

# **5<sup>th</sup> Annual Northwest Conference on Teaching for Social Justice**



**Rethinking our Classrooms,  
Organizing for Better Schools**

**Saturday, October 20, 2012 8 am-4:30 pm  
Madison High School – Portland, Ore.**

**Keynote Speaker: Bob Peterson**

**Sponsored by:** Puget Sound Rethinking Schools, Portland Area Rethinking Schools, Social Equality Educators, and *Rethinking Schools* magazine

## **Teaching for Social Justice in the Pacific Northwest: The folks who created this conference**

**Several groups in the Pacific Northwest meet regularly and organize around progressive education issues. Here's how you can get involved:**

### **Seattle Area: Puget Sound Rethinking Schools (PSRS)**

Puget Sound Rethinking Schools is a group of educators, parents, and concerned community members from around the Seattle area. We embrace the principles embodied in *Rethinking Schools* magazine. We have been working since 1997 to promote the education of the whole child, organize against high stakes testing, support social justice and anti-racist/multicultural education, and to share resources and provide support to one another. Contact PSRS by emailing Sarah Heller McFarlane—[shmcfar@earthlink.net](mailto:shmcfar@earthlink.net).

### **Portland/Vancouver Area: Portland Area Rethinking Schools (PARS)**

For more than 20 years, Portland Area Rethinking Schools has worked to support public education and social justice teaching. PARS includes teachers, parents, students, community activists, and teacher educators who believe excellent and equitable public schools are essential for all students to reach their potential and for the creation of a just and democratic society. For more information and to sign up for updates on events and meetings, go to our website: [www.portlandrethinkingschools.org](http://www.portlandrethinkingschools.org).

### **Social Equality Educators (SEE)**

Social Equality Educators (SEE) is a rank and file organization of activist educators in Seattle and the Portland area. We seek to transform education in terms that empower students, teachers, and the communities that our public schools serve. As NEA members, we understand that the educators' union has a vital role to play in creating an equitable education system. As educators, we understand the importance of using culturally relevant and holistic curriculum to empower our students. We have come together to fight against the corporate reform of our schools and to organize for a socially just education system. In Seattle, contact us at: [info@seattlesee.org](mailto:info@seattlesee.org); in Portland, contact us at [seepdx@gmail.com](mailto:seepdx@gmail.com).

### ***What is Rethinking Schools?***

Rethinking Schools is a national publisher of educational materials—books like *Rethinking Elementary Education*, *Teaching for Joy and Justice*, and *Rethinking Columbus*, as well as the quarterly magazine, *Rethinking Schools*. It is committed to the vision that public education is central to the creation of a humane, caring, multiracial democracy. Rethinking Schools seeks to balance classroom practice and broader education activism. *Rethinking Schools* articles are written by and for teachers, parents, and students. See [www.rethinkingschools.org](http://www.rethinkingschools.org) for more information. Please subscribe.

**Welcome to the  
Fifth Annual Northwest Teaching for Social Justice Conference:  
“Rethinking Our Classrooms; Organizing for Change”**

**Saturday October 20, 2012**

<b>Check-in, workshop sign up, Resource Fair, food &amp; drink</b>	<b>8:00-9:00</b>
<b>Opening and Welcome: Keynote Speaker: Bob Peterson “One Teacher’s Journey to Teaching and Organizing for Justice”</b>	<b>9:00-10:00</b>
<b>Workshop Session #1</b>	<b>10:15-11:45</b>
<b>Lunch/Regional Meetings (if interested), Resource Fair</b>	<b>11:45-12:30</b>
<b>Workshop Session #2</b>	<b>12:45-2:15</b>
<b>Workshop Session #3</b>	<b>2:30-4:00</b>
<i>Featured presentation during Session #3</i>	
<b>“Transforming Teacher Unions: How Can Unions Be a Force for Social Justice?”</b>	
<b>Education Activism: Where Do We Go from Here?</b>	<b>4:00-4:30</b>
<b>Clean up party for all</b>	<b>4:30 +</b>

**Please help us leave Madison High School in beautiful condition, and move the classroom back to its original seating arrangement at the end of the day. The map of the classroom should be taped to the classroom wall near the door. Please consider staying a few minutes after the conference to help us with general cleanup. Thank you!**

## Workshops

### Session #1 10:15-11:45

*Please sign up for the workshops and attend only those workshops.  
Refer to the separate handout to determine where workshops will take place*

**Beyond *The Spirit Catches You and You Fall Down*: Creating Modern H/Mong Identity Thanks To and In Spite of Anne Fadiman (and Clint Eastwood!)** The text of *The Spirit Catches You...* is one of the most commonly used “multicultural texts.” While teaching this text can represent H/Mong culture and struggles of adaptation well, a key aspect is often missing: the H/Mong critique. For those familiar with *The Spirit Catches You...*, H/Mong specific critique from H/Mong educators and an anthropological perspective will be offered, including H/Mong 21st century examples of reappropriated identity especially the modern practice of “shamanism.” We will discuss the implications for other cultures. **General**

*Mike Sweeney taught in Portland for 35 years as well as classes at Portland State and is now teaching Cultural Anthropology at Lewis & Clark. He has worked with H/Mong and other Southeast Asian communities since 1978, most recently with Yer Thao, and taught anthropology for 20 years at Lincoln High School. Yer Thao is an associate professor of education at Portland State; his research highlights the importance of oral tradition for indigenous culture. Thao is also creating a co-operative program with colleges in his home country of Laos.*

### **Beyond the Textbooks: Creating Strong Communities Through Movement and Student Empowerment**

Is it possible to create a classroom setting where students are engaged, intrinsically motivated and guiding their own learning? Go beyond textbooks and worksheets to create an interactive, kinesthetic classroom where students communicate and achieve second language proficiency by guiding their own learning. Participants will experience the power of being active members of a strong community, while simultaneously learning techniques that will impact their students’ lives and the classroom environment. **General**

*Darcy Rogers has been a high school Spanish teacher for 13 years. She has developed a new second language methodology called Organic Language Acquisition, which revolves around student empowerment, student guided curriculum, and hands-on interaction.*

### **The Cost of Stuff**

What is the *real* cost of your stuff? In a workshop that is easily replicable in a mid-level or secondary classroom, participants will explore the hidden human costs of a common product, and use their research to write poems expressing the real cost of this item. **Middle/Secondary**

*Elizabeth Thiel teaches mid-level Language Arts and Social Studies at Vernon K-8 in Portland. Shawn Swanson teaches English at Roosevelt High School in Portland.*

### **Countering Consumerism by Encouraging Media Literacy**

Participants in this session will learn about the connection between sustainability and consumer expectations. The workshop will engage participants in activities designed to raise awareness of the diminishing returns of too much stuff, how to separate wants from needs, and what methods advertisers use to manipulate viewers and propagate desires for their products. **Middle/Secondary**

*Amy Minato teaches Promoting Sustainable Living through Portland State University and Lewis & Clark College. She also teaches creative writing through Literary Arts, Wordstock, and at conference centers and is the author of Siesta Lane: One Cabin, No Running Water and a Year Living Green, Skyhorse Press.*

### **Easing the Path to Academic Access for Adolescent Newcomer ELLs**

This session explores the unique challenges faced by adolescent newcomer English language learners with limited or interrupted formal schooling. Through shared stories, participants will reflect on student academic experiences and equitable access to academic curriculum. Samples of curriculum units and techniques addressing literacy and academic gaps will be modeled. **Middle/Secondary, General**

**Cynthia Radler-Okby** teaches ESL in the Accelerated English Academy at Roosevelt High School in Portland. **Henise Telles-Ferreira** teaches ESL at Roosevelt High School.

### **Education and Capitalism: Struggles for Learning and Liberation**

This forum will go beyond the immediate debates around education reform to discuss the fundamental nature of education. We will ask: What is knowledge? What is the role of education in an unequal society? How has education been remade during periods of mass social struggle and revolution? We will facilitate a discussion to imagine a path to a school system that isn't organized to create workers in an unequal society, but rather to unleash human potential. **General**

**Jesse Hagopian** is a public high school teacher in Seattle and a founding member Social Equality Educators. He serves on the Board of Directors of Maha-Lilo—"Many Hands, Light Load"—a Haiti solidarity organization. Hagopian contributed to the book, *Education and Capitalism: Struggles for Learning and Liberation* (Haymarket Books). **Adam Sanchez** teaches at Madison High School in Portland, is a member of the Social Equality Educators, and contributed to the book, *Education and Capitalism: Struggles for Learning and Liberation*.

### **Empowering Students Through Action Research & Storytelling to Transform School Culture**

This session will demonstrate a credit-retrieval curriculum designed to generate awareness of social justice and empower students to transform their school culture and climate. Participants will watch video of students in action, learn three activities used in the curriculum, and receive a syllabus and materials for getting started. This model can be implemented as an elective class or an after-school club, or incorporated into an existing humanities course. **Middle/Secondary**

**Susan (Sooz) Stahl** is a National Board Certified Teacher and PhD candidate in Multicultural Education at the University of Washington. She teaches Language Arts at Ballard High School in Seattle.

### **Exploring Sustainability Education and Imagining a Better Future with Students—a Facilitated Presentation, Discussion, and Skill-Share**

How does sustainability apply to our teaching? How have *you* integrated concepts of sustainability into your teaching? How can we better motivate and inspire students to take action on sustainability, while also adhering to state standards? Join this workshop and come ready to share. We will explore the reasons why teaching sustainability issues is vital, and have a facilitated discussion on how we can better integrate it into our curricula. **Middle/Secondary**

**Noam Gundle** has been working in sustainability issues in the Seattle area for more than 10 years. He does work in the community with alternative fuels and transportation, DIY home projects, gardening and permaculture, food preservation, and natural building. He hosts workshops on sustainability skills for adults.

### **First Person Singular: Digital Storytelling to Promote a Sense of Place and Social Justice**

Learn how to incorporate writing and photography into projects that ask students to closely investigate their worlds and issues that affect them. In this workshop, participants will learn how to "read" photographs, write about them, and publish them to a wide audience using multimedia techniques. We'll consider topics such as favorite places, climate change, and neighborhood mapping. **General**

**Lauren G. McClanahan** is a professor of literacy in the Woodring College of Education at Western Washington University. A former middle school language arts/social studies teacher, Lauren has worked with students from Alaska to Mongolia to help them find their voice using writing, photography, and digital media.

## **Gender and Sexuality 101**

This workshop is meant to help educators develop an awareness of the issues facing LGBTTTQQA (Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Questioning, Intersex, and Asexual) people in schools. Educators will learn concepts, vocabulary, and skills that may help them address the needs of all students, as well as provide a safe space for problem solving around these issues. **General**

*Em Winokur has taught 6<sup>th</sup> grade in Oregon and Massachusetts, and worked as the service learning and volunteer coordinator at Trillium Charter School in Portland. She received a Master's degree from PSU where her work included developing and teaching "Queer Ideas," a curriculum for faculty, staff, and student leaders around issues of gender and sexuality in higher education.*

## **How to Build a Social Justice Caucus in Your Union: Lessons from Seattle to Chicago**

In this session we will discuss how to bring an activist focus into our teachers unions as well as methods for defending public education and expanding progressive teaching practices. Participants will discuss challenges in their districts and begin planning next steps to organize in their locals. **General**

*Dan Troccoli is a Seattle teacher and founding member of the Social Equality Educators, a rank-and-file organization in the Seattle Education Association. Troccoli recently went to Chicago to help the Chicago Teachers Union during their strike.*

## **One Size Fits All: Fat Phobia, Fat Assimilation and Fat Acceptance in the Classroom**

What is the fat acceptance movement? This workshop for pre-service educators, educators, administrators, and teacher-educators will explore central themes in the fat acceptance movement, our own attitudes towards fat students, and the "war" on childhood obesity.

*Kathryn Alexander is a teacher candidate in Portland State University's Secondary Dual Educator Program, where she is pursuing her initial licensure in Language Arts and Special Education at the secondary level.*

## **Performance Slam Poetry—A Tool for Cross-cultural Collaboration**

Mirroring the work of a SlamBoo—a Slam poetry collaboration of urban, rural and suburban Slam poets committed to bridging boundaries of race, class, and geography—participants will collaborate, create, and perform original Slam poems. **Middle/Secondary**

*Bryan Chu teaches at Lane Middle School in Portland, Ore. Charles Sanderson teaches at St. Helens Middle School in St. Helens, Ore. Kristen Schjoll teaches at Five Oaks Middle School in Beaverton, Ore. Shannon Wasson teaches at da Vinci Middle School, a Portland Public School Arts Magnet.*

## **"Persepolis 3.0"**

Using Marjane Satrapi's graphic novel as a model, this session will explore how students, using news articles, can communicate key aspects of journalism/non-fiction texts through richly textured visuals. Strategies for having students design, create and present a visual piece, placed in social and historic context, will be explained. **Middle/Secondary**

*Manuel E. Mateo is a veteran high school English teacher who has taught in both Portland and New York City. He is currently president of Oregon Council of Teachers of English.*

### **The Power of Community: Critical Pedagogy and Activist Studies for Student Empowerment**

This session examines a unit on community activism and critical pedagogy. We'll share ideas for encouraging students to use elements of problem-posing and activist studies to move forward as agents of change. Participants will complete a "Problem Tree," "Activist Gallery Walk," and explore what it means to be an activist. Discussion will include samples of student "Activist Profiles" and a description of how this unit was implemented in an "ELD" class setting. **Middle/Secondary, General**

*Mae S. Chaplin is a Literacy and English Language Development Coach at Mission Middle School in Escondido, California. Gina Melanson teaches Social Studies and Language Arts at Hidden Valley Middle School, also in Escondido. Both educators have spent the past decade working with linguistically diverse students from traditionally marginalized populations in North San Diego County.*

### **Power Play: Exploring Ideas of Power Through Interactive Theatre**

Through interactive theatre games and exercises, this session offers participants the opportunity to access and explore experiential understandings of power, privilege, and oppression. Participants will deepen their awareness of different kinds of power, and learn simple theatre games to use in the classroom to increase awareness of power. Techniques are based on the work of Augusto Boal, Brazilian activist and theatre director/educator, author of *Theatre of the Oppressed*. **Secondary**

*Tamara Lynne founded Living Stages, a Portland theatre company that uses interactive theatre for community dialogue, action, and empowerment. She trained with Brazilian artist/activist Augusto Boal, and has traveled and rehearsed with the theatre brigades of the MST, Brazil's Landless Movement [www.teatrocamambio.org](http://www.teatrocamambio.org).*

### **Shaping Perceptions of Immigration: Then and Now**

This workshop explores the past and current debate over immigration laws and their effect on society. Participants will explore visual and primary texts in the initial activity that further illustrate the oppressive culture that permeated Southern society, specifically, during the 1890s to the 1920s, but also the entire nation. Participants will then read a contemporary first-person account about an undocumented person living in today's society. Students will write an interior monologue, perform a scenario, and then write about a moral dilemma.

#### **Middle/Secondary**

*Therese Cooper teaches English at Grant High School in Portland. Marta Repollet teaches social studies at Grant High School in Portland.*

### **Smart Literature to Challenge an Ableist World**

This workshop will give teachers practical help to challenge ableism (prejudice by able-bodied, able-minded people) in the P-12 classroom. Participants will receive a set of guidelines to evaluate literature for ableism, survey and analyze stereotyped portrayals of disability in popular P-12 literature, explore positive portrayals of disability in recently published P-12 books, and leave the workshop with language and literacy activities designed to raise awareness about disability and promote understanding and tolerance in the classroom.

#### **Early Childhood through Secondary**

*Chlœe Hughes, an associate professor at Western Oregon University in Monmouth, Ore., teaches literacy and diversity classes in the Division of Teacher Education. Her articles on disability and children's literature have appeared in Rethinking Schools magazine.*

### **Speaking Truth to Power: Connecting People's Stories of Oil Spill Impacts**

In this interactive session, participants will learn the real impacts of crude oil and tar sands oil spills from front-line "accidental activists"—concerned citizens working to expose real damages and confront the dangerous expansion of corporate power. Stories highlight oil impacts to people, communities, and marine ecosystems, based on current biological, medical, and social science—and share what people are doing to unite Americans in a serious commitment to transition off fossil fuels. **Middle/Secondary, General**

*Riki Ott, PhD, is co-founder and director of Ultimate Civics, a project of Earth Island Institute, and a co-founder of the national grassroots coalition MoveToAmend.org.*

### **Supporting Undocumented American Youth in Uncertain Times**

What does Obama’s directive regarding the “DREAMERS” really mean for undocumented youth and what can teachers and schools do to support them short and long term? This workshop will clarify the laws that support and challenge student rights to an education and temporary residency. It will provide educators with tangible strategies and resources to support students and families to understand their rights, the risks and benefits, and processes to apply for temporary legal status. **Teachers, administrators, teacher educators, families**

*Maria Timmons Flores teaches in the ELL / Bilingual Education Program at Western Washington University. She is the director of the Bridges Program, focused on providing access to higher education for Migrant Youth through culturally relevant mentorship and community action.*

### **Teacher as Ally, Teacher as Advocate**

There are many ways oppression affects the lives of students marginalized by race, class, language, gender, and sexual orientation. Critical pedagogy hinges on the point where students become agents of their own change. As educators who experience varying degrees of privilege, at times it can be challenging to distinguish when to lead, and when to support others leading. In this workshop, we’ll examine our own practices, and discover ways we can be better allies and advocates. **General**

*Dana Ré has been a bilingual educator in the Woodburn School District for five years. She has her MA in Teaching with an ESOL / Bilingual endorsement from Lewis & Clark College.*

### **Testimony for the Tuskegee Syphilis Study**

Testimony for the Tuskegee Syphilis Study is a lesson plan that explores an often-ignored piece of medical history. Designed as an introductory lesson in a cell, epidemiology, or bioethics unit, this lesson is also an example of how to incorporate social justice and writing into science. **Secondary**

*Gretchen Kraig-Turner is a science teacher at Jefferson High School-Middle College for Advanced Studies in Portland.*

### **Uncovering the Hidden Story of Japanese Latin American Internment—Teaching Diverse Students Empowering Ways to Explore Racism in History**

This workshop will introduce the hidden story of the U.S. government’s orchestrating and financing of the internment, removal, and deportation of Japanese descendents from Latin America during WWII. Participants will engage in interactive activities to uncover history from different perspectives of those affected. Groups will reflect on recent legislation seeking redress to survivors and analyze what it means to provide justice in the face of such historical atrocities. **Middle/Secondary**

*Moé Yonamine was born in Okinawa and moved with her family to the United States when she was 7. She teaches at Roosevelt High School in Portland, and writes regularly for Rethinking Schools magazine.*

### **Unearthing the Voices Silenced by History**

In this workshop, participants will use primary source documents to resurrect the history of the Tulsa Race Riots in 1921, but will also take away a framework for exploring the marginalized voices often silenced by traditional textbooks. Participants will examine historic photographs, eyewitness accounts of aerial bombing, internment camps, and truckloads of corpses dumped into unmarked mass graves. Participants will construct a persuasive essay about whether or not the survivors of the looting and burning should be awarded reparations. **Middle/High School**

### **Middle/High School**

*Linda Christensen is the Director of the Oregon Writing Project at Lewis & Clark College, and an editor of Rethinking Schools magazine. She taught high school language arts in Portland Public Schools for 30 years and has published many books and articles.*



## **We Are the Evidence We've Been Waiting For: How to Foster Community and Develop Academic Writing Skills by Turning Each Other's Stories into Essays**

In this workshop we will explore strategies for developing personal essays by building on that narrative knack and by moving students' lives from the margins to the center. We will take our strongest resources—the stories of our lives and our interest in other people's stories—and turn them into persuasive position papers. Along the way we will also practice techniques for listening carefully, thinking critically, as well as some straight-ahead revision strategies. **Elementary/Middle**

*Mark Hansen is a 3<sup>rd</sup> and 4<sup>th</sup> grade teacher at Peninsula K8, in Portland. He is an editor of and contributor to Rethinking Elementary Education and the co-Director of the Oregon Writing Project.*

## **Web of Injustice**

The workshop will demonstrate a lesson that moves students through a collective process to write a formal declaration using the *Declaration of Independence* and the *Occupy Movement Declaration* as mentor texts. To scaffold, students build a web of injustices in their lives and collaborate to craft a joint message of their views on a certain injustice relevant to their group. **Elementary/Middle/Secondary**

*Kyle Cooke teaches 4th and 5th grades at Arleta K-8 in SE Portland. Bridget Connolly teaches World and U.S. History at Thomas Edison High School in Beaverton. They began working together on this topic at the Oregon Writing Project.*

## **Who Serves? A Study of U.S. Military Enlistment Data**

We all make assumptions about who serves in the military and who doesn't. This lesson integrates math and social studies in looking at enlistment data from the draft during the Vietnam War era to today's volunteer army. **Secondary**

*Susan Pfohman is a secondary math teacher with Portland Public Schools. Since participating in the Oregon Writing Project in 2008, she has developed a variety of data analysis lessons that ask students to work with numbers and draw conclusions from primary source data.*

## **Who's Talking and Why It Matters: Using Inclusive-Open-Discussion Strategies to Facilitate Equitable Educational Opportunities for ELLs (and others hesitant to speak in class discussions)**

This session focuses on English language learners' educational opportunities determined by whether teachers use inclusive- or open-discussion formats. Emphasis is on interpreting real-life scenarios in order to recognize who is advantaged and who is disadvantaged and acquiring a repertoire of strategies that allow teachers to use their authority to ensure all voices are heard, recognized, and respected. **Elementary/Middle/Secondary**

*Karen Gourd is a teacher educator at the University of Washington Bothell. She has been an ESL teacher at many levels and advocates for teachers preparing to teach English learners. Tina Gourd is a doctoral student and a coach for social studies teacher candidates at the University of Washington in Seattle. She was a middle school social studies teacher for nine years.*

## **World Water Week—How To Create A School-Wide Festival**

World Water Week took place in March 2011 at Chief Sealth International High School in Seattle. Teacher Noah Zeichner along with student leaders will take workshop participants through some of the activities that the C.S.I.H.S. community experienced during World Water Week. You will learn how to conduct a personal water audit and try to taste the difference between tap water and bottled water. We will talk about how you and your students can create a festival for your own school. **Middle/Secondary**

*Noah Zeichner teaches social studies at Chief Sealth International High School in Seattle.*

## Session #2 12:45-2:15

### **Are You Really Going to Eat That?: Food, Obesity, and Persuasion**

This session explores the role of persuasion in digesting and preparing arguments about the politics of food. Participants will examine documentary clips and “ripped from the headlines” journalism on food-related topics, then create collaborative, persuasive presentations advocating for participant-generated solutions to food justice issues. **Secondary**

*Ellen Lodine is a former Portland Public Schools Language Arts teacher. Mary Rodeback is a Language Arts teacher at Grant High School in Portland. Virginia Warfield is a Language Arts teacher at Grant High School in Portland. All three facilitators have participated in the Oregon Writing Project.*

### **Coal, Climate, and the World**

“Coal is the single greatest threat to civilization and all life on our planet,” according to James Hansen, director of NASA’s Goddard Institute for Space Studies. Why? And what’s our connection? This workshop will explore the Northwest’s intimate connection to coal. The session will demonstrate ways to engage students in thinking about the global impact of the coal export proposals that, if approved, could lead to the transport of 150 million tons of coal through Oregon and Washington for shipment to Asia. This could have a huge negative impact on the climate and on human health. It’s a grim subject, but our teaching about it can be lively and hopeful.

#### **Middle/Secondary/teacher education/community**

*Bill Bigelow taught high school social studies in Portland for almost 30 years. He is curriculum editor of Rethinking Schools magazine, and the author or co-editor of many books on teaching and learning. He co-directs the Zinn Education Project, [www.zinnedproject.org](http://www.zinnedproject.org).*

### **Contemporary Issues that Inspire Historical Fiction**

Stories live in texts all around us. There are stories that are told, whispered, and silenced. This workshop demonstrates ways to invite students to consider the stories that are not told in the news—to read or listen to a story, a snippet, and elicit their question and imagination: What is happening behind the scenes? Whose story is not told? We’ll examine how students can learn that authors use research strategies to write historical fiction and then give voice to hidden stories. **General**

*Jennifer Walloch is a Language Arts teacher at Early College High School in Salem, Ore. and Oregon Writing Project Teacher Consultant. Haley Harkema is a Language Arts Teacher at Hood River Valley High School, in Hood River, Ore. and Oregon Writing Project Teacher Consultant.*

### **Countering Stereotypes with the Vignette Essay**

This workshop borrows Chimamanda Adichie’s idea of looking for multiple stories to counter stereotype. It provides a way to empower students by using their lives as material for vignette essays that encourage different ways of seeing, and by offering them tools to use in their daily lives to counter-storytell. **Secondary**

*Kelly J. Gomes teaches high school English at Madison High School in Portland.*

### **Cross-Age Connections: The Dance of Learning Between Middle School ELLs and College Students**

Marginalized English language learners are often placed into content area classrooms without the benefit of sheltered instruction or one-on-one assistance. Limited by language, they may experience academic failure, discouragement and low self-esteem. How does a program that places college buddies alongside these learners throughout the day benefit the middle school and college participants? Are the benefits purely academic? This presentation will raise the question of how we might create larger, supportive communities and networks for our most vulnerable learners. **Middle/Secondary/College**

*Anne Marquard has been a science teacher at the middle school level for more than 25 years. Adding her ESOL endorsement recently, she teaches both English as a Second Language and science at Jackson Middle School in Portland. Brynna L. Hurwitz, Instructor of Education at Lewis & Clark College, taught Language Arts, French, and Dance in public schools for more than 20 years prior to developing the undergraduate education program at the College.*

### **Cultural Cues for Working with African Americans**

When we understand differences, we can truly honor and embrace diversity and let go of the anxiety and discomfort that dynamics of differences generates. Based on research, this session provides knowledge of African American group cultural norms, values, beliefs, and behaviors as well as best practices for working with families, colleagues and middle/high school students. This model will serve as a great tool for thinking about how to work effectively with other culturally diverse groups. **General**

*Caprice Hollins is co-owner of Cross Cultural Connections. She served four years as the Director of Equity and Race Relations for Seattle Public Schools and has over 15 years of experience working with ethnically diverse populations, providing mental health services, facilitating workshops, and teaching graduate courses.*

### **Disappearing Water and Ongoing Oppression: Contexts for Creating Social Justice-oriented Mathematics Lessons**

In this session, we will share mathematics activities created by students in a course for preservice K-8 teachers, in response to two campus events: *Our Thirsty Planet*, a symposium about water, and the *Tunnel of Oppression*. Participants will engage in mathematics activities, discuss school/university/community contexts that lend themselves to similar explorations, and hear from a student enrolled in the course about the impact social justice contexts had on her mathematics learning. **Elementary/Middle/Teacher Educators**

*Ksenija Simic-Muller teaches mathematics courses for preservice teachers at Pacific Lutheran University in Tacoma. Sara Patterson is a preservice elementary teacher at Pacific Lutheran University. Both are interested in incorporating issues of social justice into mathematics curriculum.*

### **Facing Cancer: Social Justice Curriculum for the Biology Classroom**

Who gets a cancer diagnosis and who survives it? This workshop will demonstrate biology curriculum on teaching about the inequities of cancer incidence and mortality. Participants will engage in discussions on cancer risk factors, will examine cancer data, and will generate ideas for “narrowing the health gap. **Secondary**  
*Amy Lindahl teaches at Grant High School in Portland. She wrote “Facing Cancer: Social Justice in Biology Class” in the summer 2012 issue of Rethinking Schools magazine.*

### **Financial Meltdown Tribunal**

What caused the global financial meltdown that triggered the worst recession since the Great Depression? Was it greed, mistaken ideas, corruption, bad government policy, capitalism? Five years after the meltdown, there is still no common understanding about the causes or remedies to the crises it caused, and no prosecutions of high-level executives. This workshop will present lessons and resources on the financial meltdown featuring a tribunal role-play on the causes and responsible groups. **High School**

*Hyung Nam teaches social studies at Wilson High School in Portland and is a member of Portland Area Social Equality Educators and Portland Area Rethinking Schools.*

### **Hidden Agender: Improving Gender Equity in Your Elementary Mathematics Classroom**

In this workshop we will explore the messages our society and our educational system give students based on gender. Using research data as well as participants' observations, we will explore the expectations schools and society have for boys and girls, women and men based on gender, how students are treated based on gender, and what the ramifications are for our society. Participants will develop goals and strategies to interrupt gender bias in their classrooms. **Elementary/Middle/Secondary**

*Frances Partridge is a STAR Mentor working with new elementary teachers throughout Seattle. Previously, she was a math instructional coach in several elementary schools and has been an advocate for anti-bias, culturally relevant teaching for 27 years as a teacher, administrator, and instructional leader.*

### **Latino Bridges: How Service Can Create Positive Change**

Students from Burlington Edison High School's Latino Bridges (formerly Latinos in Action) class will lead audience members through an activity designed to bring about a discussion surrounding the power of diversity and recklessness of assumption. While tutoring at local elementary schools during the school day, Latino Bridges students become role models and demonstrate the power of being both bilingual and Latino. At the end of the session, the audience will have an opportunity to talk with the students about the program. **General**

*Michael Sampson has been teaching ELL at Burlington-Edison High School in Burlington, Wash. for seven years, working to create strong ties between the school and broader community.*

### **Making a Mountain Out of Molehill: Racial Microaggressions in Everyday Life**

Microaggressions are verbal and non-verbal insults and indignities of modern racism experienced daily by people of color. Using the work of Derald Wing Sue, this session will support people of color with specific language to address their all too common experiences. At the same time white educators will develop new eyes and understanding of everyday situations that are often unseen, ignored, and devalued. Together participants will address ways to prevent and intervene to reduce the immediate and long-term devastating impact of micro-aggressions. **General**

*John Lockhart and Julie McCann have been involved in equity work at various levels of the educational system, and have conducted research into intercultural interactions and communication. They also lead workshops to help educators and administrators examine how race structures school practices and policies.*

### **Oregon Public Education in the Age of School Reform**

This session is designed to offer participants a chance to more deeply understand Oregon education policy and policy makers in this age of reform, discuss what quality public education policies might be and compare them to Oregon's, and share action steps for how we might change what doesn't work for students, teachers, parents, and democracy. **General, Educational Activists, and Potential Activists**

*Susan Barrett is one of the founders of Oregon Save Our Schools, a grassroots public education advocacy group that is fighting back against corporate education reform and has been closely following Oregon education policy.*

### **Organizing Through Practice: The Learning and Strategy of Building Innovation Tours**

Innovation Tours have been developed as a strategy to organize young people, educators, communities, and policy makers by focusing conversation on the "bright spots"—where learning is powerful, just, and committed to sustainability. The tours focus on seeing practices in real time and building dialogue among 30 people. This session offers the learning and strategy of building tours in NYC, Vermont, Puerto Rico, and Oregon. **General**

*Darcy Bedortha is a youth advocate, addressing issues of poverty, education and justice. She has been a public school parent and educator for many years and has served community agencies in positions from board member to volunteer. She holds a Masters in Sustainability Education, Leadership, and Policy from Portland State University. David Loitz facilitates the Cooperative Catalyst education blog, has been an organizer with the Institute for Democratic Education in America (IDEA), and is a Seed Steward for the Imagining Learning Project. David helped create the pilot Innovation Tour that IDEA held in Oregon in May 2010.*

## **Partnership: Creating an Academically Appropriate Environment for Special Education Students in the General Classroom**

Learn to create an academically appropriate environment for special education students in the general education classroom. Create meaningful experiences and application to take back into the classroom. Students with special needs have the same hopes and dreams as any general education student. Learn how to foster and nurture those dreams with appropriate modifications and accommodations and how to use your special education teacher.

### **Middle/Secondary**

***Jaclyn Mack** has a B.S. in Criminal Justice from Faulkner University and teaching certification from Central Washington University with endorsements in Social Studies and Special Education. She has spent three years in the classroom in both Title I schools in Washington State and has taught in an incarcerated program.*

***Vanessa Williams** has a B.A. and Masters from Central Washington University with a minor in Spanish and bilingual education. She has taught English Language Arts for 20 years. Vanessa is also National Board certified.*

## **Recognizing and Celebrating Our Contrasting Identities**

What does identity mean and what role does it play in the classroom? Each of us has multiple identities ranging from race to class to family to religious affiliation. This session challenges us to compare and contrast two of our own identities after observing works about identity by well-known authors. We will imitate these authors in order to draw conclusions about our own identities and perhaps those of our students.

### **Elementary/Middle/Secondary**

***Margot Hackman** teaches 5<sup>th</sup> grade in a bilingual program in Woodburn, Ore.*

## **Red Lines and Green Books: Teaching Young Students About the Civil Rights Movement**

This workshop offers a model of how to do social justice work with young learners. In this workshop I will walk teachers through a unit on the U.S. Civil Rights Movement that I taught to my 1st and 2nd grade class. The workshop invites teachers to think together about strategies people use to fight for justice. Replicating the work my students did, participants will collaborate on writing a brief play about redlining. There will be time for reflection and generating ideas for units that participants can take back to their own work. **Early**

### **Childhood/Elementary**

***Katharine Johnson** is a teacher in Portland. She is co-director of the Oregon Writing Project, active in Portland Area Rethinking Schools, and has contributed to Rethinking Elementary Education and Rethinking Schools magazine.*

## **Revival of the Strike**

We are in a time where budget cuts are deep, expectations on teachers and students are at an all time high, and collective bargaining along with our unions are under attack. Districts are being advised to use these struggling economic times to strip protective language from our contracts. Teachers unions are pushed to use the only tactic left to them: “the strike!” Why use the strike? Why is striking important? And what can we learn from recent moves to strike by Reynolds EA, Gresham-Barlow EA, Eagle Point EA, and Tacoma EA? **General**

***Emily Crum** has taught kindergarten at Alder Elementary for five years and **Evan Selby** has taught social studies at Reynolds High School for 16 years. Both Emily and Evan were co-chairs of the external organizing committee for the Reynolds Education Association, which went out on strike from May 21-25, 2012. **Jesse Reschke** is an OEA uniserv consultant and was instrumental in the Reynolds strike. He also helped organize the take over of the capitol building in Madison in 2011.*

### **Scandalous! Examining Scandals as Student Empowerment and Unit Focus**

This session explores how to use scandal as a frame for developing inquiry-based discussion units for social science or English classrooms by examining the connections between race, class, and gender in the making of political scandal. Participants will engage in example class activities and leave with a fully developed sample unit. **Secondary**

***Brian Gibbs** is a doctoral student in the division of Curriculum and Instruction at the University of Wisconsin, Madison. A former urban high school history teacher for 16 years in Los Angeles, he has also taught graduate classes at UCLA, USC, and Claremont Graduate University.*

### **Understanding the Middle East Through Children’s Literature**

This session explores the use of quality children’s literature to counter the negative images of Arabs so prevalent in media and popular culture. Participants will have hands-on experience with numerous picture books and literature for adolescents as well as see samples of student work. Finally, participants will begin to create new curriculum with additional resources. **Elementary/Middle**

***Ruth Shagoury** and **Andie Cunningham** are currently the Program Directors of the Lewis & Clark Language and Literacy Program. Both have worked as classroom teachers, reading specialists, and college instructors. They write articles, books, blog like crazy, and write pieces for Choice Literacy, an online literacy resource.*

### **Undocumented But Not a “Criminal”—Understanding Current Issues Regarding Undocumented Students and their Families**

This session offers K-12 to post-secondary teachers a chance to discuss successful school opportunities for undocumented students and debunk media-blitzed stereotypes about immigrant students. The goals of the workshop are to examine current issues on immigration from a student point-of-view and to allow teachers to develop resources to help undocumented students find success in U.S. public school systems.

#### **Middle/Secondary/Post-Secondary**

***Spirit Brooks** is a Ph.D. student in Critical and Sociocultural Studies in Education at the University of Oregon, and interested in diversity and “multicultural” curriculum development, underrepresented student persistence and retention, and gender issues. She holds an MA in Women Studies and Anthropology and an M.Ed. in College Student Services Administration. **Lynne Gardner-Allers** taught for 13 years at Cleveland High School in Portland in social studies and language arts. She is a Ph.D. student at the University of Oregon in Critical Sociocultural Studies in Education and interested in curriculum studies and instruction.*

### **The Voices of Celilo Falls**

This session explores the impact of damming the Columbia River on native people’s lives and cultures. Participants will meet the historical figures in a Town Hall format role-play, highlighting the conflicting interests of the stakeholders. After exploring possible outcomes, students learn the history and synthesize their learning by writing a Poem for Two Voices. **Elementary/Middle**

***Sarah Kastrup** and **Deborah Nass** are teachers who work and live in SE Portland. They teach at Sunnyside Environmental School (K-8). **Geoff Stonecipher** lives in Northeast Portland and teaches at Woodmere Elementary, a thriving K-5 school serving a culturally and linguistically diverse student body.*

### **Weedflower: Teaching about Social Justice and Activism Through a Novel Unit**

This unit, designed with my social studies teammate, provides students with historical background on the Japanese Internment through local and national resources. A variety of activities provide visual, audio, and hands-on experiences including field trips, speakers, and video. The book, *Weedflower*, by Cynthia Kadohata, provides a variety of characters, who are sympathetic, indifferent, hostile, or opportunistic. The book and materials provide a background for discussions on racism, cultural misunderstanding, and the need for community action. **Middle/Secondary**

*Abigail Rose is a naturalized citizen who has taught in Hawai'i and Oregon for 23 years. She is also an Oregon Writing Project fellow. Heather Kelly is a world traveler and bike enthusiast, who has been a teacher in Portland Public Schools for 12 years.*

### **Why Assertiveness Skills and Setting Boundaries Can Help Keep Girls Safe and Healthy**

GirlStrength, a free holistic violence prevention program for girls offered through the Family Services Division of the Portland Police Bureau, explores the role of intuition, awareness, assertiveness and confidence in order to reduce the chances of girls experiencing violence. Modeled on the successful 33-year-old WomenStrength Program, GirlStrength was designed to meet the safety and developmental needs of girls in grades 6-8. During the past two years, the curriculum was adapted for 5th graders as well as high school students. This workshop shares activities, strategies and information explored in the program. **Elementary**

*Carolyn Haycraft, GirlStrength Director, has a background in social justice theatre. She has an MFA from University of Wisconsin and an M.Ed. in Education from Portland State and has been overseeing GirlStrength since it began in 2008. Marie Taylor has taught Physical Education for 20 years in Portland, primarily in low SES communities. She has a BS in Physical Education and an MS in Special Education. Lisa Ernst, a professional hairstylist, is passionate about keeping girls safe. She has taught GirlStrength for more than three years in grades 5-12. She has worked in public and private schools with girls from different backgrounds and has been instrumental in the development of curriculum for elementary and high school students.*

## Session #3 2:30-4:00

### **Act-Out—a Mini Theatre Forum on Bullying**

Through storytelling and theatre, participants will create a forum theatre dialogue about bullying based on the real-life experiences of those in the room. Participants are invited to observe, reflect, and act out different responses to an issue, with the intention of transforming the situation. **Secondary**

*Tamara Lynne is founder of Living Stages, a Portland based theatre company committed to the use of interactive theatre for community dialogue, action, and empowerment. She has trained with Brazilian artist/activist Augusto Boal, and has traveled and rehearsed with the theatre brigades of the MST, Brazil's Landless Movement [www.teatrocambio.org](http://www.teatrocambio.org).*

### **Building Bridges**

Participants will write a poem (in first person) from the perspective of a stranger and discuss ways to use words and poetry to build compassion, empathy, and affinity between diverse groups to spark the intellectual curiosity necessary for solidarity and social justice. **Middle/Secondary/General**

*Aukeem Ballard and Bryan Chu teach 8<sup>th</sup> grade Social Studies at Lane Middle School in Portland. Charles Sanderson teaches 7<sup>th</sup> grade Language Arts at St. Helens Middle School in St. Helens, Ore.*

### **Creating an Online Clearinghouse for 1079 Resources**

Participants in this action workshop will collaborate in planning an online clearinghouse of up-to-date resources for Washington's HB 1079 (undocumented) students, including financial aid, scholarships, 1079 restrictions, and college readiness. Planning will address: essential content to include and how to organize it, discussion about best platform to use (wiki, blog, website, etc.), and anticipating pragmatic solutions for bypassing district filters, file storage and archives, etc. **Secondary**

*Brenda Gilman, librarian at Shorewood High School in Shoreline, Wash., has been an educator for more than 20 years. As Latino Club advisor, she accompanies her students to "Beyond HB 1079" and Latino Leadership Conferences to prepare them for college.*

### **Creating Local Teacher-to-Teacher Social Justice Networks**

Many teachers who are passionate about social justice do not have a local network of like-minded teachers to rely on. This session will allow participants to hear from members of the Spanish for Social Justice Network in Vancouver, BC, and allow time for participants to collaborate with other teachers to develop action plans for creating networks in their communities. Participants will also be introduced to resources (online and otherwise) for collaborating with other teachers. **General**

*Nicole Benson has an M.A. in Modern Language Education from the University of British Columbia where she researched bringing social justice pedagogy into high school Spanish classrooms. She facilitates the Spanish for Social Justice Teacher Network and operates a small language consulting company, Esperanza Education.*

*Carina Soderlund hails from Vancouver, BC, and has taught in many different ways and shapes over the years. She is a high school Spanish and Social Studies teacher who has thrown out her textbooks in the hope of providing more spaces to critically engage her students in justice issues.*



## **Ganas: A Model of Bi-Cultural Latino Middle Schooler Leadership Development**

Ganas is an after-school program for Latino students designed to develop bi-cultural leaders: students who possess the skills, knowledge, and drive to become leaders in the larger community without surrendering their cultural integrity. This workshop will present the history and the day-to-day operations of Ganas for educators who may want to start their own Ganas program. **Middle/Secondary**

***Elinor Allison**, a Senior at the University of Oregon double majoring in Psychology and Digital Arts, would like to become a therapist dealing with children or adolescents. This will be her second year as Ganas Coordinator. This is **Alma Zurita**'s first year as a Ganas Coordinator. She speaks Spanish. **Fernell Lopez** is a Bilingual Instructional Assistant and Family Liaison at Kelly Middle School in Eugene, Ore. Since the beginning of Ganas, he has been a fervent promoter with students and parents, and he became the official Ganas Leader Adviser in 2012. **Colleen Young** is a language arts and social studies teacher. This is her fourth year coordinating the Ganas program.*

## **Interrupting Oppression in the Classroom**

Interrupting Oppression is an approach to subverting the dominant paradigm by changing the way mainstream American culture uses language. This workshop will give you tools to identify oppressive language and behavior, and thoughtfully intervene when you witness it. With an emphasis on the classroom setting, we will practice appropriate ways to intervene when our students and colleagues (consciously or unconsciously) use oppressive language. Through discussion and role-play, we will practice interrupting thoughtfully, appropriately, and compassionately. **General**

***Kelly Doran** teaches theater through the lens of social justice at Tacoma School of the Arts in Tacoma, Wash. **Genevieve Hudson** is pursuing a Masters degree in Creative Writing at Portland State University. She is a University Studies Graduate Mentor and works with PSU sophomores each quarter. **Lisa Meersman** is finishing up a degree in Community Development at Portland State. She is a University Studies Peer Mentor and works with PSU freshmen in a yearlong course.*

## **LGBTQ Inclusive Sex Ed**

LGBTQ (Lesbian, Gay, Bisexual, Trans-, Queer) youth are at significantly higher risk of suicide, homelessness, sexually transmitted diseases, and many other health risks than their straight and cis peers. This is not because LGBTQ sexual practices or lifestyles are fundamentally more dangerous than those of their straight peers, but because we have systematically left their lives out of the narrative. As educators, it is our job to provide relevant and useful information to *all* of our students, regardless of our personal beliefs or understandings. This training will help educators understand the ways in which sexual health curriculum invisibilizes LGBTQ experiences and yet can be easily and legally adapted to address the needs and safety of all youth.

### **Secondary**

***Em Winokur** has worked as a 6<sup>th</sup> grade teacher in Oregon and Massachusetts, and recently worked as the service learning and volunteer coordinator at Trillium Charter School in Portland. She received a Master's degree from PSU and her work there included developing and teaching "Queer Ideas," a curriculum for faculty, staff and student leaders around gender and sexuality in higher education. **Maria Bonacci** has worked in the public health field in Portland for 11 years, primarily in HIV prevention and care.*

## **Marx to Mae West: Critical Theory and the High School Reader**

*The workshop focuses on the application of various critical theories (postcolonial, feminist, Marxist, and gay/lesbian) to The Great Gatsby using Lois Tyson's Critical Theory Today. These theories can be applied to any text and provide students more ways to connect with literature, read more deeply, and develop intellectual and political autonomy. **Secondary***

***David Katz** is an NBCT Language Arts teacher at Chief Sealth International High School in Seattle where he teaches 10th and 11th grade. He was head of Happy Medium/Giddens Schools in Seattle from 1998-2006.*

## **Minds Matter: Case Studies in College Counseling for Low-Income and Underrepresented Students**

We will illustrate and discuss challenges inherent to this demographic and how we overcome them, mistakes we have made and the lessons learned, motivators that work, parent inclusion, and our method of training mentors to help with the application process. **Secondary**

***Kathy Garrett** was a high school counselor for 10 of her 21 years with Portland Public Schools. She has volunteered at Minds Matter since Fall, 2011 and also does independent college counseling. **Jodi Walder-Biesanz** has been an independent college counselor for 10 years and has volunteered with Minds Matter for six years. **Kate Grant** has been a college counselor at the Catlin Gabel School for 13 years and has volunteered with Minds Matter for three. She worked in admissions at Smith College. **Emily Standish** coordinates the College and Career Center at Cleveland High School and is a college counselor for Minds Matter. She guides students through the college application process and writes blog posts for College Admission Coach website.*

## **Protecting Privacy in the Facebook Era**

The Family Educational Rights & Privacy Act of 1974 is a federal law that protects improper disclosure of students' educational records. As all states have developed longitudinal data systems, teachers, parents and students must be aware of rule changes that impact confidentiality. In this session, we'll discuss real examples of policy changes that have broadened access to confidential student data and the unintended (intended?) consequences that might ensue. **General**

***Kris Alman** is a retired endocrinologist who got fed up with health care and took the off-ramp to revel in the glories of unpaid activism. **Susan Mach** is a Clackamas Community College instructor and award-winning playwright. Her most recent work, A Noble Failure, profiles a struggling school facing No Child Left Behind sanctions and premiers January 2013 at Third Rail Repertory Theatre in Portland. Kris and Susan met through Oregon Save Our Schools.*

## **Restorative Listening**

The Restorative Listening Project is based on the principles of Restorative Justice, which says that only when those most impacted are heard and acknowledged, and efforts have been made to repair the harm, can the community be made whole again. Once the following questions are answered, we can identify ways to move forward: What happened? Who was harmed? How were they harmed? How can the harm be repaired? This workshop is an opportunity to use the restorative listening model for parents and teachers to tell their stories and to be heard.

***Sheila Warren** is a parent advocate in Portland Public Schools and founder of the Portland Parent Union. **Donna Maxey**, a retired teacher, is the Creator/Director of Race Talks and serves on the City of Portland Human Rights Commission.*

## **Rethinking Democracy & Organizing for Change (Youth)**

This hands-on, interactive training is designed to equip youth with the self-confidence, knowledge, and skills to understand how our democracy was hijacked, the authoritarian tendencies that obstruct democracy, the critical link between human rights and values that lie at the core of real democracy, and how to design and implement effective action plans to build a movement and change the world. **Middle/Secondary**

***Riki Ott**, PhD, is co-founder and director of Ultimate Civics, a project of Earth Island Institute, and a co-founder of the national grassroots coalition MoveToAmend.org.*

### **Sharing the Power of Practice: Writing About Teaching for Social Justice for *Rethinking Schools***

Participants in this workshop will work with *Rethinking Schools* editor and author, Wayne Au on how to share the power of their teaching practices by writing for *Rethinking Schools* magazine. Through an analysis of *Rethinking Schools* articles, participants will develop a better understanding of the magazine's expectations regarding tone, style, audience, evidence, and politics. The goal of this workshop is for participants to not only come away with a better understanding of *Rethinking Schools*, but also to have several ideas for potential articles to write and submit for consideration for publication in the magazine. **General**

*Wayne Au is an editor of Rethinking Schools magazine and editor of several Rethinking Schools books. He has published numerous academic and popular articles and is an Assistant Professor of Secondary Social Studies at University of Washington—Bothell Campus.*

### **Since Time Immemorial: Tribal Sovereignty in Washington State Online Curriculum Project**

For decades, textbooks have either gotten tribal history wrong or left it out altogether. Even if a teacher wanted to teach tribal history accurately, there were few or no resources. Until now. *Since Time Immemorial (STI): Tribal Sovereignty in Washington State* is a new, online curriculum developed through the OSPI Indian Education Office. Discover how to access and use this free depository of current, reliable, authentic, and locally based materials designed to support educators as they teach about tribal history, culture, and sovereignty. Includes lesson plans for elementary, middle and high school; and much more. Recognize the value of this resource and explore lesson plans and other tools available through the STI website. **General**

*Shana Brown is currently teaching at Broadview-Thompson Elementary School, Seattle School District, and is an enrolled Yakama. Shana has been the lead writer of and contributor to the STI curriculum and website since its beginning in 2007. Laura Lynn is the Education Consultant for the Puget Sound Education Service District Native American Education Program. She is an OSPI certified "Since Time Immemorial (STI)" curriculum trainer and has facilitated numerous STI trainings with tribal and school leaders, teachers, and community members.*

### **Talking Back to the Statistics: Mathematics as a Tool for Inquiry into the Issue of Gun Violence**

In this interactive workshop, I will share a social justice mathematics unit I designed and taught, which explores the impact of gun violence on teens and children. Participants will engage in critical thinking as they work through key lessons within the unit. Through questioning, inquiring, and relating personal experiences, participants will "talk back" to the statistics in order to gain greater understanding of the meaning and implications of each number. **Middle/Secondary**

*Jessica Hopson is a math teacher at Portland YouthBuilders, where she has worked for nearly four years.*

### **Transforming Teacher Unions: How Can Unions Be a Force for Social Justice?**

The recent strike led by the Chicago Teachers Union was a powerful demonstration that a union can work to benefit its members and defend the broader community—at the same time it articulates a critique of the corporate reform agenda. Panelists represent a cross-section of geographic locations, as well as positions in teacher unions, and will share examples of how they work to effect a new vision of teacher unionism. **General**

*Bob Peterson is a founding editor of Rethinking Schools, a long-time elementary teacher, president of the Milwaukee Teachers' Education Association, and co-editor of the book, Transforming Teacher Unions: Fighting for Better Schools and Social Justice. Gwen Sullivan is a teacher and librarian, and president of the Portland Association of Teachers. Jesse Hagopian is a public high school teacher in Seattle and a founding member Social Equality Educators (SEE). Emily Crum teaches kindergarten in the Reynolds, Oregon school district and was a co-chair of the external organizing committee for the Reynolds Education Association, which was on strike from May 21-25, 2012. Panel chair: Adam Sanchez teaches at Madison High School in Portland, is a member of the Social Equality Educators, and contributed to the book, Education and Capitalism: Struggles for Learning and Liberation.*

## **4:00 – 4:30 in the library**

### **Education Activism: Where do we go from here?**

This is a critical time to organize and have our voices heard in the debate to shape the future of education. There are pockets of teacher and educational activism popping up in all corners of the country, and the struggles over the direction of public education are becoming more intense. In this closing session, after some brief remarks, Rethinking Schools editor *Wayne Au* will convene a conversation to focus on key questions: What are the main challenges facing education in the region? How can we concretely support one another's work? What kind of regional cooperation and organization makes the most sense?