PROGRAM

2011 EDUCATING FOR CHANGE CURRICULUM FAIR

CREATING SPACES FOR SOCIAL JUSTICE IN AN ERA OF STANDARDIZED TESTING

OCTOBER 8, 2011

9:00-9:45	Registration Viewing of Table Displays
9:45-10:45	Workshop Session 1 And table display viewing
10:50-10:55	Presentation of the 2011 Courageous Educator Award *Auditorium*
10:55-11:55	KEYNOTE ADDRESS **Deborah Meier** What Can We Do to Shorten "The Era," and What to Do in the Meanwhile as a Teacher?
12:00-1:00	Workshop Session 2 And table display viewing

Participants are encouraged to view table displays at any time throughout the fair.

October 8, 2011

Dear Educators, Parents, Community Leaders, Artists, Activists, Citizens and Students:

Welcome to the *Seventh Annual Educating for Change Curriculum Fair!* This year, our theme is *Creating Spaces for Social Justice in an Era of Standardized Testing*. In our choice of theme, we are calling attention to the impact that standardized testing has on teaching, learning, curriculum, and democratic forms of education. We believe we have planned an interesting day full of opportunities to investigate this issue in many ways.

In our seven years, we've held the Curriculum Fair in a few places in the St. Louis area. This year, for the second time, we are holding the Fair at Roosevelt High School, one of the St. Louis Public Schools campuses. Roosevelt High has a long history of serving public school students, and currently hosts an array of innovative and engaging programs. One of the goals of the Literacy for Social Justice Teacher Research group is to empower youth, so partnering with Roosevelt for this Fair seemed perfect.

This year's fair represents the work of a planning committee that was broader and more diverse than ever. Educators, teaching artists and students came together to identify the theme, plan the displays and workshops, and coordinate all the details. This kind of collaboration is at the heart of the empowerment we hope to foster.

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 the Literacy for Social Justice Teacher Research Group. We have a full range of events planned for this year, including book discussion groups, movie nights, and educational workshops. Visit us at our table display or website for more information: http://www.literacyforsocialjustice.com.

In Solidarity,

The 2011 Educating for Change Curriculum Fair Planning Committee
Literacy for Social Justice Teacher Research Group

	2011 **COURAGEOUS EDUCATOR AWARD** **PRESENTED TO: PEG NICHOLSON** **10:50-10:55, AUDITORIUM**

We are honored to recognize Peg Nicholson as the LSJTRG 2011 Courageous Educator. Peg's life-long commitment to social justice began with observing her parents' involvement in the Civil Rights movement through their church. During graduate school, she was a founding member of Action for Chile, and worked on many other peace and justice issues. She moved to St. Louis, and worked for a variety of grass-roots environmental organizations, including the Sierra Club. She is currently the Save Our Schools Information Coordinator for Missouri, Tennessee, and Arkansas.

Peg lives in Van Buren, MO and currently tutors students in the area. She received an M. A. in Philosophy from Princeton University and a B.A. from Case Western Reserve University. She also attended Fontbonne University, and in 2006 received teaching certification in Family & Consumer Sciences. She added 9-12 Social Sciences certification in 2010, and taught 7-12th grade Family & Consumer Sciences in the Oregon-Howell School District from 2007-2009.

Most recently, Peg was active in organizing Missouri educators and citizens for the national Save Our Schools march in Washington DC this past July. During an era when teachers are silenced, Peg took a very vocal and active stance for educational reform. She currently serves on the national Save Our Schools Interim Steering Committee and continues to organize educators to pressure state and national representatives for NCLB reform.

*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.

	KEYNOTE ADDRESS BY: **DEBORAH MEIER** **10:55-11:55, AUDITORIUM**

Deborah Meier

"What can we do to shorten "the era" and what to do in the meanwhile as a teacher?"

A primary purpose of schooling is preparing children to make judgements they can act upon as citizens. So it's part of our work to model what we preach. Being a "resistor"--as many of our students are--can be honorable, if we explore its possibilities responsibly. Acting upon our judgment can help us differentiate between complying even before its necessary, and rethinking what "necessary" means. We can use the tools of democracy to strengthen it if we remember that one of its strengths is the strength of individuals and the other is the strength of solidarity. Both have their time and place--but what time and what place are we in now?

Deborah Meier

Deborah Meier is an internationally known educator and activist for democratic education. She is currently at New York University's Steinhardt School of Education and director and advisor to Forum for Democracy and Education.

Meier has spent more than four decades working in public education as a teacher, writer and public advocate. She began her teaching career as a kindergarten and Head Start teacher in Chicago, Philadelphia and New York City schools. She was the founder and teacher-director of a network of highly successful public elementary schools in East Harlem. In 1985 she founded Central Park East Secondary School, a New York City public high school in which more than 90% of the entering students went on to college, mostly to 4-year schools. During this period she founded a local Coalition center, which networked approximately fifty small Coalition-style K-12 schools in the city.

A learning theorist, she encourages new approaches that enhance democracy and equity in public education. Meier is on the editorial board of *Dissent* magazine, *The Nation* and the *Harvard Education Letter*, among others. In 1987 Deborah Meier was awarded a McArthur Foundation "Genius" Award, the first educator to be so honored. She is also the author of many notable books including: *The Power of their Ideas* (Beacon Press, 1995); *In Schools we Trust: Creating Communities of Learning in an Era of Tests and Standardization* (Beacon Press, 2002). Her new book is called *Playing for Keeps: Life and Learning on a Public School Playground* (Teachers College Press, 2010). Most recently Meier was a featured speaker at the Save our Schools March in Washington DC.

	TABLE DISPLAYS **Meet with Presenters 9:00-1:00**

Long Term Planning for Social Justice in the Elementary Classroom

Genevieve Erker

Social Studies should never be a boring memorization process of battle dates and facts. It should be a fascinating, controversial & exciting journey through history. In this exhibit, fourth grade teacher Genevieve Erker will present ways to cover the GLEs while also teaching for social justice. She will share her long-term Social Studies/Reading "plan" that integrates:

- Authentic, Multicultural Children's Literature
- Culturally & Linguistically Responsive activities & resources
- Social Justice issues & themes (a "People's History", not a "Heroes & Holidays History")
- Social Studies, Reading & Writing Grade Level Expectations
- Textbooks
- Inquiry-based Projects
- Action Projects

Cultivating Student Agency Through Children's Literature

Lindsay Robinson

As a tutor I had to learn ways to make my limited time with students more meaningful. I'll be sharing a unit designed to promote student agency and community awareness along with samples of student work. Resources about helping students connect with literature will be available. Come by and let me know what literacy means to you!

C.A.F.E.: How Teachers Can Shape Their Students to Become Great Readers

Taryn Williams

C.A.F.E is a researched-based guide that is used across many school districts to increase students' reading skills. In this table display, I will demonstrate how C.A.F.E. looks at several components of reading such as, comprehension, accuracy, fluency and extended vocabulary and provides strategies to increase all components. C.A.F.E. can be also used to assist teachers with organizing assessment data, tracking each student strengths and goals, and create groups that focuses on specific reading strategy. Resources for teachers will be provided.

The Hoech Middle School's Family Writing Project: Strengthening the Home to School Connection through Family Literacy Programs

Jim Anians & Terri Simpson

This exhibit will feature the Hoech Family Writing Project. The Hoech Family Writing Project offers a milieu for students and their families to join with teachers and administrators to create a community of writers outside of the traditional classroom. Our family scribes commit time to writing pieces that are both important and relevant to their lives. Family writing sessions include opportunities for writing, sharing, and celebrating. Our table display will include brochures, a looping slideshow, and family writing samples. Students will also be available to share their experiences with the Hoech Family Writing Project.

Letting Their Voices Be Heard

Carolyn Fuller

This display illustrates how teachers can design activities and lesson plans around issues of equity, power and voice in a developmental reading classroom. Teachers can see how students create Power Point presentations around issues that are relevant issues to their ever day lives.

Teaching Linguistically and Culturally Diverse Learners for Social Justice

Angela Layton & Rose Brefeld

In this Inquiry into Action Group (ItAG) we explored various ways social justice can be pursued in teaching linguistically and culturally diverse learners. This year, we will hold two workshops and would like to invite all educators with an interest in culturally and linguistically diverse learners to participate including p-12 and college educators.

QAR Strategies and Critical Thinking Skills

Lana Turner-Wilson & Latisha McClelland

The Question Answer Relationship (QAR) strategy can help enhance students' comprehension and critical thinking skills. Taffy Raphael developed QAR (1982) as a tool for clarifying how students can approach the task of reading texts and answering questions. This strategy helps students realize the need to consider both information in the text and information from their own background knowledge. QAR categorizes different types and levels of questions; helps student to analyze, comprehend and respond to text concepts; and helps refute the common misconception held by students that the text has all the answers.

The Inconvenient Truth Behind Waiting for Superman

Susan Turk

This exhibit will be screening portions of the film: *The Inconvenient Truth Behind Waiting for Superman.* This documentary points out what "Waiting for Superman" does not -- the complexity of issues surrounding educational reform. Join us at this table where we will watch and discuss sections of the film and plan future actions.

Dark Skin, Light Skin, Straight or Nappy: It's All Good: Challenging Skin Color Bias in the Elementary Classroom

Robin Moore-Chambers

This table display will demonstrate how skin color stereotypes among African-American children continue to create issues of conflict and disparity among them that ultimately affects their self-image, self-esteem, breeds internalized oppression and can impact their academic performance and life choices. Although this topic focuses on African-American children, it is designed to encourage all children to feel good about who they are and what they look like. A visual diagram will highlight historical origins of skin color conflicts tracing back to the institution of slavery in America. Initial classroom set-up and an experiential lesson plan is presented that can teach positive ways to challenge negative images of self. A published coloring book by the presenter (as author and illustrator) of the same name as the display will be used to offer different classroom lesson plan suggestions depending on classroom population dynamics.

	COMMUNITY RESOURCE TABLES **Meet with Presenters 9:00-1:00**

Diversity Awareness Partnership

Gya Community Gallery

Literacy for Social Justice Teacher Research Group

The Literacy Roundtable

Missouri History Museum, Forest Park

National Conference for Community and Justice of Metropolitan St. Louis

Rethinking Schools

Save Our Schools

Social Studies for Social Justice Group

The Organizer

Washing University's Juvenile Rights and Re-Entry Project: A Legal Clinic Engaged in Youth Advocacy

YeYo Arts Collective

Young Activists United – St. Louis

	WORKSHOP SESSION 1 **9:45-10:45**

Hands-on Black History Museum: Interactive Approach to Sharing History

Deborah Nelson Linck, Lindbergh Kindergarten Teacher
Room #109

I will share with other educators the Hands on Black History Museum and how it has evolved. The museum educates students, staff and the larger school community. The hands on/interactive approach reaches learners of different ages and abilities. The museum literally "creates a space" that encourages students and staff to explore African American history. It supports 4th and 5th grade curriculum and is an introduction to kindergarten through 3rd grade. Activities can be designed to meet the requirements of standardized tests. Educators will take away ideas for creating a space in their classrooms or schools. Appropriate materials for kindergarten through high school will be shared.

Know Your Rights – Juvenile Court 101

Washington University Legal Clinic
Room #113

This workshop will provide an overview of the juvenile justice system in Missouri. The presentation will be led by law students from the Washington University Civil Justice Clinic's Juvenile Rights and Reentry Project. Topics covered will include juvenile rights, the juvenile court process, and roles of professionals involved in the process. The workshop is intended to educate community members, including parents, teachers, and other adults, but interested youth are welcomed and encouraged to attend.

Beyond the Standards: Modeling Critical Curricula Through Family and Consumer Sciences

Janine Duncan, Fontbonne
Room #107

Since the late 1970s, Family & Consumer Sciences (FCS) education has promoted a critical science perspective toward curriculum development in an effort to cultivate the capacity and autonomy of individuals, families, and communities. Drawing on these disciplinary foundations, this presentation will outline how FCS could serve as a model for other academic disciplines, driven primarily by a shared priority to educate all people, students in particular. Using FCS as a backdrop, the presenter will provide an overview of how a critical sciences perspective can be used to evaluate and organize curricula. Participants in this workshop will discuss educators' obligations to promote democratic participation and citizenship through the broad curricula; explore opportunities to enrich their respective teaching practices; and brainstorm how to create a community of learners—professionals and students alike—committed to promoting educational opportunities for all. The workshop will demonstrate that the rigor "implicit" in standards-based education can be made explicit through a purposeful effort to promote curricula developed through a critical science lens. Various materials will be shared with participants for exploration and/or use in their own classrooms.

Restoring Calm in the Midst of Storms: Restorative Discipline for Schools

Dyanne P. Anthony, Fontbonne
Room #117

Parents, administrators, teachers, and all education stakeholders are struggling to ensure that students (preschool, elementary and secondary) are able to attend school without the fear/threat of physical/verbal abuse, peer isolation, cyber bullying, etc. Schools, historically, have addressed infractions against victims by focusing their attention on the perpetrators; little consideration was given to the victim. Restorative discipline emphasizes repairing the harm caused by others. Restorative practices are specifically designed to help students stay connected to school and their peers/teachers, even when they have made a mistake or when they have been a victim of wrongdoing (Amstutz, & Mullet, 2005). This presentation will focus on the principles of restorative discipline and the knowledge base/competencies, school administrators, teachers, parents, support staff, and students should possess to (1) repair the harm caused to the victim, and (2) promote school community empowerment by encouraging students to take responsibility for their actions and to find ways to "make things right" with those they have caused harm.

Leaving "No Child Left Behind" Behind—A National Coalition Attempts to Infuse the Re-Authorization of NCLB with Positive Disciplinary Approaches

John Chasnoff & Redditt Hudson, ACLU of Eastern Missouri, & Brenda Bredemeier, UMSL
Room #111

The No Child Left Behind legislation is due for re-authorization in Congress, and there are attempts underway to reform the law so that it encourages and/or requires better collection of school data, and moves schools away from zero tolerance policies toward Positive Behavior Support and Restorative Practices. What is the coalition pushing for these changes and how can you be a part? We will be learning about the national Dignity in Schools Campaign and its efforts to pass the Positive Behavior for Safe and Effective Schools Act being introduced in the House, and Senator Harkin's Successful, Safe, and Healthy Students Act (S. 919). We will also look at several steps being taken by the Obama administration that we can support to create change. The workshop will also give introductory overviews of Positive Behavior Support and Restorative Practices, two programs that are often recommended by advocates of Stopping the School to Prison Pipeline. Social Justice educators have long believed that these positive disciplinary approaches will counteract the punitive discipline that pushes students, especially those of color, LGBT students or those with disabilities, out of school and into the criminal justice system.

	WORKSHOP SESSION 2 **12:00-1:00**

Born Into and Growing Up Under Jim Crow in the South and North – Raw and Un-Cut

Brother Bob Williams & Rev. Eugene Fowler
Room #107

In this work shop we draw from our personal experiences as well as a 17 minute tape that deals with Jim Crow. We will discuss:

- The history of Jim Crow
- The emergence of segregation in the south and Civil War laws known as black codes
- Surviving Jim Crow – Plessy vs. Ferguson Case
- Resisting Jim Crow – "The Birth of a Nation"
- Escaping Jim Crow – Establishing all black town in the south
- The transition from segregation to civil rights
- Modern day Jim Crow – Continuing racism is education and American society

Educational Standards and the Problem of Error – Reviving Wilson

Duane Swacker
Room #109

Noel Wilson has exposed educational standards and standardized testing to be fraught with error, to contain many logical fallacies, and to "cause violence" to those being tested. The purpose of the presentation to explain Noel Wilson's "Educational Standards and the Problem of Error" and relate the findings of that study to current standardized testing regimes and daily classroom practices.

The presentation/discussion will provide for the participants to begin to understand the pernicious effects of educational standards and standardized testing and how testing regimes are a major source of social injustice in that they are never as valid, reliable, non-biased nor ethical as their proponents contend.

Keeping the Public in Public Education: Defending Space for Social Justice by Organizing Around Education Policy

Peg Nicholson – Save Our Schools Missouri
Room # 111

This workshop will explore the impact of corporate-based education reform on social justice within and outside the classroom. We will explore a many-faceted approach to organizing around these issues in communities, among teachers, and with parents, and offer concrete examples of how these reforms make education less equitable, and how parents, communities, and teachers have been excluded from the process. From there, we will create strategies to involve each group of stakeholders to mobilize for a more inclusive process. It is nearly impossible for classroom teachers to work with high school students on these issues, no matter how pressing they are for the students' futures. Depending on where the school is in the process of "reform", the teacher is too likely to be seen as insubordinate and face reprisals. We will address the possibilities for raising more generic awareness among students, while others, such as retirees and pre-service teachers take a more activist role. The workshop will include lesson-plan ideas for raising student awareness, as well as information about the current state of the movement and opportunities and strategies for activism.

The Line – A play about race, power and education in St. Louis, MO

Chinyere E. Oteh, Yeyo Arts Collective
Room # 117

Participants will engage in a read-through of The Line, facilitated by playwright and community worker, Chinyere E. Oteh. The play deals very authentically with the themes of race, power and education in public schools in America. A portion of the play focuses on testing and why certain students thrive in public school while others are silenced or left behind. The play is a result of Oteh being inspired by Suzan Lori Parks' works and then reflecting on her own experiences growing up in St. Louis and attending Parkway School district during elementary school up to her experience as an African-American student attending Washington University. Participants will engage in a dialogue after the read-through and share their experiences as they relate to or are different from the characters in the play. Participants will also be encouraged to talk very candidly about race and power and discuss the character's names and characteristics highlighted in the play. Using the arts to raise awareness and foster change in the educational system will be the framework for the workshop. Suggestions for the script will also be taken, as The Line is in the stages of having staged readings and being produced in St. Louis.

Roosevelt Student Presentation

Roosevelt High School Students
Room #113

Roosevelt students will talk about their experiences in a classroom that explores their feelings about school and their relationships with teachers. They will discuss how they feel about ideas related to social justice in the classroom and among their peers. Finally, they will address general concerns about being teenagers in today's educational environment with those present at the workshop.

ACKNOWLEDGEMENTS

We would like to thank the following people, groups and organizations for their support in making the 7th Annual Educating for Change Curriculum Fair 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 fair a success!

For their financial support of the 2011 Fair, we would like to sincerely thank:

- Dave Bailey's Unique Urban Restaurants
- The Literacy Roundtable
- School Sisters of Notre Dame, Central Pacific Province
- The Sisters of St. Joseph of Carondelet, St. Louis Province
- Kappa Delta Pi International Honor Society, MO Chapter at UMSL
- Literacy for Social Justice Teacher Research Group
- Service, Diversity, & Social Justice Department, Fontbonne University

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

Roosevelt High School students, administration and faculty for their support and collaboration with the 7th Annual Educating for Change Fair.

Scout General for designing the artwork featured on our program cover and flier. Scout Regular is a talented, emerging youth artist. Her artwork was created during GirlsCreate, an arts based empowerment program, led by Yeyo Arts Collective. Scout enjoys art making, sports and spending time with her family.

The University of Missouri-St. Louis Campus Bookstore that generously donated bags for the fair.

INFORMATION ON SPONSORS OF THE EVENT

Literacy for Social Justice Teacher Research Group

LSJTRG 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 in schools and communities. We are committed to connecting educators across the lifespan and building networks to mobilize resources to promote progressive change. Keep up to date with our events via our websites:
www.literacyforsocialjustice.com
www.meetup.com/Educating-for-Social-Justice-Meetup-Group/

The Literacy Roundtable

The Literacy Roundtable is a consortium of literacy providers throughout the St. Louis-Metro East area. Our mission is to support literacy efforts in the Missouri and Illinois bi-state region. Collectively, we advocate for literacy, build awareness of literacy issues in the community, provide resources through the Vickie Newton Literacy Fund to support learners, and offer tutor workshops. We continue to identify ways to cooperatively UNLOCK the POWER of LITERACY! Visit us at:
http://www.literacyroundtable.org

Dave Bailey's Unique Urban Restaurants

Rediscover Downtown Saint Louis with the best brunch in the city at 1104 Locust Street. **Rooster** is a European style, urban cafe specializing in Crepes, Sandwiches, and Brunch items along with a unique selection of Coffee, Beer, Wine and the best Bloody Marys and Mimosas in town. We also have shaded sidewalk seating!

If you are out to satisfy your sweet tooth, or you cheese tooth, or your booze tooth, **Bailey's Chocolate Bar** is the place to go! With a unique, artful and playful atmosphere, the Chocolate Bar features a range of pizzettes, cheese & nut plates and a full bar with over two dozen Chocolate Martini's, 90 beers, as well as spirits, wine, champagne and amazing Hot Chocolates.

Bridge - Downtown at 1004 Locust Street. With over 55 different tap beers available to take home in a growler, you're sure to find something unique that you'd like to share with your friends… or not share at all! The list changes all the time, so stop by to see what is available, or let us know if there is a specific tap beer that you are looking for!

Range – our newest! Come by 920 Olive for burgers and shakes – exclusively grass-fed Missouri beef, fresh-baked bread, craft-brew taps, and home-spun ice cream. Open Oct. 7!

Kappa Delta PI International Honor Society in Education, MO Chapter at University of Missouri-St. Louis

KDP founded in 1911 at the University of Illinois, was established to foster excellence in education and promote fellowship among those dedicated to teaching. The founders chose the name from the Greek words to represent knowledge, duty, and power. Pioneering from its beginning by including women as well as men, Kappa Delta Pi grew from a local chapter to the international organization it is today, comprising 582 chapters and more than 45,000 members. The University of Missouri-St. Louis chapter is an active chapter of KDP.

School Sisters of Notre Dame, Central Pacific Province

The School Sisters of Notre Dame, of the Central Pacific Province, are apostolic women religious who have been called to respond to those in need, particularly the poor, women, and youth. They are committed to education that leads to the transformation of persons and to reconciliation in our world today. Internationally, the SSND community is actively engaged in teaching, adult education, parish ministry, spiritual direction, counseling, peace and justice ministries, prison ministry, literacy efforts, social services and health care.

Service, Diversity, & Social Justice Department, Fontbonne University

The Department of Service, Diversity and Social Justice cultivates and promotes a campus culture that respects human dignity and encourages and recognizes service, diversity, and social justice through expanded opportunities for student learning, leadership, and civic engagement. The department advises several student organizations, promotes service opportunities (local, national and international) and encourages dialogue around issues of diversity and justice.

The Sisters of St. Joseph of Carondelet

The Sisters of St. Joseph of Carondelet (CSJ) have been engaged in education in the St. Louis area since 1836. The CSJ's started the St. Joseph Institute for the Deaf, now in Chesterfield, staffed many Catholic elementary schools throughout the area, as well as secondary schools such as Rosati-Kain High School, St. Louis, and St. Joseph Academy, Frontenac. The Sisters also started and continue to be on staff at Fontbonne University in Clayton.

Future Events Sponsored by:
The Literacy for Social Justice Teacher Research Group

Concerned about the future of our public schools?

Join Our Film Screening & Discussion of
"The Inconvenient Truth Behind Waiting For Superman"

When: Sunday, Nov. 6, 2011 **Time:** 3:00-5:00pm

Where: GYA Community Gallery, 2700 Locust Avenue

RSVP (required): genevieveerker@yahoo.com or via our Meetup website:
http://www.meetup.com/Educating-for-Social-Justice-Meetup-Group/

This documentary points out what "Waiting for Superman" does not – the complexity of issues surrounding educational reform. ITBWS showcases the perspective of teachers engaged in the life of public schools and what is needed to provide quality education. This film includes the evidence that its predecessor film leaves out - the number of failing charter schools; how charter schools exclude students; how charter schools are at the center of the efforts to privatize public education -- and many other inconvenient truths. Join us in this screening where we will watch and discuss the film and plan future actions.

Interested in continuing the discussion on education reform after the Curriculum Fair?

Join the "Literacy for Social Justice Book Club" for
An Exploration of Deborah Meier's books

When: Sunday, November 20, 2011 **Time:** 1:00-3:00 p.m.

Where: The Coffee Cartel (Corner of Maryland and Euclid in the Central West End)

RSVP : While an RSVP is not required, we encourage you to RSVP via our Meetup website:
http://www.meetup.com/Educating-for-Social-Justice-Meetup-Group/

We invite you to read any book of your choice by Deborah Meier, the featured speaker at our Curriculum Fair, and then come discuss it with our book club. This will be a casual coffee and chat about Deborah Meier's books, current issues in education, and school reform. Deborah Meier has spent more than 40 years working in public education and has written many books, including: The Power of Their Ideas, In Schools we Trust: Creating Communities of Learning in an Era of Tests and Standardization, and *Playing for Keeps: Life and Learning on a Public School Playground.*