

6th Annual Northwest Conference on Teaching for Social Justice



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

**Saturday, October 19, 2013 8 am-4:30 pm
Chief Sealth International High School**

Seattle, Washington

**Keynote Speaker: Curtis Acosta
“Pedagogies of Resiliency and Hope”**

Sponsored by: Puget Sound Rethinking Schools, Portland Area Rethinking Schools, Social Equality Educators, the Oregon Writing Project, Oregon Save Our Schools, and *Rethinking Schools* magazine

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

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.

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. To sign up for updates on events and meetings, go to our website: 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; in Portland, contact us at seepdx@gmail.com.

The Oregon Writing Project

The Oregon Writing Project, a collaboration program between Lewis & Clark College and area schools and districts, offers programs designed to improve the writing of Oregon's K-12 students and teachers. See http://graduate.lclark.edu/programs/oregon_writing_project/ for more information.

Oregon Save Our Schools

We are an all-volunteer group of parents, teachers, students, and community members who believe that *all* students deserve an excellent, well-rounded education. We work towards equitable funding for all public schools, an end to the high-stakes attached to standardized testing, and community input in education policy making. See <http://oregonsaveourschools.blogspot.com/>.

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* magazine articles are written by and for teachers, parents, and students. See www.rethinkingschools.org for more information. Please subscribe.

**Welcome to the
Sixth Annual Northwest Teaching for Social Justice Conference
Saturday October 19, 2013**

Check-in, workshop sign up, Resource Fair, food & drink	8:00-9:00
Opening and Welcome: Keynote Speaker: Curtis Acosta “Pedagogies of Resiliency and Hope”	9:00-10:00
Workshop Session #1	10:15-11:45
<i>Featured presentations during Session #1:</i> “Teacher Activism in Mexico and the United States”/ <i>Granito de Arena</i> “Scrap the MAP: How to Boycott a Standardized Test”	
Lunch/Regional Meetings (if interested), Resource Fair	11:45-12:30
Workshop Session #2	12:45-2:15
<i>Featured presentation during Session #2:</i> David Rovics: “Troubadour: Teaching People’s History Through Music”	
Workshop Session #3	2:30-4:00
<i>Featured presentation during Session #3:</i> Curtis Acosta: “After <i>Precious Knowledge</i> ”	
Education Activism: Where Do We Go from Here?	4:10-4:40
Clean up party for all	4:30 +

Please help us leave Chief Sealth International High School in beautiful condition, and move the classrooms back to original seating arrangements at the end of the day. A map of each 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*

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. **General**

Kathryn Alexander is a middle school Special Education teacher in Oregon. She is passionate about working to ensure equity in the classroom for all her students.

Northwest Public Education in the Age of School Reform

This workshop is designed to offer participants a chance to more deeply understand Oregon and Washington education policies that have developed over recent years, discuss quality public education policies we would like to see, 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 and Dora Taylor are part of the national Parents Across America group. Susan is one of the founders of Oregon Save Our Schools, and Dora is one of the founders of Parents Across America Seattle.

Neoliberalism and the Crisis of Play: Reclaiming Childhood

Play has long been recognized as essential for youngsters. Yet neoliberalism’s education agenda means decreased play for children, in favor of direct instruction, assessments, and so-called school readiness. In this workshop—developed for early educators and parents—we’ll revisit our own early play experiences, confront neoliberalism’s agenda, and improve our supports of children at play. Participants will write, read, draw, chat, create, and share—and we’ll be seriously playful. **Early Childhood**

Michael Ames Connor has worked in early education for 20 years, primarily as a Head Start teacher. Now a teacher educator and doctoral student, Connor wants to learn from teachers how to better support children’s play, and organize with others to challenge childhood poverty.

Becoming a Hip Hop Responsive Educator, No Matter What You Already Know About Hip Hop!

Often poorly defined by commercial rap music, hip hop is a rich, complex culture that can present a challenging conundrum for those of us outside of it, and even for those of us within it. Educators often find their schools inundated with hip hop influences. This workshop explores how they can work to understand hip hop as culture, their place within (or outside) of it, and engage responsibly with it in their pedagogy.

Elementary/Middle/Secondary/General

Having taught and been an administrator in middle and high schools for 12 years, Maurice E. Dolberry is now an adjunct instructor at the University of Washington-Bothell and Seattle University. He is a doctoral candidate at the University of Washington in multicultural education, and a public scholar whose work focuses on improving education in underserved communities.

Global Leadership: Classroom Strategies You Can Use to Create a Class Where Everyone Gets It and Democracy Reigns

Global Leadership reflects an innovative approach to high school social studies that focuses on social and environmental justice through service learning and hands-on leadership skill building. This workshop offers: strategies for creating an environment in which students are responsible for their own learning and accountable to fellow classmates. This workshop will also show ways to introduce students to global issues, challenge students to make changes in their own lives, and take action in their communities, homes, and schools.

Secondary/Educators, Administrators and Teachers

*Christopher Fontana has been the Executive Director of Global Visionaries since 1999. **Pro-Justice Workshop Facilitators: Helen Ippolito, Robert Goodwin, and Anais Lull**—students from Global Visionaries Youth Board have received anti-oppression training and have experience designing workshops and facilitating. Students will facilitate Part III of the workshop: Building Leadership Capacity in Students.*

Teacher Activism in Mexico and the United States: Lessons, Challenges, and Victories

After viewing the documentary film, *Granito de Arena*, about the Mexican teachers' struggle for social and economic justice in Mexico's public schools, workshop attendees will participate in a conversation about their own experiences in education activism, sharing the challenges they've faced, victories they've won, lessons they've learned, and strategies they've developed in boycotts, strikes, walkouts, community organizing, and coalition-building.

Jill Freidberg is a documentary filmmaker and media educator. She spent seven years in Mexico documenting the Mexican teachers' movement. She teaches media production and media literacy at UW Bothell, Seattle Central Community College, and Reel Grrls.

Academic Rigor: Recapturing A Contested Term

In our current standards based neoliberal-dominated educational environment, the word rigor has been used in incredibly reductive ways. Rigor has become a watchword for more content, delivered over a shorter period of time, which is less complicated, avoids difficult issues (LGBTQ, gender, race, class, etc.) through direct instruction, tested for surface understanding, devoid of any emancipatory skill growth. This session will examine the history of the word, its use in our current context and will work to develop our own conceptions of the term. **Middle/Secondary**

Brian Gibbs taught history and government at Roosevelt High in East Los Angeles for 16 years. He is currently a graduate student in the department of Curriculum and Instruction at the University of Wisconsin, Madison.

Supporting Academic Language to Increase Academic Access for All Learners

This session focuses on developing deep understanding of academic language and how to teach it in ways that provide access to all learners, particularly student populations that traditionally have been underserved in our schools. After developing common "academic language," participants will analyze provided lesson plans and develop a plan for application in their own teaching/learning contexts.

Elementary/Middle/Secondary/General

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

Unpacking White Privilege in Schools

When trying to address racial disproportionality, too often the focus is on fixing "the other," that is families or children of color, leaving white perspectives and culture normalized and unexplored. Through story telling, discussion, and experiential exercises we will shift the focus to examine how white cultural norms and privileges can create barriers to equity. By bringing into focus the ways white privilege operates on a personal

and institutional level in schools, we can see how white allies and people of color can work together to reform systems and engage in culturally responsive practices. **Elementary/Middle/Secondary**
Isa Govan, co-founder of Cultures Connecting, has more than 15 years experience as a classroom teacher and social justice activist. She worked as an Equity and Race Specialist for Seattle Public Schools and is co-coordinator of WE-ACT, a group of European American educators who discuss critical, cross-cultural practice.

Reading the Reel: Chicanos in Literature and Film

Teachers are increasingly challenged to teach to a prescribed curriculum or to create lessons representing a variety of perspectives. Complications arise when we ask the question: What is the Latin@ perspective? What is the difference between the various identities within the diasporic and pan-“Hispanic,” “Latin@,” “Afro-Latin@” identities? This workshop will challenge participants to engage in analysis and discussion about who we are and how we represent ourselves. It will provide a brief introduction to Latin@ and Latin American film to facilitate discussion surrounding Latin@ identities. Participants will also have the opportunity to discuss connections to curriculum and instructional practice, particularly in the high school ELA classroom.

Secondary/General

Lorena Guillen is a former secondary ELA teacher and current doctoral student in education at the University of Washington, Seattle.

Scrap the MAP: How to Boycott a Standardized Test

On January 9, 2013, teachers at Garfield High School in Seattle announced their unanimous vote to boycott the Measures of Academic Progress (MAP) test. Their stand against a flawed test—despite being threatened with a 10-day suspension without pay—inspired several other Seattle schools to join, and helped initiate what is being called the “education spring,” as communities across the U.S. defied standardized testing at the end of last school year. This panel features teacher and student leaders who led the boycott at Garfield and who hope to participate in a global rebellion to end the practice of ranking and sorting our children, in favor of holistic assessments that promote critical thinking.

Jesse Hagopian teaches history and is the Black Student Union adviser at Garfield High School. He is a Rethinking Schools editorial associate, a founding member of Social Equality Educators (SEE). Jesse is a contributing author to 101 Changemakers: Rebels and Radicals Who Changed U.S. History and Education and Capitalism: Struggles for Learning and Liberation (Haymarket Books). Rachel Eells teaches at Garfield where she was involved in the MAP Boycott. Previously, she taught at Chinook Middle School in the Highline School District. Falmata Seid is a junior at Garfield where he serves as a senator for the Black Student Union. Falmata was a student organizer during the MAP test boycott. Mallory Clarke is a reading teacher at Garfield where she runs an intervention program helping students who read at or below 4th-grade level become proficient readers. Mallory served on the Garfield MAP boycott coordinating committee and participated in the Teacher Workgroup on Assessment. She is a co-author of Dimensions of Change: An Authentic Assessment Guidebook.

“Write What Should Not Be Forgotten”

This workshop engages writing’s role as a keeper of memory as well as vehicle for lending voice to the most vulnerable members of society. We will use art and writing to explore two “mentor texts,” Victor Jara’s “Te Recuerdo, Amanda” and Sandra Cisneros’ “The Monkey Garden” and investigate the role of sensory imagery in creating compelling scenes that should not be forgotten. Finally, we will document vivid and unforgettable moments from our own lives. **Middle/Secondary**

Chris Hawking teaches language arts at Rex Putnam High School in Milwaukie, Oregon.

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/Middle

***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.*

Talking about Skin Color with Children

Adults in the lives of children need to get more comfortable talking about and answering children's questions about skin color differences. This workshop can help participants do that with books and activities. **Early**

Childhood/Elementary

***Katie Kissinger** is an activist, educator for social justice, early childhood educator, adjunct college instructor, and author of *All the Colors We Are: The Story of How We Get Our Skin Color* (Redleaf Press). She contributed to Rethinking Early Childhood Education (*Rethinking Schools*.)*

When a Community Organization Joins with Schools—El Centro de la Raza and Proyecto Saber, a Partnership to Help Latino Students Connect and Thrive in Their School

Proyecto Saber, a secondary academic support and cultural enrichment program in Seattle, and El Centro de la Raza, a longstanding icon in the Seattle Latino community, have forged a strong partnership over the past 10-plus years to better serve Latino youth. Learn how initial bi-monthly cultural and ethnic studies presentations by El Centro expanded to include college-access counseling and support, youth case management, youth activities, community service, and employment and career internships. Participants will examine case studies and identify needs and effective ways to address them. Through staff and student testimony, participants will learn how this model has led to increased graduation rates as well as record transitions to college and scholarship awards.

Middle/Secondary

***Roberta Lindeman** has taught in the Proyecto Saber program at Chief Sealth International High School for 17 years. She is also an activist for her teachers' union and Social Equality Educators. **Alex Bautista** has served as the Hope for Youth Program Coordinator for El Centro de la Raza for 17 years. He co-founded the El Centro Civil Rights History curriculum and has been instrumental in expanding their youth services.*

Projects and Resources for Teaching Black History

In this session we will discuss the values, purposes and current state of teaching of black history; offer projects and lesson plans that are both available on the new Blackpast.org website and straight out of recent use in our classrooms; show how to use the website Blackpast.org to develop projects and lessons, and discuss current real issues in the teaching of black history in diverse multicultural classrooms. Attendees will leave with several projects adaptable to middle and secondary school in Language Arts and Social Studies.

Middle/Secondary/General

***Lee Micklin** is national chair of the Teacher Advisory Board of Blackpast.org. She is a school librarian and language arts teacher. **Doug Edelstein** is a member of the Blackpast.org Teacher Advisory Board, instructor in social studies methods at Seattle University and a high school social studies teacher. **Joel Jacobsen** is a Teacher Advisory Board member of Blackpast.org and a Language Arts teacher in Seattle.*

Hidden Agender

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

***Fran Partridge** is an educator of 30 years, who has been a classroom teacher, a childcare director, an instructional coach, a race and equity specialist, and an activist for social justice. For the past 20 years, she has worked for Seattle Public Schools.*

How Far Have We Come, Where Are We Headed: The Mathematics of the Voting Rights Act

With the striking down of Section 4 of the Voting Rights Act come the questions: What was its impact and what will happen next? We will use data to draw conclusions about the past and make predictions about the future of discriminatory voting practices. **Middle/Secondary/General**

***Susan Pfohman** is a secondary mathematics teacher in Portland Public Schools who has been looking for ways to incorporate social justice issues and writing into math classrooms, and numeracy and mathematical analysis into social studies and language arts classrooms.*

Teaching Against Islamophobia

Islamophobia is everywhere, and yet it is often a taboo, or at least risky, topic to bring up in the classroom or faculty lounge. In this session we will: define Islamophobia and issues related to religion, racialization, pop culture and the school curriculum; examine Islamophobia's effects on Muslim youth; share quality curricular resources; address common fears ("If I get something wrong they'll put a fatwa on me"); and offer strategies for constructively responding to Islamophobia. **Middle/Secondary/Teacher Educators**

***Özlem Sensoy** teaches at Simon Fraser University in Vancouver, BC. Her research is related to social justice education, critical media literacy, and representations of the Middle East and Islam in schools. She co-edited Rethinking Popular Culture and Media, and co-authored Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. **Shiva Manavipour** is a graduate student at Simon Fraser. Her research is in critical media literacy, and representations of Islam. She is a research assistant with the Centre for the Comparative Study of Muslim Societies and Cultures at SFU. She is also a research assistant on the Middle East Studies Outreach Centre project.*

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** taught mid-level language arts and social studies at Vernon K-8 in Portland and now teaches language arts at Madison High School. **Shawn Swanson** teaches English at Roosevelt High School in Portland.*

Teaching with Primary Source Documents: the Incarceration of Japanese Americans in WWII

Content about the World War II incarceration of Japanese Americans will introduce powerful thinking routines that are easy to use with a variety of primary source materials in the classroom. Teachers will participate in exercises that they can use with students in all content areas. They will learn to use and access photographs, oral histories, documents, and newspaper articles that connect, challenge, and extend student thinking.

Elementary/Middle/Secondary

***Susan Tripp** taught for 28 years in South Carolina and was a professional development specialist. She returned to Washington to focus on diversity and multicultural education. She is the director of The REACH Center and volunteer educator with Densho.*

¡A colaborar! Taller para crear una red de traducción y creación de currículo en español

Este taller tiene como objetivo establecer una red de educadores y activistas hispanohablantes que intercambien, desarrollen, y traduzcan materiales pedagógicos en español con un enfoque en la justicia social. Para lograrlo,

los asistentes tendrán la oportunidad de compartir recursos en español y sugerir como establecer redes de colaboración entre sí. Como parte del proceso, se ofrecerá a los asistentes materiales de la editorial *Rethinking Schools* traducidos al español.

The goal of this workshop, conducted entirely in Spanish, is to create a network of Spanish-speaking educators and activists who will exchange, develop, and translate educational materials with a social justice perspective. To achieve this, the participants will have the opportunity to share resources in Spanish and suggest how to establish collaborative networks. As part of this process, the presenters will offer *Rethinking Schools* materials translated into Spanish. **Early Childhood/Elementary/Middle/Secondary/Parent/General/Spanish-speaking Educators and Activists**

Andreina Velasco and Maria Cecilia de Valdenebro are native Spanish-speakers, educators, and contributing translators for Rethinking Schools. Together they founded Konsonante, an educational service company dedicated to developing teaching material and professional development opportunities in Spanish.

Teaching Global Sustainability: An Introduction to Resources and Methods

Sustainability—we hear the word more and more—what does it mean? In this session (geared toward high school, applicable to middle school) we will unpack its meanings and explore teaching methods and curriculum resources that support students in moving beyond the notion that sustainability means maintaining one’s current lifestyle. Take part in hands-on lessons and learn how teachers use global sustainability as a meaningful context and an engaging lens for teaching about the social, economic, and environmental challenges facing our world. **Middle/Secondary**

Dave Wilton is the professional development manager for Facing the Future, a Seattle-based nonprofit. He conducts workshops, and manages the peer educator program. Dave has taught in elementary and K-8 schools in the Seattle area.

Session #2 12:45-2:15

Who Rules the Schools?—How the Rich Passed Charter School Reform in Washington State

WA State Initiative 1240—legalizing charter schools—passed by popular vote in November of 2012. This interactive presentation and discussion will address exactly how wealthy elites used their resources to pass this charter school law. This session will feature a mixer/tea party activity, a presentation of research findings, and conversation about implications. **Elementary/Middle/Secondary/Parent/General**

Wayne Au is a Rethinking Schools editor, former Seattle Public Schools teacher, and an Associate Professor in education at the University of Washington, Bothell. The author and editor of numerous articles and books, he most recently co-edited the Rethinking Schools publication, Pencils Down. Joseph J. Ferrare is a researcher at Wisconsin Center for Educational Research and a visiting faculty member at Western Washington University. Joe’s research focuses on how educational inequity is produced, sustained, and transformed through practices and outcomes.

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**

Aukeem Ballard, Leslie Burgoine, and Bryan Chu are social studies teachers at Lane Middle School in Portland.

Moving from Kindness to Justice: Creating Social Change in the Elementary Classroom

In this workshop participants will reflect on acts of justice, and examine scenarios and personal actions that will help young learners create social change within their own community. Participants will experience moving

beyond acts of kindness and into acts of justice as a daily part of their classroom community—fostering an environment that disrupts the negative reputations students carry with them from year to year. Participants will explore a variety of books, have time to write their own stories of justice, collaborate and generate ideas to take back to the classroom. **Early Childhood/Elementary**

Roseann Bennett is a 5th grade teacher at Irvington School, in Portland. She participated in the Oregon Writing Project and the Teaching of Writing Graduate Certificate Program. Katie Wich teaches 4th and 5th grades in Portland Public Schools. She also works with youth of Oregon's deployed military personnel.

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, Tacoma EA, and the Chicago Teachers' Union? **General**

Emily Crum is an early childhood educator who teaches in Reynolds School District in Oregon. She is the internal organizer for the Reynolds Education Association. Evan Selby teaches Social Studies at Reynolds High School. He is the external organizer for Reynolds Education Association. Jesse Reschke is an Oregon Education Association uniserv consultant and was instrumental in the Reynolds strike. He also helped organize the 2011 take-over of the capitol building in Madison, Wisconsin.

Spicy Work: Supporting Peer Connection in the Early Childhood Classroom

We will share a simple, yet powerful, early childhood classroom tool we call "Spicy Work." It helped our preschool learning community build individual student visibility and confidence, strengthen peer relationships and connections across bias, and nurture group negotiation and problem solving skills. Participants will have an opportunity to directly experience and reflect on Spicy Work, as well as listen to stories from our classroom experience. **Early Childhood**

Laura Czarniecki is a teacher at Tulip Tree Preschool in Portland. Sarah-Lu Baker is the director and teacher at Tulip Tree Preschool.

Co-opting the Hidden Curriculum to Improve Social Justice in Elementary Math

Focusing on models of differentiation, this workshop will examine hidden ways we teach, such as what content is taught to which students and whose voices are heard in word problems. In small groups, participants will develop plans for positively using hidden curriculum to promote more social justice in math so that historically marginalized students are more equitably taught. **Early Childhood/Elementary**

Jacque Ensign is currently a professional development coach with Seattle Public Schools. Having taught in university teacher education programs in Washington, Connecticut, and Virginia, she has numerous publications on culturally relevant math teaching.

Chinese Laborers in the Pacific Northwest: How Economic Turmoil Fueled Discrimination and Murder

When thousands of Chinese laborers arrived in the Northwest, they were unwanted immigrants seen as draining society, driving down wages, and unable to assimilate to American culture. Many vigilantes took action against them; there were riots, murders, and eventually their forced expulsion from Seattle and Tacoma. This interactive presentation focuses on an incident in Issaquah in 1885 and introduces a larger unit about immigration. Students will learn about the relationship through history between a struggling economy and anti-immigrant sentiments. **Elementary/Middle/Secondary.**

Jennifer Healey teaches ESL and Social Studies at David Douglas High School in Portland. Rosie O'Hara teaches 4th grade at the Creative Science School in Portland.

Talking with Children About Race

Recent research has shown that children are far from being colorblind. In fact, most children are aware of how their own skin color is an advantage or disadvantage in our society. Because of this, it is important that children are given anti-bias messages to actively counter what they experience in the world. This workshop explores how to help develop children's cultural intelligence by 1) Acting on teachable moments; 2) Creating counter-narratives and; 3) Analyzing books and media.

Early Childhood/Elementary/Middle/Secondary/Parent/General

Caprice Hollins is co-owner of Cultures Connecting, LLC and has more than 15 years experience providing keynotes, consulting, workshops, and coaching on race and social justice issues.

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 five years. This is her third year in a row presenting at the NWTJSJ conference.

Latinos In Action: How Service Can Create Positive Change

This presentation focuses on a service-based learning program called Latinos in Action that provides leadership opportunities to students through service and education. Students from Burlington Edison High School's Latinos in Action class will lead audience members through an activity designed to bring about a discussion surrounding the power of diversity and the recklessness of assumption. While tutoring at local elementary schools during the school day, Latinos In Action 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. **Middle, Secondary, General**

*The **Latinos In Action** program is in its seventh year of existence and consists of bilingual Juniors and Seniors from Burlington Edison High School in Burlington, Wash.*

Interrupting Oppression in the Classroom

Interrupting Oppression is an approach to subverting the dominant paradigm by changing the way mainstream U.S. culture uses language. This workshop will give participants tools to identify oppressive language and behavior, and to thoughtfully intervene. 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. This model was developed by Sally Eck, a professor in Women's Studies at Portland State University. **General**

Lisa Meersman graduated from Portland State University with a degree in Community Development. She works for Open Meadow Alternative Schools as an after-school mentor to high school students in need of additional academic and emotional support. Sally Eck teaches at Portland State University, specializing in social justice education and feminist pedagogy. Eck also serves as a consultant for Heartwork Educational Consulting, where she offers training on oppression and co-creating positive social change.

Shaping Perceptions of Immigration: Then and Now

This workshop examines and ties together the past and current debate over immigration laws and their effects on society. Participants will explore visual and primary texts in the initial activity that illustrate the oppressive culture that permeated Southern society specifically but also was found on the national level during the 1890s to the 1920s. Participants will then read a contemporary first person account about an undocumented person living today. Participants will write an interior monologue, perform a scenario, and then write about a moral dilemma. **Middle/Secondary**

Marta Repollet teaches Multicultural History and ELL at Grant H.S. in Portland.

Troubadour: Teaching People’s History Through Music

David will take us through the past couple hundred years of people’s history, through songs and stories, and will also talk about different ways to present these stories in a way that can captivate the most disinterested student.

Middle/Secondary, General

David Rovics is a singer/songwriter, blogger, and dad who lives in Portland when he’s not touring the world. Amy Goodman says, “David Rovics is the musical version of Democracy Now!”

Using Greed as a Weapon: A Role Play on U.S. Imperialism in Iraq

Too often, when we teach about wars we focus on the military aspects, but there is always an economic dimension to warfare. War is often inexplicable without examining these economic dynamics. Iraq is the perfect example: the violence perpetrated by the United States was not just from bullets and bombs, but also from the neoliberal policies that allowed international corporations to feast on Iraq’s economy. Come participate in a role-play that explores these dynamics. **Secondary**

Adam Sanchez is a teacher at Madison High School in Portland, an editorial associate of Rethinking Schools, and a founding member of Portland-Area Social Equality Educators.

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/Parent/General/Interscholastic**

Charles Sanderson teaches at St. Helens Middle School in rural Oregon. He is a founding member of SlamBoo, a rural, urban, and suburban poetry collaboration. Jodelle Marx and Kyleah Puyear are Slam poets from St. Helens. They are former editors of the Reflections Literary Journal. Bella Cimpan is an 8th grader at St. Helens Middle School.

Developing “Activist Ally” Consciousness on Race and Racism in the Privileged Classroom

Social justice curriculum for students in elite middle and secondary schools often focuses on students’ own racial and economic privilege. While such curriculum is important for developing the critical consciousness of anyone who benefits from others’ oppression, it may not go far enough. Without context, it risks reinforcing a worldview in which privileged students remain at the center. This workshop deals with such contextualization, beginning from Katy Swalwell’s suggestion that we teach students to develop an “activist ally” consciousness. To that end, we explore multimedia curriculum for teaching “equity literacy” on race and racism in the mostly-white classroom. Workshop participants consider applications and challenges for their own practice.

Middle/Secondary

Lisa Sibbett teaches World Studies at Issaquah High School in Issaquah, Wash.

Indigenous Peoples Confront the Climate Crisis

This workshop will take a hands-on approach to using role plays in the classroom that connect students in real and meaningful ways to climate change issues, and encourage them to take active leadership roles in crafting just and fair responses to the climate crisis. The world’s indigenous people are the least responsible for climate change yet suffer the most from its consequences. How should they respond to this injustice? This workshop will introduce participants to a classroom-tested role play that focuses on how indigenous peoples around the world are being affected by the climate crisis as well as leading the growing climate justice movement.

Middle/Secondary

Tim Swinehart teaches social studies at Lincoln High School in Portland and recently wrote the article, “Stealing and Selling Nature” in Rethinking Schools magazine.

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**

***Dan Troccoli** is a public high school teacher in Seattle and a founding member Social Equality Educators (SEE). Troccoli is a contributing author to the book, Education and Capitalism: Struggles for Learning and Liberation (Haymarket Books).*

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 session will help educators understand how sexual health curriculum invisibilizes LGBTQ experiences and yet can be easily and legally adapted to address the needs and safety of all youth. **Middle/Secondary/Parent/General**
***Em Winokur** has worked as a 6th grade teacher in Oregon and Massachusetts, and recently worked as the service learning and volunteer coordinator at Trillium Charter School in Portland. At PSU, she developed and taught "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.*

Teaching About Toilets: Lessons on the Global Sanitation Crisis

2.6 billion people, or roughly 40 percent of the world's population, lack access to toilets. This sanitation crisis leads to the death of more than 700,000 children a year from diarrhea and other diseases caused by fecal contamination. This session offers strategies and resources for teaching about this taboo, yet critical global issue. **Secondary**

***Noah Zeichner** teaches social studies at Chief Sealth International High School in Seattle. He is the faculty advisor for his school's student-led World Water Week festival. Zeichner's article about this unit appears in the current issue of Rethinking Schools magazine.*

Session #3 2:30-4:00

After Precious Knowledge

In this session, we will watch segments of the film, *Precious Knowledge*, which describes the successful Mexican American Studies (MAS) program in Tucson, Arizona schools. We'll focus on how the MAS curriculum spoke to students who Tucson schools had previously failed. What themes and pedagogy provoked student engagement, academic success, and critical consciousness? How did students move from classroom to community activism and resistance? We will touch on why this program threatened powerful interests in Arizona and why it was outlawed and our curriculum censored—but mostly, we will focus on how this program succeeded and how its key features can be adapted in other contexts. **General**

***Curtis Acosta** has been a high school teacher for nearly 20 years in Tucson, where he developed and taught Chican@/Latin@ Literature classes for the renowned Mexican American Studies program. He is an award-winning educator who has been featured in the documentary Precious Knowledge, The Daily Show with Jon Stewart, and his classes were subject of multiple profiles by CNN, PBS, The New York Times, and The Los Angeles Times. His articles have appeared in English Journal, Voices in Urban Education, and the book Educational Courage: Resisting the Ambush of Public Education. Acosta is the founder of the Acosta Latino Learning Partnership, an educational consultation firm committed to help educators create dynamic*

learning environments and curricula to inspire every student to thrive. He is also a founding member of the Xican@ Institute for Teaching and Organizing (XITO), a program through Prescott College. XITO supports the Xican@/Latin@ community through teacher preparation, social justice pedagogy, and community organizing.

Trayvon Martin: Turning Tragedy into Critique

Students returned to school this year, perhaps confused and befuddled by the verdict in the Trayvon Martin/George Zimmerman case. How can someone shoot a child and walk free? In this workshop, educators will explore the ways that social justice education helps students confront burning social issues that affect their lives while they also learn how to read and write with a critical lens. Participants will examine the speech President Obama gave after the verdict as well as Dr. Cornel West's discussion of the president's speech and write a persuasive essay. **Middle/Secondary**

Linda Christensen taught high school language arts for more than 30 years. She is Director of the Oregon Writing Project at Lewis and Clark College in Portland, an editor of Rethinking Schools magazine, and author of Reading, Writing, and Rising Up and Teaching for Joy and Justice.

Change Begins With Me: Teaching and Learning about the Holocaust

While traditionally considered a lesson in history, it is through the study of the Holocaust that we can learn about bystanders, the dangers of intolerance, and the difference one person can make. Participants will have the opportunity to view the short film, *With My Own Eyes: Holocaust Genocide Today*, and will discuss exemplary practices for teaching the Holocaust. Participants will receive free resources, including a copy of the film.

Middle/Secondary/Parents/General

Ilana Cone Kennedy is the Director of Education at the Washington State Holocaust Education Resource Center. For more than 10 years she has been working with teachers in Washington to support their lessons on the Holocaust, genocide, and related issues of bystanders, intolerance, and bullying.

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 injustice in their lives and collaborate to craft a joint message of their views on a certain injustice relevant to their group. **Middle/Secondary**

Bridget Connolly teaches World and U.S. History at Thomas Edison High School in Beaverton, Ore. She and Kyle Cooke developed this workshop together through the Oregon Writing Project.

Steppingstones to My Racial Identity

Participants will reflect on their lives and examine the events, people, and places that shaped them into the racial beings they are today. Participants will have an opportunity to share their steppingstones and discuss their impact with others. Participants will commit to use this exercise to guide them in the next step of their journey as active anti-racists. **Early Childhood/Elementary/Middle/Secondary/Parents/General**

Anita Garcia Morales is a long-time anti-racist/social justice educator. She retired this year after 30 years as a teacher and academic coach in Seattle Public Schools. Anita continues to do anti-racist/social justice work with educators, families, and students.

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.

Teaching a Unit on Race: Practical Lessons on a Taboo Topic

While the Race Unit at the Center School in Seattle became the center of a controversy last year stemming from the complaint of one white family, the consensus from Center students is that the curriculum, since its inception in 2002, has been one of the most valuable, transformative parts of their high school careers. What does a study of race look like? What lessons does it contain? And how could other language arts and social studies teachers adapt parts or all of it in their own classrooms? **Middle/Secondary**

A public school teacher in Seattle, Jon Greenberg has been teaching about issues of race since he began his career in 1997. His work has been recognized by a number of organizations, including the Seattle Human Services Coalition and the Seattle University MIT program. Kylin Sandstrom is a recent graduate of the Center School, and is pursuing a life career of paying off her University of Washington debt; she describes herself as an “active antiracist” and a “raging feminist.” Emma Sadinsky is a recent graduate of the Center School and is studying sociology at Western Washington University. She presented on the Center School curriculum controversy during the Youth Action Project portion of the 2012 White Privilege Conference.

Learning to Defend Myself Is Learning to Take Care of Myself!

Research reveals that a holistic approach to staying safe can increase confidence, communication skills, and be life transforming for participants. GirlStrength, a free violence prevention program for girls, explores the role of intuition, awareness, assertiveness, and confidence in personal safety and self-defense. This session will give participants an opportunity to learn about the strategies and activities used in the nine-week program recently adapted to meet the needs of 5th-grade girls. **Elementary/Middle/General**

Carolyn Haycraft is the Director of GirlStrength, a violence prevention program operated through the Portland Police Bureau. She has an MFA in Theatre from UW-Madison, and an M.Ed. in Education from PSU. Lisa Ernst is passionate about keeping girls safe and has taught GirlStrength for more than four years. She has worked with girls in grades 4-12 in both private and public school settings.

Teaching “Old” Science Fiction to Today’s Students

We’ll use Ray Bradbury’s 1951 short story, “The Pedestrian,” to explore how teachers can establish relevant connections between “old” science fiction literature and their students. These connections will focus on the students’ own experiences and ask them to consider the social justice explications of technological monitoring. **Secondary**

Jim Hollar is an Assistant Professor at Central Washington University in Ellensburg. He recently completed his doctorate in Multicultural Education from University of Wisconsin-Madison.

“May the Odds Be Ever in Your Favor”: Using The Hunger Games to Teach Social Class

In this workshop, we will use Suzanne Collins’ popular young adult novel, *The Hunger Games*, as a springboard to discuss social class. Participants will have an opportunity to engage in a role play based on the book, discuss teaching strategies, name stereotypes, and work with a sample of children’s picture books about social class. **Middle/Secondary**

Elizabeth Marshall co-edited Rethinking Popular Culture and Media, published by Rethinking Schools. She is a former elementary school teacher and works at Simon Fraser University teaching courses on children’s and young adult literature. Matt Rosati is a secondary humanities teacher in Maple Ridge, BC. He works at Simon Fraser University where he coordinates graduate diploma programs for practicing teachers.

Strength for the Journey: Strategies for Recruiting and Retaining Teachers of Color in Schools

This workshop will focus on engaging participants in deep conversation to develop meaningful strategies to support the retention and recruitment of teachers of color in U.S. public schools. Both research literature and first-hand experiences will be explored in understanding the unique struggles of teachers of color. This workshop is appropriate for school faculty, staff, pre-service teachers, and community members. We welcome all educators to this workshop and dialogue. **Elementary/Middle/Secondary/Parents/General**

Anthony Longoria is a doctoral student studying multicultural education at the University of Washington, Seattle. A former high school humanities teacher, he currently serves as a TA in the UW Teacher Education Program. Luis Escamilla teaches social studies at Foster High School in Tukwila, Washington.

Rethinking Democracy & Organizing for Change

This hands-on, interactive training is designed for teachers 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 effective plans to move ideas into action and reclaim democracy. Course material would be valuable for American history, civics, and economics teachers and promotes thinking and reasoning, and working with others. **Middle/Secondary/Community Organizers**

Riki Ott, PhD, is co-founder and director of Ultimate Civics, a project of Earth Island Institute, calling to amend the U.S. Constitution to end corporate rule. She shares her knowledge on “democracy literacy” and “Extreme Energy” to promote action for reclaiming democracy and transitioning off fossil fuels.

Where Did All the Buffalo Go?

Participants will explore the almost total transformation of Great Plains ecology in the 19th century. From bison to cattle, from cottonwoods and buffalo grass to megafarms. The human impact of both Native Americans and European Americans will be examined. Using this content, we will use a “concept sorting” activity and a role play to improve student discussion and writing. **Elementary/Middle/Secondary/General**
Mike Radow is a 30-year teaching veteran, with experience in Oregon, Morocco, Kentucky, and Washington. A long time bargainer for his local association, he has also served as a local union president and Washington Education Association board member.

Foursquare aka Warsquare

Foursquare aka Warsquare: Participants will experience greed, injustice, domination, first world privilege, laws, competition, patriarchy, solidarity, and resistance as they compete for land, money, resources and power in an innocent game of foursquare. **Middle/Secondary/Parent/General**

Chris Riser, Aukeem Ballard, and Bryan Chu are social studies teachers in Portland.

Educating Activist Allies: Teaching for Social Justice in Communities of Privilege

Teaching for social justice with students in communities that are majority white and middle/upper class can present a unique set of challenges and frustrations. Students can resist this pedagogy, confuse charity for justice, or withdraw when they become overwhelmed. This session introduces the “Activist Allies,” a framework that helps educators avoid these common pitfalls by clearly articulating what social justice means with these students and identifying specific types of activities for teachers to try. **Elementary/Middle/Secondary/General**

Katy Swalwell is a professor of education at the University of Maryland, College Park and the author of Educating Activist Allies: Social Justice Pedagogy with the Suburban and Urban Elite. She has been a high school social studies teacher, and works with pre-service elementary school teachers.

4:10 – 4:40 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* and editorial associate *Jesse Hagopian* 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?