



PLACE-BASED EDUCATION CONFERENCE



GREAT LAKES
Stewardship Initiative

Thank you to our host!



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OVERVIEW

THURSDAY NOVEMBER 9

8:00 am – 8:30 am

Registration
2nd Floor Piano Lounge

8:00 am – 4:00 pm

Traveling Dialogue Day in Detroit
(Optional)

12:30 pm – 6:00 pm

Registration
2nd Floor Piano Lounge

1:30 pm – 4:30 pm

Traveling Dialogue: History of
Eastern Michigan University
(Optional)

6:00 pm - 8:30 pm

Welcoming & Networking Reception
ABC Microbrewery
720 Norris Street, Ypsilanti

FRIDAY NOVEMBER 10

7:00 am– 8:00 am

Registration
2nd Floor Piano Lounge

Breakfast
Grand Ballroom

8:00 am – 8:45 am

Keynote: Dr. Rosanne Fortner

9:00 am – 12:00 pm

Conference Sessions & Workshops
Traveling Dialogue: Ypsilanti's Black
History (Optional)

12:00 pm – 1:30 pm

Lunch
Grand Ballroom

1:45 pm – 4:30 pm

Conference Sessions & Workshops
Traveling Dialogue: Divisions in the
Ypsilanti Landscape (Optional)

6:00 pm – 8:30 pm

Conference Banquet
Grand Ballroom

6:00 pm Cocktail Time

6:30 pm Dinner starts

7:00 pm Keynote:
Dr. Carolyn Finney

8:00 pm Dragonfly Award
Ceremony

SATURDAY NOVEMBER 11

7:00 am – 8:00 am

Registration
2nd Floor Piano Lounge

Breakfast
Grand Ballroom

8:00 am – 8:45 am

Keynote: Julia Putnam

9:00 am – 12:00 pm

Conference Sessions & Workshops

12:00 pm – 1:00 pm

Lunch
Grand Ballroom

1:00 pm – 2:00 pm

Conference Reflection
Grand Ballroom



**PLACE-BASED
EDUCATION
CONFERENCE**



GREAT LAKES
Stewardship Initiative

SESSION

1

Friday

9:00 AM - 9:45 AM

The Process of Reflection in Place-based Education (Forum) | ROOM 208 Auditorium

Reflection about learning, experience, and growth are critical to ensure that students get the most out of their work in place-based education. Join us for thoughtful, fun, and engaging ways to support your students in reflection. *Sarah Coleman and Erica Johnson (West Michigan Great Lakes Stewardship Initiative, Muskegon Regional Math Science Center).*

NOAA Great Lakes Bay-Watershed Education and Training Program Highlights | ROOM 300

Be inspired by some of the most exciting place-based education programs around the region in this session highlighting the current NOAA Great Lakes Bay-Watershed Education and Training (B-WET) Program grantees. Learn how NOAA and the Great Lakes Restoration Initiative is supporting innovative programs that engender partnerships, support stewardship, impart knowledge, and inspire teachers and students through year-round Meaningful Watershed Educational Experiences (MWEEs) about the Great Lakes watershed. Two back-to-back sessions feature 10 of the 11 grantees in the current cohort of projects around the Great Lakes. Is your organization ready to B-WET? Come test the waters. *Cheryl Bauer-Armstrong (University of Wisconsin-Madison), Ryan Feldbrugge (The Rivers2Lake Program at the Lake Superior National Estuarine Research Reserve), Yu Man Lee (Michigan Natural Features Inventory, MSU Extension), Cora Lee-Palmer (Milwaukee Metropolitan Sewerage District) and Jeanie Williams (Inland Seas Education Association).*

**Ypsilanti's Black History
Traveling Dialogue (Pre-registration Required)
ROOM 302**

Between roughly the Civil War and World War I, Ypsilanti had the highest percentage of African-Americans of any Michigan city. We will take a bus tour to look at the rich

history of African-American Ypsilanti. We will explore Ypsilanti's south side, where we will see historic homes, churches, schools, and social halls. We will see the impact of urban renewal and the highway system, and explore the continuing costs of environmental racism and the social divisions in our landscape that have been formed and reformed over time. *Matt Siegfried, Historian (Southeast Michigan Stewardship Coalition)*

Student Voice, Agency and Identity in Learning (3 Hour Workshop) | ROOM 310A

This presentation will summarize the findings of participatory action research across three unique sites in Michigan. During the workshop, participants will explore identity and agency in learning as it relates to Delpit's assertion that "the teacher cannot be the only expert in the classroom. To deny students their own expert knowledge is to disempower them." (1988, p. 19). Participants will explore participatory structures and techniques (i.e., design thinking) and their impacts on adults and students. *Simeon Frang (Orchard View Schools) and Judy Walton (Forrest Hills Schools)*

Phenomenal Science: An Exploration of Place-based K-5 Units | ROOM 310B

Phenomenal Science is a complete elementary science curriculum designed to facilitate three-dimensional science instruction aligned to the Michigan Science Standards. Participants will learn about place-based units along with the needs met for elementary schools, teachers and students through use of the units and ongoing needs for professional learning to ensure proper implementation of three-dimensional curriculum as called for by the Michigan Science Standards. Opportunities for involvement in the Phenomenal Science project will be shared. *Darcy McMahan, Matthew Samocki and Jennel Martin-Powell (Central Michigan Science, Mathematics and Technology Center at CMU).*

Community History Inspired Art Education: Ypsilanti African American Mural Project | ROOM 320

Learn how a classroom art project expanded into the community bringing the Visual Arts curriculum alive and connecting to community history through the painting of murals based on H. P. Jacobs, the Women of Ypsilanti, the Underground Railroad, and local farmers, farming and agriculture. You will hear from youth about the true power of the arts, the important impact of meaningful teacher-student relationships, and the amazing things that happen when the bridge is built between schools and communities! *Lynne Settles, Cieara Freeman, Maximilian Harper, Iyana Morgan and Bennie Williams (Ypsilanti Community High School).*

When Kids Go to City Hall: Design Thinking as a Vehicle for Change (2 Hour Workshop) | ROOM 330

At the crossroads of place-based education and local activism, lies design thinking. As children encounter the history and present state of their community, they grow to care for it. They may seek to improve it. Using the design thinking model, follow the journey preK-3rd graders took to make connections in their community and work to change it. From brainstorming to speaking at City Hall, students can use a place-based model for social action. *Brandi Cartwright (Raintree School)*

From One to Many: The Exponential Growth of Place-based Stewardship Education in an Urban School | ROOM 350

Saving mallard ducks began the journey for one teacher in an urban school in Flint. This launched a multi-year journey that evolved into a cross-curricular collaboration involving all middle school students. This session will highlight how teachers and community organizations became involved, active participants in this place-based stewardship education effort, that allowed students to become key stakeholders, advocates and active partners in advancing the city's green infrastructure goals. *Kim Hatfield (Flint Southwestern Classical Academy)*

Starting a Meaningful Math Place-based Education Unit | ROOM 352

This session presents three ways to make meaningful place-based learning units for mathematics, and specifically covers how to create a place-based education unit that will juggle the three specific hang-ups that math teachers have: time, standards, and authenticity. This will be especially relevant to anyone who often hears the phrase "except in math" when it comes to place-based education implementation. *Andrew Russo (Former teacher and SE Michigan Stewardship Coalition Staff – Eastern Michigan University) and Jessica Krueger (Ypsilanti Community Schools)*

Doing the Thing: Challenges and Rewards of Creating Experiential Professional Learning Environments in Place-based Learning (Forum) | ROOM 208 Auditorium

Amy Demarest, author of the book *Place-Based Curriculum Design*, and Ethan Lowenstein, Director of the Southeast Michigan Stewardship Coalition, will discuss why and how to create powerful learning environments in place-based education for teachers that go beyond typical “professional development.” Amy and Ethan will introduce thinking tools and strategies to help participants think deeply about professional learning designs in place-based education and lead participants in activities that will help them apply new learnings to their own practice. *Amy Demarest (Our Curriculum Matters) and Dr. Ethan Lowenstein (Southeast Michigan Stewardship Coalition)*

NOAA Great Lakes Bay-Watershed Education and Training Program Highlights | ROOM 300

Be inspired by some of the most exciting place-based education programs around the region in this session highlighting the current NOAA Great Lakes Bay-Watershed Education and Training (B-WET) Program grantees. Learn how NOAA and the Great Lakes Restoration Initiative is supporting innovative programs that engender partnerships, support stewardship, impart knowledge, and inspire teachers and students through year-round Meaningful Watershed Educational Experiences (MWEEs) about the Great Lakes watershed. Two back-to-back sessions feature 10 of the 11 grantees in the current cohort of projects around the Great Lakes. Is your organization ready to B-WET? Come test the waters. *Rebecca Nielsen (Southeast Michigan Stewardship Coalition), Katie Larson (Alliance for the Great Lakes), Matthew Kadow (Wisconsin Maritime Museum), Erica Johnson and Sarah Coleman (Muskegon Area ISD) and David S. Karpovich (Saginaw Bay Environmental Science Institute at Saginaw Valley State University).*

A Land Ethic & Ecosystem Services: How Land Conservation Has Evolved | ROOM 310B

Land conservation and stewardship have evolved to include design standards for protecting and enhancing the benefits nature provides that are considered ecosystem services. But, while many decision makers now embrace the value that ecosystem services provide, it's important for students to understand that historically

the idea of protecting natural resources was not a priority. The heart and soul of the discipline and field of study was really defined by one prophetic individual, Aldo Leopold. Seventy years after his death his words are as relevant as ever and provide the greater goal of having a land ethic that guides how we live on this earth. *Rebecca Marquardt (Revery)*

How Do Youth Leaders Define Youth Leadership? | ROOM 320

This presentation is a conversation between 8th grade students and their school principal in an attempt to understand what youth leadership means to the young people who are asked to demonstrate this skill. This will be the Principal presenting her wonderings and asking students to guide her thinking: What makes young people feel like leaders? Where and when do they believe their leadership is needed? How is the school promoting (or not) the leadership skills and leadership opportunities students feel they need and as it pertains to leadership as they perceive it? What are the barriers and constraints to true youth leadership? How are adults getting in the way? How can we be better advocates for youth? Through this conversation, we hope to model how to grapple with the contradictions and possibilities of shared leadership in an intergenerational setting. *Julia Putnam, Ajani DeFreece, Kamari Ray, Zora Kuu Flourner, Diondre Hunter and Sharon Johnson (The James and Grace Lee Boggs School).*

Understanding Observation: A Lesson in Play-Doh (2 Hour Workshop) | ROOM 350

Any observation is shaped and informed by the subjectivity of the observer. If pre-service teachers are to not only learn about place, but also learn from and be transformed by place, then it is imperative for them to explore and interrogate their subjectivities. In this workshop the presenters will guide participants through an interactive, hands-on activity designed to introduce pre-service teachers to the art of careful observation and the concept of subjectivity. *Suzanne Knight and Jing Fu (University of Michigan-Flint)*

Engaging High School Students in Authentic Ecological Research | ROOM 352

Despite today's science curricula demanding real-world inquiry-type lessons and experiences, many

teachers are unprepared to hand the reigns over to their students, who lack a full understanding of the process of science and outdoor research experience. Hence the development of the Houghton High School Forest Research Program where students build authentic science research projects from the ground up, becoming intimate with the ecology of their surroundings and valuing and taking ownership of their place! *Lauri Davis (Houghton High School)*

Understanding the Urban Watershed: Locally-sourced Watershed Education Works | ROOM 208 Auditorium

Learn how Philadelphia's public water utility is leading the way in watershed education. The Fairmount Water Works, the Education Center of the Philadelphia Water Department, will share a new middle years curriculum developed by classroom teachers. It connects students with a local watershed experience through hands-on, experiential learning—in the classroom, the schoolyard, the neighborhood and even local waterways when possible. See how Philadelphia teachers along with their students are becoming responsible environmental stewards. *Ellen Freedman Schultz (Fairmount Water Works Interpretive Center)*

Practicing Mindfulness for a Deeper Connection with Self, Others, and Place | ROOM 300

Mindfulness, the practice of bringing our attention to the present moment, is a simple and transformative skill. Studies show that practicing mindfulness can lead to improvements in self-awareness, compassion for others, and care for the natural world. In this workshop, participants will learn what mindfulness is, why it works, and how to practice it in our daily lives for deeper connection with self, others, and our communities. *Grace Helms Kotre (Power to Be, LLC)*

Grass River and the Field Guide to Northwest Michigan | ROOM 310B

James Dake, author of "Field Guide to Northwest Michigan," will take you on a tour of Michigan flora and fauna while discussing how this guide is being used by classroom teachers as a "local science" textbook. This photographic & interactive presentation will inspire you to get outdoors, wherever you live! *James Dake (Grass River Natural Area)*

We Are The Forest & The Ypsi/Arbor Student Forest Project | ROOM 320

We Are The Forest is a place-STEAM education platform that trains K-12 students in Ecosystem Services, Bio-mimicry and Green Infrastructure. Launched in 2016, The Ypsi-Arbor Student Forest Project brings together diverse schools and students, creating opportunities for new stories, new forests, and student led green infrastructure projects.

Nathan Ayers (Founder/Director – We Are The Forest), Jessica Kreuger (Ypsilanti Community Schools), Chris Swinko, Clara Freeth and Eliza Braunschneider (Summers-Knoll School), Sakinah and Zakiyyah Rahman (Eastern Michigan University).

Amazing Field Trips | ROOM 330

Explore how to create, deliver and experience amazing field trips. Discover how to make your field trips promote curiosity and wonder and change how kids see and interact with our world. Gain new knowledge about field trips and tools to make your field trips amazing. *Norm Lownds (Michigan State University)*

Resources for School-Community Stewardship Projects | ROOM 352

How can I enhance student learning by connecting with people in the community? Where can I find the people, agencies, and organizations for help with stewardship projects and place-based learning? This presentation tells stories of successful school-community partnerships and provides contacts and background information to connect with statewide resources. *Shari Dann and Margaret Holtschlag (MSU, GRAND Learning Network)*

poster session

Friday

1:00 PM - 1:30 PM

2ND FLOOR MEZZANINE HALLWAY

The Center for Great Lakes Literacy: A Collaboration Led by the Great Lakes Sea Grant Network

This poster showcases the Center for Great Lakes Literacy (CGLL), a successful collaboration among Great Lakes Sea Grant Educators. Learn how aquatic educators in the Great Lakes states mobilized to bring relevancy and awareness to Great Lakes literacy. CGLL builds a community of educators, scientists, and citizens committed to a Great Lakes sustainability and stewardship through place-based professional development, educational resources, hands-on experiences, and networking opportunities. *Lyndsey Manzo (Ohio Sea Grant)*

Creating Undergraduate Research Opportunities through Links to Volunteer Monitoring Organizations

We will present several examples of undergraduate research opportunities that arose in connection with the work of local environmental monitoring organizations. *Margitta Rose, Thomas Tisue (Muskegon Community College)*

Educational Opportunities Abound at Sleeping Bear Dunes National Lakeshore!

Explore curriculum-based education with the National Park Service. Learn about ranger-led field trips, teacher-led field trips, virtual programs, and professional development opportunities. Discover how to bring a ranger to your classroom, teach your students about stewardship through service learning projects, and more! *Katie Fredericks (National Park Service-Sleeping Bear Dunes National Lakeshore)*

Detroit Outdoors! Youth Camping in Detroit's Rouge Park

Overnight camping experiences can create deep connections with place while strengthening interpersonal relationships at the same time. Come learn about a collaborative effort that is reactivating Detroit's only campground, Scout Hollow. Rouge Park is the city's largest, and adding a fully outfitted gear library, a teacher training program, and dedicated youth campsites will enable hundreds, and eventually thousands, of urban youth to experience camping right in the city. *Garrett Dempsey (Detroit Inspiring Connections Outdoors, Sierra Club)*

New Policy and Governance for Advancing K-12 Great Lakes Literacy, Sense of Place and Stewardship (Forum) | ROOM 208 Auditorium

Take part in this deliberative dialogue to provide input into state-level policy approaches for K-12 Great Lakes literacy, sense of place, and stewardship. Hear about summaries of 11 diverse dialogues from across the state, and share your thoughts about viable policies, governance processes, and new incentives to strengthen the already-excellent work in Great Lakes education. *Shari Dann (MSU, GRAND Learning Network)*

How the Rock Connects Us | ROOM 300

Consider for a moment your connection to landscape: what shapes your sense of place? This presentation explores the concept of geoheritage, peeling back the layers revealing how our geologic underpinnings shape the diverse ways we value and connect to our landscape. Using examples from the Keweenaw Peninsula, we'll explore the many educational opportunities geoheritage presents for formal and informal learners. *Dr. Erika Vye (Education Program Assistant - Center for Science and Environmental Outreach, MTU)*

Divisions in Ypsilanti's Landscape Traveling Dialogue (Pre-registration Required)
ROOM 302

Before the conquest of Michigan by the United States, the place Ypsilanti now occupies was a Potawatomi village. We will take a bus and walking tour to visit sites that illuminate the varied Native American landscapes and history of the area. We will explore the differences in tenure of the Potawatomi and Americans, and the relationship each group had with the land. We will look at the new market-driven property divisions brought to Michigan by the Americans and how our landscape continues to be defined by them. *Matt Siegfried (Southeast Michigan Stewardship Coalition)*

Youth-Adult Partnerships: Providing Youth Authentic Voice and Participation (2 Hour Workshop)
ROOM 310A

Through the youth-adult partnership (Y-AP) model, young people have authentic voice-sharing power with adult collaborators. Y-AP both facilitates the development of autonomy for adolescents and serves as a powerful approach to lead positive community change.

Through this active session, participants will be deepening their understanding of the components and elements of Y-AP and be introduced to an observational tool which outlines Y-AP standards that can be used for enhancing programs and professional development. *John Weiss (Neutral Zone)*

The Role of Place-based Education in Creating a New America (2 Hour Workshop)
ROOM 310B

Creating community is the greatest challenge of the 21st century. Determining the role of education toward that end requires a deep commitment to re-defining "success" and the "American Dream." Fifty years ago, Dr. Martin Luther King called for a radical revolution in values denouncing racism, materialism and militarism. We will explore values that will "grow our souls" and discuss how PBE can help in creating an inclusive community movement and a new America. *Richard Feldman (The James and Grace Lee Boggs Center to Nurture Community Leadership)*

America's Largest Classrooms: What We Learn from Our National Parks | ROOM 320

Place-based programming at U.S. National Park sites is increasingly sophisticated and rigorously evaluated. We compiled 25 case studies of learning and research for a forthcoming book (available December 2017). We summarize insights from practitioners and scholars working with NPS sites to enhance place-based education, STEM, digital technology and collaborative partnerships across the country. This presentation is for educators, managers and partners interested in the landscape of place-based education at America's national parks. *Jessica Thompson (Northern Michigan University), Ana Houseal (University of Wyoming) and Abigail Cook (Northern Michigan University).*

Forum: Engaging Students in 3D Learning Through Place-based Education | ROOM 330

The Next Generation Science Standards (NGSS) calls for teaching and learning that engages students in key ideas in science through the science and engineering practices. Place-based education provides a unique opportunity for this type of learning to occur in the context of students' community. This forum will provide a brief overview of three-dimensional learning as indicated by NGSS fol-

lowed by collegial discourse on how to engage students in this type of learning through place-based education. *Shawn Oppliger (Lake Superior Stewardship Initiative)*

Students Leading Change to Protect the Grand River (Forum) | ROOM 350

Groundswell, a hub of the Great Lakes Stewardship Initiative, just completed a three year federal grant focused on reducing pollution to the Grand River. The Lower Grand River Education Initiative (LGREI) successfully improved education and awareness about stormwater pollution through teacher professional development and student stewardship activities in the community. We will discuss how we engaged students, teachers, and community members, and present educational resources developed through this project, including videos, lesson plans, and other materials. *Joanna Allerhand and Clay Pelon (Groundswell)*

Humanizing Schooling in Detroit | ROOM 352

Learn how People in Education (PIE) is humanizing schooling in Detroit. Educators, students, and media artists from PIE will share their lessons and experiences working in schools in Detroit. Starting off with a lively debate, we will share our media projects including the Out-of-School Project and our work within schools. Participants will leave with practices and resources for thinking about community issues in their classrooms. *Nate Mullen (People in Education)*

Partnerships to Deepen Place-based Learning (Forum)

ROOM 208 Auditorium

It is no surprise that to connect learning more closely to community that partnerships between community members and educators are essential to success. One of our principles of place-based education is “communities serve as learning ecosystems for schools where local and regional experts, experiences, and places are part of the expanded definition of a classroom”. In this group discussion, come prepared to share your successes and challenges in place-based partnerships. Facilitators are part of a long-term partnership between higher education, nonprofits, and school districts.

Leslie Cook (Teton Science Schools) and Dr. Kate Muir Welsh (University of Wyoming)

Sustaining Stewardship in Washington Middle School

ROOM 300

Join Washington Middle School’s Lake Superior Stewardship Initiative Team as members describe the evolution of place-based stewardship projects that have become firmly embedded in the school’s culture over the past 10 years. *Kristin Svoke, John Larson, Julie Goldsworthy, Carl Arko, Darrell Hendrickson (Public Schools of CLK, Washington MS)*

Nurturing Youths’ Commitments to the Environmental Commons through Youth Environmental Stewardship, Activism and Place-Based Education | ROOM 320

This presentation summarizes study results of a place-based stewardship education (PBSE) model with elementary through high school students from rural and urban communities. The study concentrates on how PBSE can support STEM learning and the development of civic capacities for engendering democratic, sustainable communities. We’ll examine the potential for community based youth activism and progressive school-based pedagogical practices to nurture youths’ dispositions, commitments, and connection to nature and community, in resistance to the enclosure of the commons. *Erin Gallay (University of Wisconsin, Madison)*

Seventh Generation Sustainability: An Interdisciplinary Environmental Perspective

ROOM 330

An interdisciplinary look ahead seven generations (140yrs); this session will offer a timeline that projects what seven generation sustainability could look like. Concepts from “The Great Binding Law” are used to show current sustainability timelines and how we can address sustainability to benefit the seventh generation and elevate environmental education and sustainability. *Tom Occhipinti (MI Department of Environmental Quality)*

Great Lakes, Great Lessons (2 Hour Workshop)

ROOM 350

Looking for unique strategies to teach about the Great Lakes? Wanting to reach your kinesthetic learners? Ohio Sea Grant has many lessons (aligned to NGSS and Great Lakes Literacy Principles) appropriate for grades 5 – gray, and usable in formal and nonformal educational settings. Focusing on impacts of population growth, beach litter and pollution, as well as general basin characteristics, participants will practice and receive three lessons that can be implemented the next week. *Lyndsey Manzo (Ohio Sea Grant)*

The Crystal Lake “Walkabout”: Musings of a Serendipitous Saunterer - From Observational Monitoring & Environmental Exploring to Place-based Environmental Education & STEM | ROOM 352

The Crystal Lake “Walkabout” has enhanced awareness of its watershed community since 1993 by providing interactive “hands-on” activities of observational monitoring and environmental exploring of selected interpretive sites for more than 5,000 participants. Site interpreters provide context and activities associated with hydrology, water quality, land use, invasive species, atmospheric deposition, sediment chemistry, lake levels, and watershed management. The “Walkabout” concept can be compared with current trends in place-based environmental education within interdisciplinary STEM programs. *Dr. Stacy Leroy Daniels (Benzie Co. River Improvement Co.)*

Discovering the Historical Context of Place through Primary Source Analysis (Forum)

ROOM 208 Auditorium

Through an artifact inquiry program, we will explore how primary sources can be analyzed to help students develop historical contexts of place. Historical relics from the Grand Rapids Public Museum collection reveal how the Grand River impacted the lives of Grand Rapids residents between 1850-1910. We will aim to discover the story of how the city's predecessors interacted with the Grand River and how this history influenced Grand Rapids as we experience it today. *Erin Koren (Grand Rapids Public Museum)*

Place-based Learning on the Wai`anae Coast

ROOM 300

Participants in this session will present a collaboration with community to develop and implement place-based curriculum for schools along the Wai`anae Coast on the island of O`ahu Hawai`i. PLACES (Place-based Learning and Community Engagement in School) supports place-based learning during the regular instructional day. Participants will provide an example of work with teachers, students and community, and discuss strengths, challenges, and lessons being learned. *Dr. Kay Fukuda, Tammy Jones & Loke Wakinekona (PLACES – University of Hawai`i)*

Right Under Our Noses: Finding the Social Studies in Flint | ROOM 310A

In this presentation, I will describe how I introduced a place-based project to my elementary social studies methods students in the elementary teacher preparation program at UM-Flint. Attendees will learn how I adapted the traditional "write a lesson plan" assignment for a more locally-focused project—the "Right Under Our Noses" inquiry. Elementary methods students explored local historical sites in Flint, drew maps of the city, and interviewed Flint residents as a way to learn more about the intersection of teaching history, geography, civics, and economics. Attendees will see examples of students' inquiries and what they learned about Flint and teaching social studies in Flint. I will also give examples of other "local" ways to teach social studies to elementary students. *Annie Whitlock (University of Michigan-Flint)*

Engaging Students with Community to Create a Community Park | ROOM 310B

In 2005 parents and neighbors at Neinas Elementary raised concerns about neighboring blighted buildings. This presentation will share the story of how students, teachers, parents and community partners worked to re-envision the space and create the Alayna Elabed Community Park. We will share reflections on how students were engaged in the planning and building process, how we cultivated community buy in and how that lead to volunteers, funding, and a sense of shared ownership. *Christopher Burke (University of Michigan, Dearborn) and Amy Lazarowicz (Neinas Dual Language Learning Academy)*

North Woods Kids: a Multi-disciplinary Bridge to Place-based Learning | ROOM 320

The North Woods Kids art and writing exhibition and competition for K-12 students encourages integration of content areas (i.e., art and science) and diverse modes of expression (i.e., poetry and painting) generating place-based art, reading, and writing projects for a six-month exhibition series of student work. Join us in critical thought and discussion regarding PBE's potential to build relationships to community and appreciation for place, and how PBE can avoid the potential to reify provincialism. *Evelyn Johnson (Michigan Technological University)*

School to Sanctuaries and Beyond (Forum) | ROOM 330

The Michigan Nature Association's (MNA) School to Sanctuary program connects teachers and students to nature for place-based, experiential and service-learning opportunities in both the classroom and field, and we are seeking new school partners. Learn about the benefits to both teachers and students with stories and examples from our existing School to Sanctuary partnerships. With over 170 MNA nature sanctuaries statewide, there may be one near your school! *Julie Stoneman (Michigan Nature Association) and Aaron Wesche (Addison High School)*

Institutionalization: How to Make Place-based Education a Natural Part of Your School's Culture and Organization (Forum) | ROOM 352

What would it take to make place-based education

(PBE) part of every student's education experience? Join us as we take you through a process to start thinking about how to institutionalize and sustain PBE in your school. There is no single route to institutionalization, but by looking at five critical components, we can work together to start creating a plan for sustaining this work in your school. *Sarah Coleman and Erica Johnson (West Michigan Great Lakes Stewardship Initiative, Muskegon Regional Math Science Center)*

Transforming Teacher Education through Community Space (Forum) | ROOM 208 Auditorium

When teacher candidates are provided the opportunity to learn through culturally relevant and place-based practices, drastic improvements in classroom teaching occur. Teacher education programs should seek opportunities for teacher candidates to connect with the local community in order to encourage the cultivation of welcoming, impactful, and productive learning environments for their students. In this way, teacher candidates gain a holistic understanding of what it means to be a culturally and socially responsive educator. *Kaitlin Popielarz (Wayne State University)*

Nature Connection: Strengthening Student Motivation and Deepening Connections to Place | ROOM 300

Discover how to create lesson plans that engage the curiosity and creativity of K – 8 students through meaningful activities outside the classroom - activities that incorporate identification, art, data collection, and getting dirty! *Susan McCaskey (The Hill School)*

Modeling in Placed-based Education | ROOM 302

Learn how the Washington Middle School's seventh grade science class undertakes a yearlong project that integrates modeling with place-based stewardship in the CLK School Forest at Calumet Township Park. See how the class collects then analyzes data with a model, using this information to write a management plan for future harvests in the CLK School Forest. *Darrell Hendrickson, (Public Schools of CLK, Washington MS)*

Who Is Not at the Table? A Community That Excludes One of Its Members Is No Community at All! (2 Hour Workshop) | ROOM 310A

Can we discuss place-based, project-based education and the importance of community without folks with disabilities and the related conversations? Not asking "Who is not at the table?" makes some community members Ghosts. Join us in "Breaking the Silence" as we discuss the relationship of place-based education to full inclusion. "A Community that Excludes even one of its members is no Community at All" - Dan Wilkins. *Richard Feldman (The James and Grace Lee Boggs*

Center to Nurture Community Leadership), Janice Fialka (Dance of Partnership), Kim Sherobbi (Birwood Community House)

Got Dirt? Helping Students Connect to Their Place ROOM 310B

It can be challenging for place-based educators to help students understand the concept of place particularly if the school site doesn't have much "nature" to offer. This session will expose attendees to creative ways to connect to young people to their school campus, nature center, etc. Spending part of the session outdoors, attendees will participate in an activity they can replicate at any site with access to soil. *Lea Sevigny (Forest Hills Public Schools)*

Consumerism and Its Root Causes (Forum) ROOM 320

Serious environmental issues have complex causes including our own belief systems and values. Through a NOAA B-WET grant, we have been exploring how to use NOAA curriculum materials in combination with other thinking tools, videos, and activities to get at the root causes of issues like marine debris. In this session, we involve participants in a root cause analysis and provide participants with concrete lessons, activities, and resources that can be used with students. *Bill Boyle (Southeast Michigan Stewardship Coalition) and Dr. Ethan Lowenstein (Southeast Michigan Stewardship Coalition)*

What Difference Does Doing Field Research Make? Comparing Outcomes from Inquiry Research, Citizen Science, and Adventure Hike Experiences for Middle/High School Students | ROOM 330

This study compares student growth in their attitudes about science, self-efficacy, and understanding of nature of science principles after a week-long residential program that included specific instruction in a 1-day experience in either open inquiry research, citizen-science research, or an adventure hike (no research). Students from the Columbia School District, MO (n=442) visited Teton Science Schools for a week during the summer of 2016 or 2017 and were randomly assigned one of these three experiences. In this presentation, preliminary results comparing student growth across these treatments and trade-offs associated with

instructional activity choices will be discussed. Kevin Krasnow (*Teton Science Schools*)

**Asking Questions and Discovering Answers:
Engaging Youth in Science (2 Hour Workshop) |
ROOM 350**

What is the answer? Who cares? You don't need all the answers to teach science. You simply need an inquisitive mind and a willingness to investigate. It's all about the questions! Use this series of ready-to-go lesson plans to start teaching inquiry-based science to youth. The purpose is to teach the process of science – asking questions and discovering answers. These activities encourage young people to try to figure things out for themselves rather than just read an answer on the internet or in a book. *Tracy D'Augustino (Michigan State University Extension)*

**Catching Waves Through Your Watershed-
Environmental STEM Education aboard a Tall Ship
ROOM 352**

Explore ways that students use the NGSS framework to navigate through watershed issues facing the Saginaw River and Saginaw Bay while being transported along this main artery to the Great Lakes in true place-based fashion. This is a truly anchoring phenomenon in STEM! *Autumn Mitchell (BaySail)*

Building the Detroit Independent Freedom Schools Movement (Forum) | ROOM 208 Auditorium

In this presentation we offer reflections on the history and present work of the Detroit Independent Freedom Schools Movement (DIFS), which currently operates four freedom school sites throughout the city. We consider the relationship between our mission to “create free, African-centered, loving educational experiences for Detroit children and families...” and a much longer tradition of place-based educational initiatives focused on nurturing community strength and self-determination. *Dr. Michael D. Doan (Eastern Michigan University)*

Finding Your Place: Strategies from the PLACE Program (2 Hour Workshop) | ROOM 300

In this hands-on workshop, presenters will facilitate a mapping and a journaling activity to explore participants’ personal connection to place and will share key learnings and place-based principles from the Place Learning and Civic Engagement program. Participants will: experience two sense of place activities, discuss how connection to place blended with science content can promote student learning and civic engagement, and learn more about place-based principles that promote successful collaboration and inclusivity in rural communities. *Leslie Cook (Teton Science Schools) and Dr. Kate Muir Welsh (University of Wyoming)*

Ripple Effect: Using Water to Connect Our Community | ROOM 310B

This year, Nichols School, an independent 5-12 school in Buffalo, NY, committed to a school-wide theme of “Water and Community” to encourage and facilitate innovative, collaborative, interdisciplinary and cross-divisional connections through the context of place and local resources. We began the school year with a day of meetings that put faculty and staff on or near the water and engaged them with community partners and worked toward creating a technology platform for the sharing of curriculum and connections. We’ve had a dynamic school-wide sharing of exciting curriculum, both inspired by this theme and recognizing work that folks have been doing before and are now intentionally connecting. In just a few short weeks, we are already rippling beyond our classes and classrooms to share curriculum with others that we may not have before, and more faculty

than ever are taking students off campus and into our community. This presentation will describe a fluid model that Nichols School is using to transition into a culture that connected and aware of the place they are from. *Sandy Smith (Nichols School)*

Milkweed to Monarchs: A Winter-sowing Collaborative Gardening Project | ROOM 320

Milkweed Buddies is a winter-sowing project teaching about the special needs of Monarch butterflies, attributes of milkweed, seed dispersal, recycling, and science concepts such as migration, camouflage, needs of plants, and more. At the tip off the Keweenaw Peninsula, where average annual snowfall is 250 inches, Kindergarten students from one district worked in collaboration with students from a one-room school 36 miles away, extending the school garden season and gaining more outdoor learning time. *Barb Kinnunen-Skidmore (KCLK Elementary School) and Lloyd Wescoat (Lake Superior Stewardship Initiative)*

Community Access for All: Disability and Place-based Education | ROOM 330

Disabled people are too often removed from or segregated in civic and educational communities through institutionalized ableism, audism, and sanism. Traditional special education fails to meet the needs of disabled students and their families. Place-based education that ignores disability can’t adequately explore real, local communities. Drawing on our backgrounds in disability and mad studies, we’ll talk about our experiences building inclusive schools and communities, and describe tools and attitudes that can make that happen.

Dr. Phil Smith (Brehm Center for Special Education Scholarship and Research- Eastern Michigan University) and Jacquie St. Antoine (Eastern Michigan University)

Engaging Community Partners through Shared Benefits | ROOM 352

This workshop, co-led by a teacher and a community partner, will discuss how to develop partnerships that exhibit true reciprocity. Community partners sometimes engage in place-based education activities out of a sense of altruism, but those partnerships won’t last long-term without eventual tangible benefits. Using

our partnership as a case study, we will discuss how to develop place-based collaborations that result in academic gains, solutions to real-world problems, and measurable benefits to community partners.

Eileen Boekestein (Lower Grand River Organization of Watersheds) and Brenda Perry (Kent Innovation High School)

Incorporating Play into Environmental Inventorying: Games and Activities You Can Do Outdoors with Your Class (2 Hour Workshop) | 2nd Floor Lounge

Let's get moving! In this participatory workshop we partake in activities and games aimed at engaging different learning styles in outdoor exploration. These activities can be performed at a school campus or in the field and are a good way for students to compare different areas, habitat types or seasonal variations.

We will also discuss ways to safely incorporate play and reflection into data collection and environmental inventorying. (*part of this workshop will be outside*)

Jac Kyle (Detroit Audubon), Sarah Halson (SEMIS Coalition) and Dorothy McLeer (UM-Dearborn Environmental Interpretive Center)

Got Hope? Building Supportive Teacher Teams (Forum) | ROOM 208 Auditorium

As educators we care deeply about our students, our communities and our natural environment, but the pressures of work can leave us feeling discouraged. We need a place to talk about the difficulties that interfere with our enjoyment of teaching. This interactive session will provide educators with a set of tools to avoid burnout and build reliable relationships where our joy and worries can be shared so that we can support change in our communities. *Dr. M'Lis Bartlett (Discovering Place)*

Vernal Pool Patrol | ROOM 310A

Vernal pools are a unique and exciting type of wetland! We will share results of our Vernal Pool Patrol Program where we trained and engaged a network of 17 middle and high school teachers, over 350 students and several community partners in northern Michigan from 2015–2017 to map and monitor vernal pools. We will share lessons learned and discuss opportunities for initiating a Vernal Pool Patrol at your school or within your local community. *Yu Man Lee and Daria Hyde (Michigan Natural Features Inventory)*

Plastic: A Tool for Student Learning and Community Engagement | ROOM 310B

Come learn ways to connect student learning with marine debris, plastic in particular! From community awareness campaigns to reducing waste in schools, resources will be shared that connect classroom learning goals with strategies to protect our Great Lakes from the impact of marine debris. Beyond these tools, participants will also gain a better understanding of the impact of single-use plastics on our Great Lakes and how to refuse to single use. *Meaghan Gass (Northeast Michigan Great Lakes Stewardship Initiative)*

Structuring Inquiry about Privilege, Place, and Race
ROOM 320

The presentation will help participants connect race, privilege, and the policies that affect the demographics and environment of a community. With a focus on teaching this in secondary classrooms, the presentation will show how to scaffold instruction to build up to an understanding of privilege, rather than starting there and igniting the typical resistance. *Susan Santone (Creative Change Educational Solutions)*

Choosing to Collaborate: Two Universities Share Their Place-based Teacher Preparation Stories (Forum) | ROOM 330

University of Michigan-Flint redesigned their teacher preparation program as a place-based program several years ago. Eastern Michigan University is in the process of creating a place- and community-based teacher preparation pathway. Faculty from both universities share how they have uniquely adapted the place-based framework to reflect their individual communities and discuss why they choose to collaborate rather than compete with each other. *Dr. Iman Grewal, Dr. Wendy Burke, Dr. Ethan Lowenstein (Eastern Michigan University) and Dr. Suzanne Knight (University of Michigan-Flint)*

Incorporating Environmental Justice into Student Stewardship (Forum) | ROOM 350

Groundswell, a hub of the Great Lakes Stewardship Initiative, is expanding to include more students from underrepresented populations. Communities with lower socioeconomic status often are overlooked in environmental protection efforts. Participants in this session will learn how to provide schools and students with tools to make change and become the next generation of environmental stewards. They also will discuss environmental justice issues and how to include underrepresented populations in environmental protection projects. *Joanna Allerhand (Grand Valley State University - College of Education) and Kimberly Pawelka, (Grand Valley State University - College of Education).*

A Research Project to Ignite Students' Interest in Science through Field Trips at the Belle Isle Aquarium
ROOM 352

This NSF-funded project is designed to increase student interest, knowledge and activity choices in ways that promote science education and STEM career choices among diverse youth related to fisheries, wildlife, conservation and aquatic sciences. Teachers will participate in a Summer Institute designed to enhance science content knowledge, assist with integrating the BIA field trip into their curriculum, provide resources to support student engagement in BIA, establish a BIA-centered Community of Learners, and promote STEM careers. *Dr. Jeff Ram (Wayne State University), Joan Chadde (Center for Science & Environmental Outreach - Michigan Technological University) and Nicole Samuel (John R. King Academy).*



BIOGRAPHIES

Joanna Allerhand

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Joanna Allerhand is Assistant Director in the Center for Educational Partnerships in the College of Education at Grand Valley State University. She holds a Masters of Environmental Science and a Masters of Public Affairs from Indiana University and a B.S. in Journalism from Northwestern University. allerhaj@gvsu.edu

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Carl Arko is a seventh grade math teacher at Washington Middle School in Calumet, Michigan. He joined the Lake Superior Stewardship Initiative team in January 2014. He coaches the Calumet High School golf team, and enjoys coaching his three children in their sports. carko@clkschools.org

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Nathan Ayers is a national leader in permaculture, biomimicry, and regenerative community systems. An artist, designer, ecology, and forestry expert, Nathan's passion is connecting youth with Forests, and inspiring a new generation of Nature-based problem solvers. info@wearetheforest.org

Dr. M'Lis Bartlett

*Leadership Team
Discovering Place*

Dr. M'Lis Bartlett's research weaves together theories and practices of environmental education, environmental justice, and landscape architecture to explore how participatory design can support the engagement of youth in future environmental stewardship. Her recent work draws on over 20 years of experience as an urban environmental educator in New York City, Detroit, and Flint. She is passionate about using participatory

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Eileen Boekestein is the education coordinator for the Lower Grand River Organization of Watersheds, an agency of the Grand Valley Metro Council. She manages education and outreach relating to stormwater, watersheds, and non-point source pollution. Eileen holds a B.S. in Environmental Biology and a M.S. in Environmental Studies, and has worked in both formal and informal education settings since 2006. eileen.boekestein@gvmc.org

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Bill Boyle is the former Director of the Model Center, Bowers Academy and Equity Programming in Bloomfield Hills Schools. He has 31 years of experience as a teacher, athletic coach, and administrator at all levels of K-12 education. Bill has worked diligently to form schools that serve as places of belonging for all students as the foundation for learning. wboyle@gmail.com

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Eliza Braunschneider is a 4th grade student at Summers-Knoll School and has experience with place-based learning, environmental stewardship and justice both on and off campus grounds. Working with Washtenaw County, local partners, and her teacher, Chris Swinko,



Eliza and her classmates have impacted their local environment through composting, planting trees, installing and maintaining campus rain gardens, and taking action to help the victims of the Flint Water Crisis.

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Wendy Burke is a professor in curriculum and instruction and the Director of Student Teaching at Eastern Michigan University. As a faculty member, her focus is place-based education, EMU's Social Emotional Learning Collaboratory, and the teacher preparation programs. She currently occupies EMU's John W. Porter Endowed Chair, which supports secondary place-based education programs at Eastern Michigan University. Her scholarly interests include teacher learning, leadership development, and school, university, and community partnerships. wburke1@emich.edu

Piper Carter

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Piper Carter is an image maker, fashion photographer, and community cultural organizer in the environmental justice, maker space, food justice, and entertainment justice communities. She is co-founder of the Foundation of Women in Hip Hop, founding member of the Detroit Digital Justice Coalition, multimedia artist for Jessica Care Moore's Black Women Rock, and founding member of Detroit Independent Freedom Schools. Most recently she led the Arts & Culture Committee for the 2017 National Women's March Inaugural Convention in Detroit. piperarter@gmail.com

Brandi Cartwright

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Brandi Cartwright has spent her career honing a teaching style and philosophy congruent with her goal of acting as an agent of change in a struggling education system. She holds degrees from Northwestern University and St. Thomas University and began her teaching career with Teach for America. She has taught pre-kindergarten, middle school, and secondary students. Cartwright co-founded Raintree School, basing the school's educational philosophy on her desire to advocate for student's needs and celebrate their capabilities.
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Joan Chadde

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Joan Chadde, has an M.S. in Water Resources and Secondary Science certification. She has more than 30 years of experience in K-12 STEM and environmental education program design, implementation and delivery of teacher professional learning. She was a founding member of the Lake Superior Stewardship Initiatives Leadership Team in 2007 and continues to serve in this capacity. Chadde is lead author of the Michigan Environmental Education Curriculum Support Water Quality Unit. jchadde@mtu.edu

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Sarah Coleman is the science consultant for the Muskegon Regional Mathematics and Science Center, project director for West Michigan Great Lakes Stewardship Initiative, and coordinator of Muskegon County's Green School program. Prior to her employment at the Muskegon Area Intermediate School District, Sarah spent 13 years teaching middle school and high school science and mathematics.
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Leslie Cook is the Director of Educator Development for Teton Science Schools. In this role, she oversees and conducts professional development for teachers and teaches a course on place-based education for Teton Science Schools' graduate students.
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Abigail Cook is an undergraduate research intern, studying public relations and graphic design at Northern Michigan University. She is currently a special project intern for the National Park Service where she is helping to edit and design the book, "America's Largest Classroom: What We Learn From Our National Parks." She has recently become interested in visitor experience and place-based education. abcooknmu@gmail.com

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Tracy D'Augustino has a B.S. in Composite Biology and Secondary Education from North Dakota's Mayville State University and a M.S. in Biological Sciences from Michigan State University. She was a Michigan Math Science Center Director for 5 years before joining MSU Extension. Tracy joined the Northeast Michigan Great

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James Dake, Education Director at Grass River Natural Area in Bellaire, is a certified Michigan Teacher, author of "A Field Guide to Northwest Michigan," and holds an M.A. in Science Education. james@grassriver.org

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Dr. Stacy Leroy Daniels (PhD, UM 1967), has been a professional environmental engineer in industry (Dow Chemical Co.), academia (University of Michigan), small business (Ingenuity IEQ, Inc.), government (U.S. EPA), and nonprofit organizations (Crystal Lake & Watershed Association, CLWA) since the 1960s. He has observed, participated in, and directed many studies of the Crystal Lake Watershed, culminating in the creation of the Crystal Lake "Walkabout" in 1993. He is currently the President pro tem of the Benzie County River Improvement Company. stacydan@chartermi.net

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Shari Dann is Associate Professor of Community Sustainability at Michigan State University. She conducts research on sense of place and community engagement. Her teaching includes a required undergraduate course in Community Engagement for Sustainability and an elective course on Community-Based Environmental and Sustainability Education. sldann@msu.edu

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Lauri Davis is a veteran teacher of 18 years who teaches physical science, biology, and forensic science and serves as the chairperson of the Science Department at Houghton High School. Lauri holds a B.S. in Biology/Environmental Sciences from Shippensburg University of Pennsylvania and a M.S. in Wildlife Biology from Washington State University. She worked as a research scientist before obtaining her teaching credentials in Secondary Sciences from Eastern Michigan University. ldavis@hpts.us

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Ajani DeFreece is a pioneer 8th grader at The James and Grace Lee Boggs School. He is known for his diplomacy, friendliness, and athleticism.

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Amy Demarest is a former middle grades classroom teacher who has used the local environment to engage students throughout her teaching career. She teaches watershed education and standards-based curriculum design in Vermont and works at the graduate level with teachers who seek to weave their places into their teaching. She is the author of two books: "This Lake Alive! A Handbook for Teaching and Learning about the Lake Champlain Basin" and "Place-based Curriculum Design: Exceeding Standards Through Local Investigations." abdvermont@gmail.com

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Garrett Dempsey is the Chair of Detroit Inspiring Connections Outdoors, a program of the Sierra Club. His vocation is connecting young people in urban areas with meaningful outdoor experiences. Through his Sierra Club role, Garrett is collaborating with partner organizations to reactivate Detroit's Scout Hollow campground as a resource for all youth serving organizations. garrettdempsey@comcast.net

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Michael Doan is a community-based activist living in Detroit. He works with Detroiters Resisting Emergency Management, the Detroit Independent Freedom Schools Movement and the Boggs Center to Nurture Community Leadership. He is also a Professor of Philosophy at Eastern Michigan University. mdoan@emich.edu

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Micala (Mi-Ky-lah) Darcel Cochran is a current Adjunct Lecturer in the Department of Africology & African American Studies, and a Ph.D. student in the Urban Studies program in the College of Education, both at Eastern Michigan University. Evans is a Success Coach and mentors students one-on-one to achieve their goals and to think outside of the box. She is also an entrepreneur and provides historic community tours to K-12 institutions, in exchange for youth volunteerism. mevans31@emich.edu

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Ryan Feldbrugge received his Masters of Environmental Education degree from the University of Minnesota, Duluth where his focus was on the effect of wilderness immersion on connectedness to nature in adolescent

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Rich Feldman attended the University of Michigan in the 1960s and has had the privilege of working with James and Grace Lee Boggs (boggscenr.org) for more than 40 years. He is the father of Micah Fialka-Feldman (throughthesamedoor.com) who is a disability justice activist and to Emma Fialka-Feldman who is a second grade teacher in Boston. He is committed to inclusive education and to his partner-friend-wife Janice Fialka. Rich spent 20 years on a Ford assembly line, 10 as an elected union official and 15 as a staff member of the UAW. richardfeldman60@gmail.com

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Janice Fialka is a nationally-recognized lecturer and advocate on issues related to disability, parent-professional partnerships, inclusion, raising a child with disabilities, sibling issues, and post-secondary education. She is the author of "What Matters: Reflections on Disability, Community and Love" and "Parents and Professionals Partnering for Children With Disabilities: A Dance That Matters." She is also a parent, poet, a compelling storyteller, and an award-winning advocate for families and persons with disabilities.
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Dr. Simeon Frang (Ed.D.) currently serves as the curriculum director at Orchard View Schools. His interests include equity in education and elevating teacher and student voices as an approach to school reform.
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Katie Fredericks earned her M.A. in Public History from Indiana University-Purdue University of Indianapolis in 2013, before going on to begin a career with the National Park Service (NPS). She has worked in the field of education and interpretation for the NPS at Sleeping Bear Dunes National Lakeshore, Cape Hatteras National

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Ellen Freedman Schultz develops and manages education programs related to water quality, watershed management, and the history of Philadelphia's municipal water system. She co-chairs the Education for Sustainability Committee of the School District of Philadelphia and works with the NYC DEP on a K-8 Curriculum Guide about New York City's water supply. She holds a B.A. from Vassar College, a M.S. from University of Pennsylvania, and serves as adjunct faculty at Bucks County Community College.
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Cieara Freeman is a senior at Ypsilanti Community High School and is part of several school groups, including the National Society of Black Engineers Jr. and the Riverside Art Center Teen Advisory committee. She has participated in community art projects such as Art Prize and Ypsi Glow, worked on two community murals, and participated in a peace march on Eastern Michigan University campus.

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Clara Freeth is a 4th grade student at Summers-Knoll School and has experience with place-based learning, environmental stewardship and justice both on and off campus grounds. Working with Washtenaw County, local partners, and her teacher, Chris Swinko, Eliza and her classmates have impacted their local environment through composting, planting trees, installing and maintaining campus rain gardens, and taking action to help the victims of the Flint Water Crisis.

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Dr. Jing Fu is committed to preparing excellent English as a Second Language and foreign language teachers for students from early childhood to mature learners in public school and other settings. She teaches courses in ESL and foreign language education and multicultural education to both foreign language majors and education majors, and supervises teacher candidates. Dr. Fu's research pertains to English and foreign language teacher preparation, multicultural education, culturally responsive pedagogy, and inclusive practices in K-12 classrooms. jingfu@umflint.edu

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Kay Fukuda is a Specialist at University of Hawai'i at Manoa and Project Director of PLACES (Place-based Learning and Community Engagement in School). Kay's work focuses on issues of equity, access, and social justice. As Project Director with PLACES she advocates for, and supports, culturally relevant and individually responsive education for students on the Wai`anae Coast, home to the largest concentration of Native Hawaiians. klfukuda@hawaii.edu

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Meaghan Gass helps connect students, teachers, and community partners to protect our Great Lakes through hands-on, place-based education. Her passion is raising awareness about the impact of single-use plastics and educating others on how to refuse single use. In addition to working with formal K-12 classrooms, she is also a Plastics F.L.O.A.T. 4-H Club leader, where she works with youth to encourage local businesses to reduce single-use plastic use. meaghan.nemiglsi@gmail.com

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Julie Goldsworthy is a 7th grade integrated technology teacher at Washington Middle School in Calumet, Michigan. She has been involved with the Lake Superior Stewardship Initiative since 2012 and has incorporated Microsoft Office applications and more to develop real and professional projects in the computer curriculum. She enjoys outdoor activities, including boating, ATV riding, and snowmobiling with her family and friends. jgoldsworthy@clkschools.org

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Dr. Imandeep Kaur Grewal is a full-time lecturer in the Department of Teacher Education at Eastern Michigan University and the founder and Director of Sikhya: Strengthening Girls Voices and Choices Through Education (www.sikhya.org), a non-profit that offers community-based mentoring and scholarships for girls living in poverty. Iman is a former Waldorf School teacher. igrewal@emich.edu

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Sarah Halson has been a member of the Southeast Michigan Stewardship Coalition since 2009. Her current role is to support teachers in their place-based and eco-justice education inquiry projects. She specializes in the student-driven Earth Force curriculum and Outdoor Classroom Learning. Sarah holds a B.S. in Environmental Studies and Science, Technology and Society from Pitzer College and was selected as the Informal Science Educator of the Year by the Michigan Science Teachers Association in 2012. sarahhalson@gmail.com

Maximilian Harper

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Maximilian Harper, a junior at Ypsilanti Community High School, is a classroom leader for the African American Mural Project and the silent peace march. He has given speeches at Eastern Michigan University's Ecojustice and Activism Conference and two peace marches, and recently gave a TEDx talk. Max has been nominated for 2017 Young Citizen of the Year, co-founded the Ypsilanti junior chapter of the National Society of Black Engineers, and juggles varsity sports baseball and soccer.

Kim Hatfield

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Kim Hatfield has taught secondary math for the past 14 years in the Flint Community Schools. She has worked with Discovering Place, the Flint hub of the Great Lakes Stewardship Initiative, for the past 6 years. She became involved in place-based stewardship education because of her love for animals and her desire to save nesting mallard ducks at her school. khatfield@flintschools.org

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Margaret Holtschlag

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Margaret Holtschlag teams up with Michigan's Capital Area teachers for all kinds of place-based learning and stewardship. Margaret is involved with the GRAND Learning Network, is founder/director of the BIG Lesson Programs (history, nature, zoo, science), and was Michigan Teacher of the Year in 2000.

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Ana Houseal earned her PhD in secondary and continuing education at the University of Illinois Champaign-Urbana. Her research interests include: student-teacher-scientist and citizen science partnerships; integration of NGSS, curriculum development and professional development models; implementation of NGSS within Wyoming school districts; and National Park Service projects focusing on education and interpretation outcomes. She has 30+ years of teaching experience at the K-8, undergraduate and graduate levels and currently teaches courses in research methodology and science education pedagogy in formal and non-formal settings. ahouseal@uwyo.edu

Diondre Hunter

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Diondre Hunter is an 8th grader at The James and Grace Lee Boggs School. This is his first year at the school and yet he is known as "The Kindergartner Whisperer" because of how much the youngest kids look up to him.

Daria Hyde

Conservation Scientist

Michigan Natural Features Inventory

Daria Hyde has 23 years of experience working as a conservation scientist, planner, and educator. She serves on the Mitchell's Satyr Working Group, actively monitoring populations and writing conservation plans for this rare butterfly. Daria also helped to initiate Michigan's vernal pool monitoring program and trains and coordinates its citizen scientists. She obtained a B.S. in Fisheries and Wildlife from Michigan State University and a M.S. in Conservation Biology from Central Michigan University. hydeda@msu.edu

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She earned her B.A. in biology and education, along with her M.A in education from Grand Valley State University. ejohnson@muskegonisd.org

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Evie Johnson teaches a range of courses--such as Young Adult Literature, Methods of Teaching English, and Literacy in the Content Areas--designed to meet the needs of teacher candidates. As a teacher, teacher educator, and literacy activist, she is interested in instructional methods that integrate the arts, science, and literature; classroom experiences that cultivate understanding and empathy through narrative studies; and exploring ways that communities can create the best conditions for learning to occur. evjohnso@mtu.edu

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Sharon Johnson is an 8th grader at The James and Grace Lee Boggs School. She is known for being hard-working and a passionate debater.

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Dr. Tammy Jones earned her MEdT in 2005 and her PhD in Curriculum Studies in 2012, both from the University of Hawai'i at Manoa. She spent the first ten years of her career as an English teacher and Literacy Coach at James Campbell High School. In 2014 Tammy moved to a public charter school focused on examining ecological and economical systems. She currently is a Project Coordinator for PALS/PLACES Hawai'i, helping teachers on the Waianae Coast to develop place-based curriculum. tammy@placeshawaii.org

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Matt Kadow is a Wisconsin Licensed Educator. As an Informal Educator at the Wisconsin Maritime Museum, he oversees and participates in the delivery of an interdisciplinary Maritime Heritage curriculum that sees over 6,000 students participate annually. Matt's current priorities are the development of robotics and maritime archaeology programming in anticipation of the Wisconsin-Lake Michigan National Marine Sanctuary. mkadow@wisconsinmaritime.org

Dr. David S. Karpovich

H. H. Dow Endowed Professor of Chemistry

Saginaw Bay Environmental Science Institute--Saginaw Valley State University

David Karpovich joined the Saginaw Valley State University faculty in the fall of 1998 after completing his Ph.D. at MSU and a post-doctoral position at Pacific Northwest National Laboratory. Much of his research involves Michigan's environment, water resources, and agriculture with a common theme being the wise use of natural resources. He leads the SVSU Dow Science and Sustainability Education Center which provides opportunities for many high school students, teachers, and college students to become involved in environmental science research. dsk@svsu.edu

Barb Kinnunen-Skidmore

*Kindergarten Teacher
CLK Elementary School*

Barb Kinnunen-Skidmore, a kindergarten teacher at CLK Elementary in Calumet, Michigan, is an active member of the team that supports place-based education in the school. Since 2008, Barb and her colleagues have worked with the Lake Superior Stewardship Initiative, creating a school garden, outdoor learning areas, geoheritage trail, and more all on the school grounds. Drawing on years of experience as an early childhood educator, Barb integrates curriculum, age-appropriate practices, and the local community into her lessons, emphasizing the importance of learning outdoors. bkinnunen@clkschools.org

Dr. Suzanne Knight

*Associate Professor
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Dr. Suzanne Knight is a teacher educator at the University of Michigan-Flint who teaches undergraduate and graduate methods courses in English education, as well as undergraduate secondary foundations courses. She is one of the co-coordinators of the university's secondary teacher preparation programs. Dr. Knight's research interests include teacher education, specifically English education and place-based teacher education. suknight@umflint.edu

Erin Koren

*Learning Specialist
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Erin Koren earned a Bachelors of Science from Grand Valley State University, with a double major in Biology and Secondary Education and a minor in English. Her passion for community-based informal education has brought her to the Grand Rapids Public Museum where she works to design and deliver education programs and collaborate with teachers to ensure impactful museum field trips. ekoren@grpm.org

Kevin Krasnow

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Kevin Krasnow is an ecologist and educator seeking sustainable solutions to pressing environmental

problems. His research focuses on understanding fire ecology, global change, ecosystem resilience and effective science education. He has instructed Outward Bound courses in the Beartooth Mountains, taught high school biology and chemistry, and directed an outdoor leadership and science program in San Francisco public schools. Currently, he leads ecological and educational research at the Teton Science Schools (TSS) and teaches ecology courses at the Graduate Program of TSS.

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Jessica Kreuger

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Ypsilanti Community High School
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Jessica Krueger is currently an Instructional Coach working with math and science teachers at Ypsilanti Community High School. Their focus this year is incorporating project and place based experiences for the students at YCHS. Before this year she taught project based math in YCHS's New Tech small learning community. This is her third year being involved in the Southeast Michigan Stewardship Coalition. jkrueger5@yicschools.us

Zora Kuu Flounery

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Zora Kuu-Flounery is a pioneer 8th grader at The James and Grace Lee Boggs School. She is known for her quiet yet steady leadership.

Jac Kyle

*Program Coordinator
Detroit Audubon*

Jac Kyle has been engaging youth and adults in hands-on environmental education and stewardship for almost a decade. For the past three years she has lived and worked in Detroit, connecting teachers and students to local natural areas and involving them in activities that improve the health of the Great Lakes. Currently she is the Program Coordinator for Detroit Audubon. outdoorsindetroit@gmail.com

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John Larson

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John Larson is the Seventh Grade Social Studies teacher at Washington Middle School in Calumet, Michigan. He has been involved with LSSI since its introduction at WMS and has integrated the "local stewardship" principles into the broader cultural and historical curriculum he

teaches. He enjoys the work of cutting firewood, making maple syrup, snowshoeing, and hunting. In the past, along with his wife and two daughters, he has been involved in volunteer historic reenacting at Colonial Michilimackinac. jlarson@clkschools.org

Amy Lazarowicz

*Elementary Science Teacher
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Amy Lazarowicz is a 3rd, 4th, and 5th grade science teacher at Neinas Elementary in Detroit. Her work focuses on teaching science concepts while providing place-based, project based experiences that allow students to be stewards of their environment. amy.lazarowicz@detroitk12.org

Yu Man Lee

*Conservation Scientist
Michigan Natural Features Inventory*

Yu Man Lee has over 21 years of experience developing and conducting applied research, monitoring, and inventory projects to inform the development and implementation of conservation and management efforts. She initiated the development and implementation of the Michigan Vernal Pool Monitoring Program, training and coordinating citizen scientists to collect data on these unique ephemeral wetlands. She holds a B.S. in Natural Resources from the University of Michigan and a M.S. in Wildlife Science from Oregon State University. leeyum@msu.edu

Cora Lee-Palmer

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Cora Lee-Palmer, the Educational Outreach Program Coordinator for the Milwaukee Metropolitan Sewerage District, provides management and oversight of district-wide educational outreach initiatives that increase public understanding and awareness about regional water quality issues. She has worked extensively with Milwaukee school administrators, teachers, and students, engaging them in professional development, providing curriculum development support, and delivering a variety of learning activities for multiple grade levels. She holds undergraduate and graduate degrees in Management and Communications as well as other academic certificates. cpalmer@mmsd.com

Dr. Ethan Lowenstein

*Director
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Dr. Ethan Lowenstein is a Professor of Curriculum and Instruction at Eastern Michigan University and the Director of the Southeast Michigan Stewardship Coalition. He has almost 20 years of experience in school systems reform, educational leadership development, and teacher professional development in civic and place-based education. He is the recipient of the 2016

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Dr. Norm Lownds

*Associate Professor and Curator
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Dr. Lownds has been actively working with teachers, students and school gardens for over 25 years and has served as Curator of the Michigan 4-H Children's Gardens for the past 20 years. He created the Collaborating Classrooms program to connect classes to 4-H Children's Gardens and works closely with the Michigan State University Teacher Education program. Dr. Lownds holds B.S., M.S. and PhD degrees in Horticulture from Michigan State University and is the 2007 recipient of the American Horticultural Societies JL Taylor Award. lownds@msu.edu

Lyndsey Manzo

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Lyndsey Manzo is a Science Curriculum Specialist in Westerville, OH, coordinating grades 6-12 science curriculum integration and coaching teachers on improving instructional strategies. She serves on standards and assessment committees for the Ohio Department of Education, is an Ohio Sea Grant Education Specialist, and works on many efforts related to Great Lakes literacy. She represents Ohio Sea Grant in various regional and national capacities, including the Center for Great Lakes Literacy. manzol@wcsosoh.org

Rebecca Marquardt

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Revery*

Rebecca Marquardt is a place-based education consultant to Groundswell, a landscape architect with private and public experience, an Aldo Leopold Land Ethic Leader Attendee, a Michigan Master Naturalist, a Michigan Master Gardener, and a Sustainable SITES exam reviewer. rebecca@reverystudio.com

Jennel Martin-Powell

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Jennel Martin-Powell is passionate about science education and has been in the field of education for 16 years. Her experience has spanned teaching biology, physics, middle school science, and creating a curriculum for a bioethics class. She joined the Central Michigan SMTC at Central Michigan University as project manager almost 2 years ago, in which time she has conducted many professional learning sessions for teachers and coached a team of second grade curriculum writers for Phenomenal Science. powellmid4@gmail.com

Susan McCaskey

*5th/6th Grade Teacher
The Hill School*

Susan McCaskey is a native of Middleburg, Virginia, and attended The Hill School when she was a child. She has served as lead science teacher for the 5th and 6th grades for 20 years and is active in The Hill School's place-based education program. As a teacher, Susan draws regularly on her childhood experiences exploring local fields, ponds, and woods learning about the natural world. She earned a B.S. in Marine Biology from the University of North Carolina at Wilmington. smccaskey@thehillschool.org

Dorothy McLeer

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Dorothy McLeer is an Interpretive Naturalist and the Program Coordinator at the University of Michigan-Dearborn (UM-D) Environmental Interpretive Center, where she earned both her bachelor's and master's degree in Environmental Studies and has worked for almost 25 years. Dorothy received the Michigan Alliance for Environmental and Outdoor Education's William B. Stapp Award in 2007, is a Certified Environmental Educator, and teaches Environmental Interpretation at UM-D as a Certified Interpretive Trainer through the National Association for Interpretation. natrlist@umich.edu

Darcy McMahan

*Program Director
Central Michigan Science, Mathematics and Technology Center at CMU*

Darcy McMahan loves working with teachers and has been facilitating Professional Learning for more than 20 years. Along the way, she has also been a middle school classroom teacher, adjunct professor of teacher education at Central Michigan University, Director of Education and Volunteers at the Midland Center for the Arts, and an instructional coach. Her great passion is for STEM teaching, curriculum and assessment. mcmahan@baystem.net

Autumn Mitchell

*Director of Education
BaySail*

Autumn Mitchell has served as BaySail's Director of Education since February 2017. She earned her B.S. in Fisheries and Wildlife from Michigan State University and has over ten years of experience in Environmental and Outdoor Education. Autumn has served as a Park Ranger with the U.S. Fish and Wildlife Service, an Educator at Chippewa Nature Center and a Program Specialist and administrator at multiple residential outdoor learning centers in the Midwest. autumnm@baysailbaycity.org

Iyana Morgan

*Student
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Iyana Morgan is a junior at Ypsilanti Community High School and actively participates in numerous organizations/programs (National Society of Black Engineers, Community Arts, Gender Consciousness, Dollar for Scholars, Riverside Art Center Teen Council, Art Prize, Ypsi Glow). As a freshman, Iyana received the Principal's Award for her work ethic and determination to succeed. She was recently inducted into the National Honor Society, holds a 4.0 GPA and is dedicated to leaving a legacy in this world.

Dr. Kate Muir Welsh

*Associate Professor of Elementary Education
University of Wyoming*

Dr. Kate Muir Welsh is an educator with over twenty-five years (14 of them at the University of Wyoming) experience in both formal and informal education settings. Her primary research agenda and published work to date focuses on collaboration, equity, access, and social justice in education in general with an emphasis on science education. She is currently an Associate Professor in the elementary and early education department and Department Head for Secondary Education. kmuir@uwyo.edu

Nate Mullen

*Director
People In Education*

Nathaniel Mullen is the director and founding member of Detroit Future Schools, an Allied Media Project. Nate's classroom work thrives at the intersection of art, education and people as he leads student media investigations ranging from stop motion videos about Newton's Laws to infographics on the complexities of global economics. He is a graduate of Detroit Public Schools, has a B.F.A. from the University of Michigan, and is a lover of bad jokes, cheesy graphics and Krista Tippett. nate@alliedmedia.org

Mindy Nathan

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The Why Collaborative*

Mindy Nathan teaches students who are seen as "overage and under-credited" and who have experienced trauma. She works with the SEMIS Coalition and the Detroit Independent Freedom Schools to help her students develop critical connections to their city (Detroit) and the environment. Through Mindy's support and commitment to community-based learning, her students have become critically conscious of the combined impacts of water shut-offs, home foreclosures, bad landlords, and school closings and empowered to address those struggles. mindy.nathan@gmail.com

Rebecca Nielsen

*Program Director
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Rebecca Nielsen's responsibilities as the Director of Programming for the SEMIS Coalition include coordinating the planning and facilitation of Coalition wide professional development experiences and whole-school instructional support for SEMIS Coalition schools. She participates in strategic planning and fundraising efforts and provides professional coaching support to the SEMIS coaching team and SEMIS members. She holds a BS in Science from the University of Michigan and a Masters in Teaching from the University of Virginia. rnielsen22@gmail.com

Tom Occhipinti

*Environmental Education Coordinator
Department of Environmental Quality*

Tom Occhipinti is Michigan's Environmental Education Coordinator located in the Department of Environmental Quality (DEQ). He is responsible for leading Michigan's environmental education strategy. Before joining state government, Tom worked for the Grand Rapids Area Employment and Training Council for ten years. Tom holds a Bachelors in Multidisciplinary Social Science from Michigan State University and a Masters in Public Administration from Western Michigan University. occhipintit@michigan.gov

Shawn Oppliger

*Director
Lake Superior Stewardship Initiative*

Ms. Shawn Oppliger is the director of the Western UP Center for Science, Math and Environmental Education and the Lake Superior Stewardship Initiative. She has 20 years of experience in supporting math and science teachers to align their classroom instruction to curriculum standards and improve their instructional practice. shawn@copperisd.org

Kimberly Pawelka

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Kimberly Pawelka is the Groundswell Program Manager in the Center for Educational Partnerships in the College of Education at Grand Valley State University. She holds a Masters in Educational Leadership from Western Michigan University and a Bachelors in Biology from Hope College. pawelkak@gvsu.edu

Clayton Pelon

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Brenda Perry

*Biology & Algebra 1 Facilitator
Kent Innovation High School*

Brenda Perry is a science facilitator at Kent Innovation High, a public project based learning school in Kent County, MI. She is committed to using project based learning to connect her students with the communities they live in. Ms. Perry graduated from Grand Valley State University with a bachelor's in natural resources management and from the University of Michigan with a master's in educational studies. brendaperry@kentisd.org

Kaitlin Popielarz

*PhD Student & Clinical Instructional Coach
Wayne State University*

Kaitlin is a PhD student and teacher educator at Wayne State University. She is also a research collective activist with We The People of Detroit. Her research and education interests focus upon connecting teacher education programs to the local community in order to provide future educators the opportunity to learn place based and culturally relevant pedagogy for the diverse learners they will teach. KPopielarz@wayne.edu

Julia Putnam

*Principal
The James and Grace Lee Boggs School*

Julia Putnam is one of the co-founders and the Principal at The James and Grace Lee Boggs School. She is proud to be working in the place in which she was born and raised, Detroit, and she sees herself constantly in her students. The 8th graders you will meet will be the first graduating class at The James and Grace Lee Boggs School where they have been taught that they are the Solutionaries that we are all looking for. julia.boggsschool@gmail.com

Sakinah and Zakiyyah Rahman

*Students
Eastern Michigan University*

Sakinah and Zakiyyah Rahman are former Ypsilanti New Tech High School students from the class of 2017. During their time at YNT the twins were active members of the school community. During their senior year they were nominated and awarded with the 2017 Youth Citizens of the Year award. Sakinah and Zakiyyah currently attend Eastern Michigan University where they have continued their investment and involvement in the Ypsilanti community.

Dr. Jeff Ram

*Professor; Director
Wayne State University
WSU-Belle Isle Aquarium Field Laboratory*

Dr. Jeffrey L. Ram is a professor at Wayne State University (WSU), Director of the WSU-Belle Isle Aquarium Field Laboratory, and head of the NSF-ITEST grant for place-based education at the Belle Isle Aquarium. Jeff has worked on invasive species for more than 25 years, with

numerous publications on the physiology, molecular detection, and ship ballast technologies to detect and control invasives. His education outreach projects include creating aquarium and museum displays and organizing field trips and teacher professional development experiences. jeffram@gmail.com

Kamari Ray

Student

The James and Grace Lee Boggs School

Kamari Ray is a pioneer 8th grader at The James and Grace Lee Boggs School. She is known for her dry wit and prolific reading.

Margitta Rose

Adjunct Faculty

Muskegon Community College

Margitta Rose is an adjunct professor in math at Muskegon Community College in Muskegon, MI, who works closely with local environmental monitoring groups.

Andrew Russo

Former Math Teacher & SEMIS Coalition Staff

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Andrew Russo is a former math teacher currently working with the Southeast Michigan Stewardship Coalition. His focus has been alternative assessment and project-based learning. mathogenesis@gmail.com

Matthew Samocki

Project Manager

Central Michigan Science, Mathematics and Technology Center at CMU

Matthew Samocki is a former Freeland High School teacher and H.H. Dow High School assistant principal. In his current administrative position at Central Michigan University (CMU), he continues to work with K-12 educators and establish relationships with educational organizations while working on Phenomenal Science and other STEM related projects. He is working toward his Ed.D. in Educational Leadership from CMU and aspires to become a faculty member in higher education. samoc1mj@cmich.edu

Nicole Samuel

Assistant Principal

John R. King Academy

Nicole Samuel holds a National Board Certification and a Masters in the Art of Teaching. She has over 20 years of teaching experience along with a certification in Administration and Supervision, and Curriculum and Instruction. Formerly the Science Instructional Specialist at John R. King Academy, she is now the acting assistant principal where she spends time developing STEM related projects and programs that are engaging and

inspiring to the school's community of learners.

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Susan Santone

Executive Director

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Susan Santone is passionate educator with over 20 years of experience in teacher education, school improvement, curriculum reform, and educational policy. Through Creative Change, a non-profit focused on curriculum and pedagogy, she has led national curriculum reform and teacher education initiatives and publishes and consults on sustainability, neoliberalism, ecological economics, social justice, and democratic education. She is the author of the forthcoming book, *Reframe the Curriculum: Design for Sustainability and Social Justice* (Taylor and Francis). santone@creativechange.net

Lynne Settles

Art Teacher

Ypsilanti Community High School & SEMIS Coalition

Lynne Settles is a veteran art teacher in her 4th year with Ypsilanti Community High School. She has won numerous awards including the Exemplary Education Endeavors Award, the Mercedes Waudy Humanitarian Award, the City of Ypsilanti Proclamation for Partnership, and the 2017 DTE Art Educator of the Year! She is one of the founding members of the African American Mural project which has guided her students in the completion of 4 community murals related to history. lsettles2@ycschools.us

Lea Sevigny

Teacher

Forest Hills Public Schools

Lea Sevigny teaches a place-based communications course she designed for middle school students in Forest Hills Public Schools. Involved with the Groundswell hub of the Great Lakes Stewardship Initiative since it launched in 2009, Lea enjoys helping support other teachers with their place-based efforts. lsevigny@fhps.net

Kim Sherobbi

Parent, Advocate and Dreamer of Place-Based Inclusive Education

Birwood Community House

Kim Sherobbi is a retired Detroit Public School teacher, the founder of Birwood Community House, and a board member of the James and Grace Lee Boggs Center to Nurture Community Leadership. kthinketh@gmail.com

Dr. Phil Smith

*Professor; Director, President,
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Dr. Phil Smith has explored the issues of disability, culture, inclusion, and madness throughout his 40-year educational career. A professor at Eastern Michigan University, he has presented and consulted around the world, published in a variety of journals and books, and received several awards for his research and scholarship. In addition to being a graphic artist, Dr. Smith has edited and written a pile of books including poetry, fiction, and plays. psmith16@emich.edu

Sandra Smith

*Science Department Liaison
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Sandra Smith is an educator from Nichols School in Buffalo, NY, where she designed and implemented a 7th grade science curriculum to introduce chemistry principles through the lens of water, environmental resources, the Great Lakes, and Western New York. Ms. Smith currently directs a school-wide initiative to connect the school inter-disciplinarily and cross-divisionally through the theme of 'water and community.' She holds a BA in biology from Amherst College and a MS in environmental engineering science from the State University of New York at Buffalo. ssmith@nicholsschool.org

Jacque St. Antoine

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Jacque St. Antoine is an adjunct professor at Eastern Michigan University, a special education teacher, a doctoral student, and somehow makes time to be a mother, too. A published writer, her art has been sought after for publication as well. She has presented on issues about disability and madness in regional, national, and international conferences. jpruder@live.com

Julie Stoneman

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Michigan Nature Association*

Julie Stoneman is the Director of Outreach and Education for the Michigan Nature Association, which works to protect Michigan's rare, threatened and endangered species by protecting the lands and waters they need to survive. She has served as the Associate Director of Heart of the Lakes, Executive Director of the Land Conservancy of West Michigan and held senior staff positions in land use policy for both the Michigan Environmental Council and the West Michigan Environmental Action Council. jstoneman@michigannature.org

Kristin Svoke

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Kristin Svoke is a Seventh Grade Language Arts teacher at Washington Middle School in Calumet, Michigan. She has been involved with LSSI since its beginning and has incorporated the goals and objectives into the classroom with a focus on writing. She writes a monthly column for a local newspaper, and enjoys time in the outdoors with her husband and three daughters. ksvoke@clkschools.org

Chris Swinko

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Summers-Knoll School*

Chris Swinko has a B.A. from Oakland University and a M.S. in Education Studies from the University of Michigan. He wants his 3rd and 4th grade students to leave his classroom with a greater awareness of themselves and their environment, seizing the opportunity to move forward in the world as creative problem solvers who nurture their passion and act with empathy. cswinko@summers-knoll.org

Dr. Jessica Thompson

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Jessica Thompson earned her PhD in environmental communication at the University of Utah with research focused on interdisciplinary research team dynamics, specifically the negotiation of language and power in climate science teams. She has worked on several NSF and National Park Service funded projects investigating climate change education and outreach in the southwestern U.S., Mexico, Mongolia, India, and Singapore. She teaches courses in environmental communication, public relations, and new media literacy. jessitho@nmu.edu

Thomas Tisue

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Thomas Tisue is an adjunct professor in chemistry and environmental science at Muskegon Community College in Muskegon, MI, who works closely with the Duck Creek Watershed Assembly. He has extensive experience as a professor and researcher at Clemson University and the University of Chicago.

Dr. Erika Vye

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Center for Science and Environmental Outreach, MTU*

Erika Vye received her PhD from Michigan Technological University with a research focus on geoheritage and improved communication of Earth science to the broader public. She has a particular interest in how people

connect to the Earth, the landscape, and how that ultimately guides their decisions on land use issues. She is active in the development of Earth science curriculum and the advancement of geoheritage, geotourism, and the development of a Global Geopark designation for the Keweenaw Peninsula and Isle Royale.
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Dr. Loke Wakinekona

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Dr. Loke Wakinekona is a former elementary school teacher. A Native Hawaiian, born and raised on the Wai'anae Coast of O'ahu, Hawai'i, she is dedicated to working in Native Hawaiian communities educating Hawai'i's children by connecting them to the brilliance that is in their own community. Dr. Wakinekona is an active board member for multiple community based organizations that serve the Native Hawaiian population through such focuses as health, preschool through post-secondary education, and financial literacy.
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Judy Walton

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Judy Walton (Ed.D) currently serves as the Chief Innovation Officer at Forrest Hills Schools. Her interests currently include creating innovative approaches to learning in secondary schools and elevating teacher and student voices as an approach to school reform.
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John K. Weiss

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John Weiss served as the Executive Director of the Neutral Zone, Ann Arbor's Teen Center for 9 years and currently serves as its Director of Strategic Initiatives leading the organization's training/coaching work with after-school and school-based programs. Previously John served as a teacher in Ypsilanti and Willow Run Schools and as the Director of the Adolescent Division at the High/Scope Educational Research Foundation as well as a teacher in the Peace Corps. Twitter: @youthdriven
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Aaron Wesche

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Aaron Wesche has been an Addison High School Science Teacher for 17 years. He has taught a dual enrolled science class through Siena Heights University as well. He attended Central Michigan University and completed a masters program through Michigan State University. Aaron is married, has one son, and is a big believer in using technology and getting kids outside in nature.
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Lloyd Wescoat

*Leadership Team Member
Lake Superior Stewardship Initiative*

Lloyd Tucker Wescoat works with education programming for the Western Upper Peninsula Center for Science, Mathematics, and Environmental Education at the CCISD and the Center for Science and Environmental Outreach at Michigan Technological University. With a masters in elementary education and background in service learning, she supports teachers, students, and community partners through her work as a member of the leadership team for the Lake Superior Stewardship Initiative.
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Annie McMahon Whitlock

*Assistant Professor of Elementary Education
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Annie McMahon Whitlock is an Assistant Professor of Elementary Education at University of Michigan-Flint. In addition to teaching the elementary social studies methods course, she is the Elementary Education Program Coordinator, focusing on the student teaching experience. Her research is centered on teaching social studies through civic engagement, place-based inquiry, and integrating language arts and literature.
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Jeanie Williams

*Lead Scientist and Education Specialist
Inland Seas Education Association*

Jeanie Williams was drawn to Inland Seas Education Association because she wanted to blend scientific research with education. She holds a BA in biology and an MS in secondary education and environmental science. She's guided whale watches in the Bay of Fundy, taught biology, sustainability, and ecology at the Community College of Vermont, and participated in several research endeavors. In her free time, Jeanie can be found looking for wildflowers, stand-up paddle boarding, drawing, or swimming.
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Bennie Williams

*Student
Ypsilanti Community High School*

Bennie Williams is a junior at Ypsilanti Community High School and actively participates in numerous organizations/programs (Community Arts, National Society of Black Engineers, Peer 2 Peer, Youth Advisory Council, Riverside Art Center Teen Council). He has participated in Art Prize and Ypsi Glow and has unveiled two murals in Ypsilanti with the Community Arts program. Bennie was recently inducted into the National Honor Society due to his scholastic excellence (GPA 3.7), leadership skill, and commitment to community betterment.