characters, learning resources for parents, and access to a supportive community. We currently serve 360 families and cause 'good trouble' in districts and schools region wide. Join co-founders Laura Horwitz and Adelaide Lancaster for an opportunity to hear about our remarkable community and momentum and think together about how to best leverage our collective work for good.</p>	<p align="center"><b>101</b></p>
<p><i>Partnerships That Unite Diverse Students</i> Presented by: Ted Wohlfarth and Susan Kelly The heart of social justice is relationships between individuals. In this workshop you will network with potential partners from diverse schools and plan together how you can prepare students to build friendships across different communities and learn together. You will see and experience approaches that have been successful. The workshop will be led by the former principal of Ferguson Middle School and students from diverse school districts such as Clayton, Jennings, Webster Groves, and St. Louis City. You will walk away with clear messages that help</p>	<p align="center"><b>102</b></p>

<p>administrators and parents see the benefits of students from different communities learning to solve problems collaboratively.</p>	
<p><i>Un and Misinformed: Is Student Retention Fueling the Poverty to Prison Pipeline?</i>  Presented by: Marnice Anthony  Are K-12 student retention policies clearly defined for parents and students? If so, who is retained? Risk factors associated with student retention are low household income and African American ethnicity. Studies also indicate that boys are more likely to be held back even when all else is equal. I strongly believe an inquiry into K-12 student retention policies and procedures demand a review to ensure student and parent constitutional rights are not being violated.</p>	<b>103</b>
<p><i>Lesson Planning Lounge</i>  Want some time to think by yourself and with a computer? Spend some time in this lounge processing all the information you learned in the last session that you want to make sure gets recorded now. We encourage you to take some time to write a couple lesson plans that you can take back to your classroom and use really soon!</p>	<b>214</b>
<p><i>Visit Table Displays</i>  Browse a number of displays put together by educators and other organizations that give you more ideas on strategies for your classroom or resources. Chat with representatives of those organizations and/or an educator who can help explain more the thought process behind their ideas. It is also excellent way to network with fellow social justice educators from around St. Louis!</p>	
<p><i>Visit Action Lounge</i>  The Action Lounge is where you can find out how you can take action around key social justice issues. It could be signing up on a e-mail listserv, writing quick letters to Congress, signing a petition that would advance a cause, or anything else you can do. With the new administration, we feel this is more important than ever. Please visit the tables in the library to find out more how you can be an active citizen.</p>	<b>Library</b>

<p align="center"><b>Roundtables, Lesson Planning Lounges, &amp; Action Lounge</b> <b>Session 3: 2:00 – 2:50pm</b></p>	<p align="center"><b>Room</b></p>
<p><i>Conversation with Keith Catone</i> Presented by: Keith Catone</p>	<p align="center"><b>Gym</b></p>
<p><i>The Language and Architecture of Comic Books: A Critical Literacy Primer</i> Presented by: Mike Phoenix Middle school teacher, Mike Phoenix reviews the historically marginalized multi-modal art form known as comics. This urban educator presents a theoretical overview of how comics operate and how they might be employed as a teaching and learning resource to engage classrooms confronting current issues of social justice in a survey of several, seminal “graphic novels.”</p>	<p align="center"><b>107</b></p>
<p><i>Disability Inclusion: Either Through Art or General Being an Ally in Disability Awareness</i> Presented by: Nikki Murdick This workshop will provide teachers with a step-by-step guide to survey their classroom and lessons for ways to make them more inclusive. It will focus on a universal design approach to some extent to enhance the success of students with learning and behavior disorders who are in general education classroom. The workshop will specifically consist of a brief overview of characteristics of students with learning and behavior disorders that impede learning. This will be followed by a walk-through of a planning document that provides teachers with a template for evaluating their classroom space and their lesson plans. A question and answer time will end the workshop.</p>	<p align="center"><b>108</b></p>
<p><i>Let’s Talk: English Language Learners, Immigration, and Refugees</i> Presented by: Jennifer Riesenmy and Angela Kelly In this session we will talk about state guidelines for identifying English Language Learners and monitoring their progress. We will focus on dispelling common myths related to teaching students who are not yet proficient in the English language. Dialogue will also include current immigration and refugee statistics in the St. Louis region.</p>	<p align="center"><b>109</b></p>
<p><i>Buddy Circles: A Model of Peer Support to Promote Self-Awareness and Partnership for Change</i> Presented by: Haley Biehl</p>	<p align="center"><b>110</b></p>

<p>Buddy Circles are a formalized approach to advocacy and peer mentorship, and an avenue for collaborative problem solving in which students are provided a safe space for acknowledging their strengths, fears, and vulnerabilities. These types of conversations act as a predecessor for anti-bullying campaigns, and foster a strong sense of self as students equip themselves and others with a toolkit that includes flexibility, mindfulness, acceptance, and sincerity. Laying this foundation has prepared students for more abstract conversations involving inclusion and diversity in light of recent current events.</p>	
<p><i>Lesson Planning Lounge</i>  Want some time to think by yourself and with a computer? Spend some time in this lounge processing all the information you learned in the last session that you want to make sure gets recorded now. We encourage you to take some time to write a couple lesson plans that you can take back to your classroom and use really soon!</p>	<b>214</b>
<p><i>Visit Action Lounge</i>  The Action Lounge is where you can find out how you can take action around key social justice issues. It could be signing up on a e-mail listserv, writing quick letters to Congress, signing a petition that would advance a cause, or anything else you can do. With the new administration, we feel this is more important than ever. Please visit the tables in the library to find out more how you can be an active citizen.</p>	<b>Library</b>

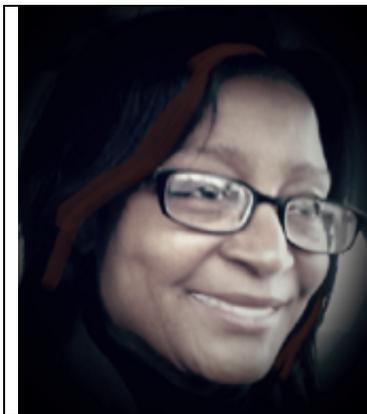
## 2016 ESJ Grant Recipients



**Kim Jaoko**

**“Social Justice High School Art Exhibition at East St. Louis High School”**

The art students at East St. Louis High School will create a painting inspired by the works of Jacob Lawrence. They will research his career as an artist, painting style, technique, subject matter and expressive figures. The students will be required to illustrate and paint a scene from the media or something that they have personally experienced based on the idea of social justice. After the paintings are complete, the paintings will be on display in the student gallery along with more submissions from other high schools in our area. I will host an exhibition opening, provide light refreshments, sell some of the paintings, and give some prizes to the artists. This will bring community awareness to the need for social justice and peace in our lives.



**Marnice Anthony**

**“Un and Mis-Informed; Student Retention Fueling the Poverty to Prison Pipeline”**

This grant will support research into and a report on student retention- a key educational issue. In the month of March 2016 three months before the end of the academic school year, one of the largest urban school districts in the Midwest leadership issued a moratorium to ‘ban suspensions for youngest students’. The ban

while profoundly necessary may not be too much, but it may be certainly too little, too late. Does the Equal Protection Clause, from an educational point of view protect the students post-ban from retention? And if not, does an unaccredited or provisional accredited school district have the right to retain the very students the ban aims to protect. The publication of the ban in the St. Louis Post-Dispatch on April 19, 2016 which for a period of time circulated through local newspapers; went largely unnoticed by parents and the ban will inferably have an effect on other school districts. The ban aims to impact the nearly 30 percent of its elementary school populations suspensions of the past three years. If the imposers of this impending ban truly want to effect change it must re-address the justice behind the harm the retention policy of the past suspensions have irrevocably caused. UCLA found that black elementary school students in Missouri are more likely to be suspended than in any state in the nation, based on numbers from the 2011-12 school year. Without an analysis of the past suspensions and retentions of students the ban ignores an indispensable group of young students.

### **ESJ Grant Information**

The Educators for Social Justice Grant will be given annually to a social justice educator in an amount not to exceed \$300. The grant will be used to support an educator-led initiative with an explicit social justice emphasis. The initiative may be classroom, school, or community based (e.g. a unit on environmental racism, supporting youth-led radio, art-based activism, a book study on peace education, etc.).

The grant is inspired by the work of Mary Ann Kramer. Mary Ann Kramer is one of the founders of Educators for Social Justice (formerly known as the Literacy for Social Justice Teacher Research Group). She is a longtime civil and educational rights activist. She has provided vision to many groups and organizations working for peace, women's rights, and educational rights. With much appreciation, we thank Mary Ann for all of her contributions to creating a more just world. Our intention is that this grant may support the work of other social justice educators.

The grant proposal form will be made available on our website each year in February, and proposals are due May 1. Recipients are notified in July, and must commit to sharing their work at our annual Educating for Change Conference. Check [www.educatorsforsocialjustice.org](http://www.educatorsforsocialjustice.org) in February 2017 for the 2017 Grant Application!

## **A Retrospective Look at Twelve Years of ESJ's Educating for Change Curriculum Conference**

**1<sup>st</sup> Annual Educating for Change Curriculum Fair, May 14, 2005**

*Featured Speakers: Bob Peterson, Rethinking Schools & Kenya Ajanku, Africa Alive*

**2<sup>nd</sup> Annual Educating for Change Curriculum Fair, September 30, 2006**

*"Immigrant and Refugee Rights in the Context of Racial Justice"*

*Featured Speaker: Jesus Macarena-Avila, Chicago based artist and activist*

**3<sup>rd</sup> Annual Educating for Change Curriculum Fair, September 29, 2007**

*"Peace Education"*

*Featured Speakers: Parkway Peace High School, Philadelphia*

**4<sup>th</sup> Annual Educating for Change Curriculum Fair, September 27, 2008**

*"Defining Democracy"*

*Featured Speaker: Dr. Kevin Kumashiro, Center for Anti-Oppressive Education*

**5<sup>th</sup> Annual Educating for Change Curriculum Fair, September 29, 2009**

*"Claiming Education as a Civil Right"*

*Featured Speaker: Jill Friedberg, documentarian*

**6<sup>th</sup> Annual Educating for Change Curriculum Fair, October 9, 2010**

*"Educating for Community Empowerment"*

*Featured Speakers: Mia Henry and Asucena López, Chicago Freedom School*

**7<sup>th</sup> Annual Educating for Change Curriculum Fair, October 8, 2011**

*"Creating Spaces for Social Justice in an Era of Standardized Testing"*

*Featured Speaker: Deborah Meier, educational reformer, writer and activist*

**8<sup>th</sup> Annual Educating for Change Curriculum Fair, March 2, 2013**

*"Partnering for Social Justice"*

*Featured Speakers: Bread and Roses, Growing American Youth, Beyond Housing, 24:1 Initiative, and EarthDance Farm*

**9<sup>th</sup> Annual Educating for Change Curriculum Conference, February 22, 2014**

*“Race, Class & Education in St. Louis”*

*Featured Speakers: Sr. Antona Ebo, Ian Buchanan, Rob Good, Amy Hunter, Phil Hunsberger, Deborah Nelson-Linck, Kwame Mensah and Naomi Warren*

**10<sup>th</sup> Annual Educating for Change Curriculum Conference, February 7, 2015**

*“Empowering Diverse Learners”*

*Featured Speakers: Dr. June Christian, Mr. Vince Estrada, Dr. Charlotte Ijei, Dr. Charles Pearson, Ms. Stephanie Roberson, and Dr. Nancy Williams*

**11<sup>th</sup> Annual Educating for Change Curriculum Conference, February 27, 2016**

*“Powerful Educators, Powerful Classrooms, Powerful Schools”*

*Featured Speaker: Linda Christensen*

**ESJ Board Members**

Jason Adams, Ed.D., Maplewood – Richmond Heights School District

Marnice Anthony, University of Missouri – St. Louis

Mary Pat Gallagher, Lolly’s Place

Mark Kasen, Fontbonne University/ABC 30

Sarah Miller, School District of Clayton

Kate O’Brien, Harris Stowe State University

Rebecca Rogers, Ph.D., University of Missouri – St. Louis

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### **2017 Conference Planning Committee**

Jason Adams, Maplewood Richmond Heights Elementary School

Marnice Anthony, University of Missouri-St. Louis

Stacy Butz, Ladue School District

Genevieve Caffrey, Chicago Public Schools

Jason Davis, St. Louis Language Immersion Schools

Anna Fletcher, The Soulard School

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Tamara Times, Community Organizer

Tamara Wells, Ferguson-Florissant School District

Ted Wohlfarth, EnTeam

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- The Literacy Roundtable

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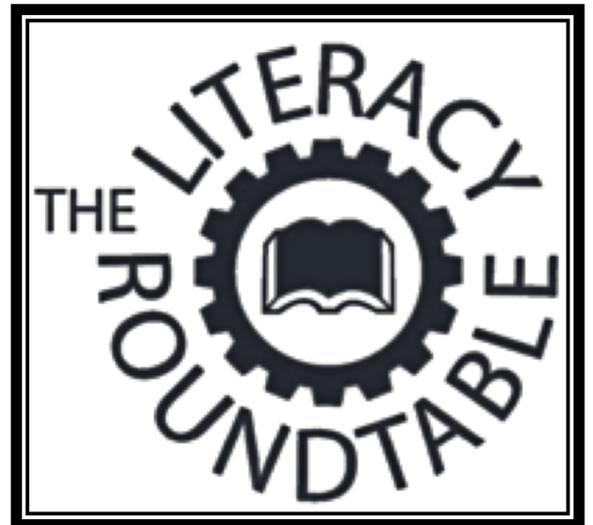
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### Educators for Social Justice

[www.educatorsforsocialjustice.org](http://www.educatorsforsocialjustice.org)

ESJ is a grassroots, teacher-led professional development group located in St. Louis, MO. We believe that educators are public intellectuals who gain strength and wisdom through working with other educators, parents, and community members. Our mission is to develop and support socially just, equitable and sustainable practices and curriculum in schools and communities. We are committed to connecting educators across the lifespan and building networks to mobilize resources to promote progressive change. Contact us via email at: [esjstl@gmail.com](mailto:esjstl@gmail.com)





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