

PROGRAM

2016 EDUCATING FOR CHANGE CURRICULUM CONFERENCE

POWERFUL EDUCATORS, POWERFUL CLASSROOMS, POWERFUL SCHOOLS

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CONFERENCE SCHEDULE

SATURDAY, FEBRUARY 27, 2016

8:00am	Registration & Check-in Open Complimentary Breakfast Available
8:00-11:45am	Table Display Viewing Silent Auction Open
11:00am-12:00pm	Lunch Available (for those who purchased lunch)
12:00-1:00pm	Welcome Address 2016 Courageous Educator Award Presentation Keynote Speaker Presentation by Linda Christensen
1:00pm	Silent Auction Winners Announced
1:15-2:15pm	Workshop Session 1
2:30-3:30pm	Workshop Session 2
3:30pm	Conference Concludes

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

Welcome to the *Eleventh Annual Educating for Change Curriculum Conference!* In a world of high-stakes testing, narrowed curriculum, and top down educational policies that don't include student, teacher, and parent voices, powerful learning experiences can appear to be a dream. However, we can learn from those who are rising up and reclaiming their classrooms and schools in St. Louis and across the country.

Educators for Social Justice advocates for critical and socially just learning experiences situated in the context of the world students are living in. Educators and students must maximize the diversity of thought, perspective and voice that already exists within our learning environment. Through collaboration, asking tough questions, and seeking solutions, we can impact change in our communities. Together, we have the power to transform the educational landscape for our students and each other.

This has been an exciting year for Educators for Social Justice. We officially became a 501c3 nonprofit organization. We also gave out our first *Educators for Social Justice Grants*, to local educators, and are excited to have these educators sharing their work at the conference this year. Congratulations to our 2014 grant recipient Mary Ann Kramer and our 2015 grant recipients Jennifer Sisul, Katie O'Daniels, and Sioux Roslawski for their inspirational social justice work in local schools. This grant will be given annually (up to \$300) to support an educator-led initiative with an explicit social justice emphasis. Applications for the 2016 grant can be found on our website: <http://www.educatorsforsocialjustice.org/esj-grant.html>. 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. Local educators and activists came together to identify the theme, plan for relevant presentations and displays, and coordinate all the details. This kind of collective work is at the heart of the empowerment we hope to foster. This year we have a great line-up of teacher-led table displays showcasing the social justice work happening in local classrooms, an exciting list of interactive workshops, and a dynamic keynote speaker. 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 is educational and inspirational! Learn some, share some, and plan to participate in the ongoing activities sponsored by Educators for Social Justice. We have a full range of events planned for this year, including book clubs, inquiry to action groups, film screenings, and planning for next year's conference. Visit us at our websites for more information on how you can get involved with our group: www.educatorsforsocialjustice.org and www.meetup.com/Educating-for-Social-Justice-Meetup-Group.

In Solidarity,

The 2016 Educating for Change Curriculum Conference Planning Committee



KEYNOTE SPEAKER: LINDA CHRISTENSEN

12:00-1:00PM

We are excited to welcome Linda Christensen as our keynote speaker for the 2016 Educating for Change Conference. Linda Christensen is the Director of the Oregon Writing Project (OWP), located in the Graduate School of Education at Lewis & Clark College. The OWP is part of the National Writing Project network, the oldest and largest professional development project in the United States.

Linda is the author of *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word* and *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom*. She has co-edited several books, including *The New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom* and *Rethinking School Reform: Views from the Classroom*.

She has given keynote addresses at local, national, and international conferences about her work on literacy and social justice. She taught high school Language Arts and worked as Language Arts Curriculum Specialist for thirty years in Portland, Oregon. She is a member of the Rethinking Schools editorial board. She has received numerous awards, including the Fred Heschinger Award for use of research in teaching and writing from National Writing Project and the U.S. West Outstanding Teacher of Western United States and most recently, the Humanitarian Award from Willamette Writers.



2016 COURAGEOUS EDUCATOR AWARD

PRESENTED TO:

BISHOP LUTHER BAKER

Bishop Luther Baker is a resident of University City and a graduate of the University City School District. In 2000, he created the non-profit organization, Man of Valor, to support fathers who had been previously incarcerated rebuild relationships with their children and families. As time went on, Bishop Baker became an advocate for teens, particularly young black men in the University City community, striving through mentorship to help them “recognize their own potential and fulfill their destiny and purpose.” Because of his initial work with incarcerated males, Bishop Baker felt drawn to tackle the school-to-prison pipeline in his beloved hometown.

In the fall of 2014, Bishop Baker began working with his alma mater, University City High School, in order to provide social and emotional supports to young black men identified as potential leaders. Working with a high school teacher and various volunteers, Bishop Baker crafted a social and emotional development-based curriculum in order to support students in reaching their future-oriented goals. Eventually, he created the MARS Youth Development and Education Program which provided a three-pronged approach to supporting not only young black male leaders, but also freshman males facing significant challenges in their transition from middle school. The MARS staff monitors cohort attendance, behavior, and course performance and addresses corresponding issues through providing home visits, frequent phone calls home, conferences with teachers, an academic lab after school, and enrichment opportunities during a weekly “seminar” class. Bishop Baker has an incredible ability to connect to students and help them to appreciate their own worth, which is no small feat.

Throughout his first year mentoring the students, Bishop Baker and his team recognized a need for healing within the school and larger community. Therefore, Bishop Baker and his team have spread a message of “unconditional positive regard for students” and have undergone training in the practices of Restorative Justice. Working to reduce the rate of suspensions and expulsions at University City High School and to promote productive responses to misbehavior, MARS staff have helped to dramatically improve the school climate and focus on student needs first.

*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

Advanced Literacy: A Window to Social Justice

Rosa Brefeld

Brain Friendly Strategies for Engaging Students

Sarah Miller

Creating Space for Multicultural Literacy in STEM

Gwendolyn Williamson

Critical Literacy in the Early Childhood Classroom

Meredith Labadie

Creature Compassion

Nicole Post

Education: A Tool for Freedom and Equality

Amber Murphy

Exploring Race through Literature

Jennifer Colacino

Genius Hour: Legacy

Cryslynn Billingsley

Healing through the Six Elements of Social Justice Education

Kalonna Carpenter-Sansoy and Mario Pascal Charles

Herstory: Exploring Multicultural Womyn's Narratives

Mary Ann Kramer

Literacy and Multicultural Education

Ruan McKinney

Merits of the Opt-Out Movement I: FairTest - Opt Out

UMSL Education Students

Merits of the Opt-Out Movement II: West Seneca Parents Opt-out of Standardized Tests

UMSL Education Students

Merits of the Opt-Out Movement III: Seattle Teachers' Boycott of High Stakes Testing

UMSL Education Students

Mobile Technology in Education

Nicholas Husbye

Multicultural Literacy Education for Young Children

Robin Jung

Overcoming Adversity

Stacy Butz

Professional Organizations' Positions on Assessment Best Practices I: ILA & NCTE

UMSL Education Students

Professional Organizations' Positions on Assessment Best Practices II: NPTA & FairTest

UMSL Education Students

Professional Organizations' Positions on Assessment Best Practices III: NAEYC & AERA

UMSL Education Students

SCIJOURN: Science Literacy through Science Journalism

Nicolle von der Heyde

Social Justice Learning: A Qualitative Analysis of Change

Meredith Tolson

STRIDE Program

Rob Good

Teaching ESL Students through Non-Linguistic Representation

Linette Floth

The Illumination of Racialized Understanding of Teacher Education Students' Interpretation of Written Texts

Carolyn Fuller

Vocabulary for Social Justice

Genevieve Caffrey



COMMUNITY RESOURCE TABLES

American Reading Company
Bread & Roses Missouri
CHRONICLE :: FERGUSON
Community for Understanding and Hope Book Group
Diversity Awareness Partnership
Educators for Social Justice
ENTEAM Organization
Expanded Learning Collaborative
Forest Park Forever: Connecting Students with Nature
Gateway Writing Project
Just Moms STL
Lolly's Place
Midwest Equity Assistance Center
Missouri History Museum
Missouri National Education Association
NCCJ St. Louis
Painting for Peace in Ferguson
Project Health - Springboard
RESULTS: Taking Action Against Poverty
Safe Connections
Save Our Schools March Coalition
Young Scientist Program
Youth Undoing Institutional Racism



OVERVIEW OF INTERACTIVE WORKSHOPS

Workshop Session 1: 1:15-2:15pm	Room
<i>Using Books to Engage Students in Critical Conversations about Equity and Justice</i> Presented by: Kathryn Mitchell Pierce	105
<i>Disability Inclusion for Classroom Teachers</i> Presented by: Nikki Murdick	108
<i>Brain Friendly Strategies for Incorporating Movement in Your Classroom</i> Presented by: Sarah Miller	100
<i>An Introduction to Working with LGBTQ Youth</i> Presented by: Katy Paul	109
<i>The iLead Program</i> Presented by: Jennifer Sisul	110
<i>Empower Every Student</i> Presented by: April Fulstone	111
<i>99.7%: Constructive Conversation About Race in Your Classroom and School Community</i> Presented by: Jackie Lewis-Harris	112
<i>Engaging Young Students in Social Justice Work</i> Presented by: Meredith Labadie	102

Workshop Session 2: 2:30-3:30pm	Room
<i>Teaching for Joy and Justice</i> Presented by: Linda Christensen	Gym
<i>More Than Just Words: Strategies to Teach Academic English</i> Presented by: Carol Lickenbrock Fujii	103
<i>(Re)Building Community and Shaping Places</i> Presented by: Katie O'Daniels & Sioux Roslawski	100
<i>Broad Brush Strokes and Anecdotes: Reframing the Stories White Families Tell Ourselves About Race and Racism</i> Presented by: Laura Horwitz & Adelaide Lancaster	104
<i>Transgender and Other Gender Expansive Students in PreK-12 Classrooms: Developing Supportive Strategies</i> Presented by: Kate O'Brien	101
<i>Restorative Justice Perspectives Panel</i> Presented by: Jonathan Strong, Matthew Tuths, Bishop Luther Baker, & Alex Morales-Heil	214



WORKSHOP SESSION 1

1:15-2:15pm

Using Books to Engage Students in Critical Conversations about Equity and Justice

Kathryn Mitchell Pierce, Saint Louis University (Room # 105)

Many teachers want to have constructive conversations in their classes about race, differences, equity, justice and other critical topics. Some hold back because they aren't sure where to start. Others hold back based on concerns about how much we should protect younger students from these topics that divide our society. Using picture books (at all ages) can help students initiate conversations, explore multiple perspectives, and consider thoughtful personal and social action. We will explore books that promote critical conversations, strategies for supporting these conversations, and resources for further learning.

Disability Inclusion for Classroom Teachers

Nikki Murdick, Saint Louis University (Room # 108)

This workshop will provide teachers with a step-by-step guide to survey their classrooms 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.

Brain Friendly Strategies for Incorporating Movement in Your Classroom

Sarah Miller, School District of Clayton (Room # 100)

Learn ways to incorporate movement in your classroom! These strategies are based on current research on the brain that says that kids learn best when you incorporate movement and move their muscles. These are little things that get kids up and moving while still processing content. Teachers will walk away with several strategies they can try in their classroom the very next week!

An Introduction to Working with LGBTQ Youth

Katy Paul, Safe Connections (Room # 109)

This workshop will provide educators with an opportunity to ask questions, learn about the diversity of LGBTQ identities, and empathize with the specific experiences LGBTQ students face in school. This training focuses on terms, basic myth busting, and LGBTQ identity formation as well as tips for allyship.

The iLEAD Program

Jennifer Sisul, Kirkwood Schools (Room # 110)

The iLead program at Robinson Elementary evolved from four staff members not knowing exactly what to do to support African American males, but knowing they had to do SOMETHING. The iLead program was created to provide leadership lessons through stories from gentlemen of color from around the St. Louis area. By sharing their stories, they guests have inspired the participants to think bigger, work harder and lead stronger. This session will give an overview of the history of the project, the ups and downs and our hopes and dreams for the future.

Empower Every Student

April Fulstone, School District of Clayton (Room # 111)

As teachers we bring a specific set of experiences into our practice. The more reflective we are about the complexity of our own identities and perspectives, the more we can help students accept themselves and feel a sense of belonging in the classroom. In this session, we will explore how exploring multiplicity of identity and our visual environment ("cultural wallpaper") can empower every student in the classroom.

99.7%: Constructive Conversation about Race in Your Classroom and School Community

Jackie Lewis-Harris, University of Missouri- St. Louis (Room # 112)

In the wake of the Ferguson demonstrations, the Black Lives Matter movement and the awareness social injustices in the region, some educators now find it necessary to discuss race-related issues with their students. For 15 years, The Connecting Human Origin and Cultural Diversity program has used cultural and physical anthropology to help educators understand the concept of race and frame conversations around it. Using real life scenarios, we will address ways to talk about race in the classroom and address questions you might have about the topic. What do you say to a second grader when they tell you that Black lives matter and they don't have to listen to you? How do you approach your students when they self-segregate based upon ethnicity? We will also discuss the use of "talking circles" and developing empathy as a way to safely explore the concept of race and difference.

Engaging Young Students in Social Justice Work
Meredith Labadie, Lindbergh Schools (Room # 102)

In this workshop, participants will learn ways to engage even the youngest students in social justice work. Meredith will share examples and student work from her kindergarten classroom, and participants will have the chance to try out a variety of different activities together that they can then take back into their own classrooms. Social justice themed children's literature on diverse topics, perfect for engaging early childhood and elementary students in critical literacy, will be shared. Ideas for extending critical literacy beyond read-alouds with hands-on activities including: writing, drawing, drama, and taking action will also be explored.

 <p><i>Educating For Change</i></p>	<p>WORKSHOP SESSION 2</p> <p>2:30-3:30pm</p>
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Teaching for Joy and Justice

Linda Christensen, Oregon Writing Project (Room: Gym)

In her presentation, Linda Christensen will draw on her 30 years as an inner city classroom teacher in Portland, Oregon, to talk about why it is important to teach for joy and justice. Using stories and examples from her own classroom, Christensen will describe ways she has grounded the curriculum in the lives of students, helping them pose critical questions about society, and encouraging them to reflect on how to make a difference in the world around them. She will demonstrate how educators can value the cultures of historically oppressed groups while teaching them how to access the language and tools of power.

More Than Just Words: Strategies to Teach Academic English

Carol Lickenbrock Fujii, University of Missouri – St. Louis (Room # 103)

"What is it that differentiates students who make it from those who do not? This list is long, but very prominent among the factors is mastery of academic language," (Wong Fillmore, 2005). Academic language is very different than what students use on the playground or in most situations outside school. However, without mastery of this "foreign" language, students cannot sound their voices to gather and share knowledge in many school settings. In this workshop participants will experience what academic language is and practice strategies to teach it, so that emerging bilinguals may gain the new language they need to be heard.

(Re)Building Community and Shaping Places

Presented by: Katie O'Daniels, Gateway Writing Project at UMSL & Sioux Roslawski, Ferguson-Florissant School District (Room #100)

During the 2015-16 school year, Katie and Sioux are conducting a collaborative action research project in Sioux's third grade classroom in a Ferguson school. The project focuses on the concept of placemaking--an understanding that places are culturally produced and interpreted, and, thus, capable of being re-shaped and re-designed in the interest of equity and social justice (Massey, 2005; Schneekloth & Shibley, 1995; Soja, 2010). Through writing, we're helping students embrace their role as placemakers in both the classroom space and in their community. Join us to learn more about how we've engaged students in redesigning their classroom space, and our plans for a more targeted community study later in the semester. We'll share our processes, our journey (both our successes and our challenges), the lessons we've learned along the way, as well as suggestions for adapting to other classrooms/environments.

Broad Brush Strokes and Anecdotes: Reframing the Stories White Families Tell Ourselves about Race and Racism

Laura Horwitz & Adelaide Lancaster, We Stories: Raising Big-Hearted Kids (Room # 104)

Our region's challenges related to racial inequities are well documented: segregation, racial disparities, and sharply divided views mean that White and Black St. Louisans understand our community, its problems and potential solutions quite differently. Most people would agree that one's view of racism is largely shaped by his/her interpersonal experiences and/or understanding of key events and major arcs in American history. This session will examine the role of storytelling in post-Ferguson St. Louis. Whose stories do we hear and what historical narratives are we missing? When are we most receptive to hearing stories that are new to us? How might expanding the diversity of stories we tell our children change how families see ourselves, our community and our potential to make a difference? Can children's books serve as a catalyst to inquiring about identity and history? We Stories: Raising Big-Hearted Kids uses the power of children's literature to create conversation, change and hope in St. Louis for a stronger, more equitable and inclusive future for all. We help white families forge big-hearted conversations; explore themes of identity, difference, and inclusion; and connect as a community to act as a positive force for change in our region. From November – February of 2015 we are conducting a pilot program with 80 families to begin to answer many of the questions above. We'd love to tell you what we've learned so far. Find out more at westories.org.

***Transgender and Other Gender Expansive Students in PreK-12 Classrooms:
Developing Supportive Strategies***

Kate O'Brien, University of Missouri – St. Louis (Room # 101)

Increasingly, students of all ages are presenting in school with transgender and other gender expansive identities. Many teachers feel they lack preparation for how to support students whose gender identities vary from cultural expectations of male or female. Furthermore, conflicts encompassing the community and the school have the potential to create a hostile environment for gender expansive students, and feelings of helplessness for teachers. In this interactive workshop participants will learn about laws that protect transgender and other gender expansive students. We will discuss gender expansive identities across the lifespan; engage in small group solution planning based upon scenarios involving gender expansive students' identities; and collaborate to generate classroom strategies as takeaways to support gender expansive students. Participants will leave the workshop with the strategies they have devised, along with a list of references and resources for additional support.

Restorative Justice Perspectives Panel

Presented by: Jonathan Strong, Matthew Tuths, Bishop Luther Baker, & Alex Morales-Heil (Room #214)

Are you interested in learning about Restorative Justice and its potential healing power in school settings? Are you looking for alternatives to traditional discipline in your classroom or school? Would you like the chance to speak with fellow educators, administrators, and scholars about restorative practices? Join us for this panel discussion and for a breakout session with opportunities to talk with educators implementing these techniques on a daily basis. Panel participants include MRHE Assistant Principal Jonathan Strong, UCHS Latin Teacher Matthew Tuths, MARS Youth Development and Education Program Co-Founder Bishop Luther Baker, and MRHE Teacher Alex Morales-Heil.

2015 ESJ Grant Recipients

Souix Roslawski and Katie O'Daniels for their project "Place-making in a 3rd Grade Classroom"

As teachers, we give much consideration to classroom arrangements, the organization of classroom materials, and aesthetically pleasing displays. Yet, when we take on the primary role of place-making the classroom before the students walk through the school house doors, we implicitly communicate understandings about to whom the space belongs, as well as who has the authority to make decisions and the responsibility for its upkeep. Without intending to, we disempower our students by denying them the potential to take control over the events and circumstances within the classroom from the very first day. In attempt to shape a democratic space and community in which to do critical literacy work, we will collaboratively place-make the classroom space with our third grade students at Griffith Elementary during the 2015-2016 school year. Through dialogic engagement we will come to shared understandings about our individual and collective visions for our classroom community. We will explore how our writing and learning spaces and materials can be arranged for the benefit of all. Students will craft proposals to explain and persuade others of their visions for classroom (re)design, one of which will be brought to fruition using existing classroom resources and funds from the Educators for Social Justice Grant.

Jennifer Sisul for her project "The iLEAD Program"

The iLEAD program serves 4th and 5th grade students in our school who are not white. Two years ago, with positive intent, we posed a very white, middle class question: What do you want to be when you grow up? Their answers might not surprise you: football player, baseball player, basketball player. And sometimes all three! While these are all highly ambitious and require a great deal of focus to achieve, what startled us was that these were the extent of their dreams and plans. There was no back up plan for when the NFL recruiters didn't spot them, no Plan B for a sports injury. The careers our students saw themselves in were all they knew. Hence, our goal to widen their circle of what is possible.

We believe that by exposing our students to places such as college campuses, science labs, television studios and court houses, we can help them connect their passion to what COULD be and help them see past and what they know. This grant will help fund these trips by paying for bus transportation for the students. Already, we have seen evidence of our students thinking differently; when asked what their plans are for after high school, they might still say, "To play football," but NOW their answer includes "...in college and my Plan B is to go to Law School." As part of iLead, they can apply for leadership positions around school. Over the year and a half we have been in existence, iLead students have served in a variety of leadership roles. When they are acting in an iLead capacity, our students proudly wear an iLead identification badge!

TO APPLY FOR A GRANT: [HTTP://WWW.EDUCATORSFORSOCIALJUSTICE.ORG/ESJ-GRANT.HTML](http://www.educatorsforsocialjustice.org/esj-grant.html)

A Retrospective Look at Ten Years of Educating for Change

1st Annual Educating for Change Curriculum Fair, May 14, 2005

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

2nd 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

3rd Annual Educating for Change Curriculum Fair, September 29, 2007

“Peace Education”

Featured Speakers: Parkway Peace High School, Philadelphia

4th Annual Educating for Change Curriculum Fair, September 27, 2008

“Defining Democracy”

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

5th Annual Educating for Change Curriculum Fair, September 29, 2009

“Claiming Education as a Civil Right”

Featured Speaker: Jill Friedberg, documentarian

6th Annual Educating for Change Curriculum Fair, October 9, 2010

“Educating for Community Empowerment”

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

7th 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

8th 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

9th 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

10th 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

ACKNOWLEDGEMENTS

We would like to thank the following people, groups and organizations for their support in making the 11th Annual Educating for Change Curriculum Conference a reality. Many dedicated volunteers assisted, in one way or another, with the planning and implementation of the event. Thank you all for making this year's Conference a success!

For their financial support of the 2016 Conference, we would like to sincerely thank:

- Educators for Social Justice
- Diversity Awareness Partnership
- OCA – Asian Pacific American Advocates
- The Burnett Literacy Clinic at UMSL
- The Gateway Writing Project at UMSL
- Kappa Delta Pi International Honor Society, MO Chapter at UMSL
- Laura Fletcher
- Lolly's Place
- Michael and Mary Schiff
- Mike Thaman
- Missouri National Education Association, *Retired*
- Parkway Schools
- Rethinking Schools
- Rockwood School District
- Safe Connections
- School Sisters of Notre Dame, Central Pacific Province
- St. Louis Mosaic Project
- The Literacy Roundtable

In addition, we greatly appreciate the in-kind and other direct support from:

- Maplewood Richmond Heights Elementary administration, faculty, and students for their support and collaboration with the 11th Annual Educating for Change Conference.
- Attorney James Faul for providing legal assistance as we pursued our 501c3 nonprofit status.
- Dave Bailey's Unique Urban Restaurants and Smoothie King for providing food for the conference.
- Kina, a student at Grand Center Arts Academy, for providing the artwork featured on our conference flyer and program cover.
- The University of Missouri-St. Louis Campus Bookstore for generously donating bags for the conference.

INFORMATION ON SPONSORS OF THE EVENT

Educators for Social Justice

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

Keep up to date with our events via our websites:

www.educatorsforsocialjustice.org

www.meetup.com/Educating-for-Social-Justice-Meetup-Group



Diversity Awareness Partnership



Lolly's Place



Gateway Writing Project at UMSL



Kappa Delta Pi, UMSL Chapter



OCA- Asian Pacific American Advocates



St. Louis Mosaic Project:
Regional Prosperity through
Immigration and Innovation



ST. LOUIS MOSAIC PROJECT

Missouri National Education
Association, *Retired*



The Literacy Roundtable



Dave Bailey's Unique Urban Restaurants



Smoothie King



Safe Connections



Parkway Schools



School Sisters of Notre Dame, Central Pacific Province



Rockwood School District



The Burnett Literacy Clinic at UMSL

The Burnett Literacy Clinic at the University of Missouri-St. Louis is a collaborative learning site that focuses on the preparation of future teacher leaders and researchers. The Clinic provides year-round reading and writing assessment and instruction to children, adolescents and adults in the community. This is a nominally priced service carried out by graduate students (usually classroom teachers) enrolled in the Master's level reading courses and working towards a Missouri Special Reading Certificate. Most students who enter the clinic are reading and writing at least year below grade level. For more information, contact the Director, Dr. Rebecca Rogers at rogersrl@umsl.edu. For an application for the Literacy Clinic, please visit: <http://coe.umsl.edu/w2/initiatives/literacy/application.html>

Rethinking Schools

rethinking schools