

7th Annual Northwest Conference on Teaching for Social Justice



Rethinking Our Classrooms, Organizing for Better Schools

Saturday, October 18, 2014

8 am - 4:30 pm

Madison High School

Portland, Oregon

Keynote Speaker: Enid Lee

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

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

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.

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.

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.

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
Seventh Annual Northwest Teaching for Social Justice Conference:
“Rethinking Our Classrooms, Organizing for Better Schools”**

Saturday October 18, 2014

Check-in, workshop sign up, Resource Fair, food & drink	8:00-9:00
Opening and Welcome: Keynote Speaker: Enid Lee “Disrupting Systems of Racism in Our Districts, Schools, and Classrooms”	9:00-10:00
Workshop Session #1	10:15-11:45
Lunch/Regional Meetings (if interested), Resource Fair	11:45-12:30
Workshop Session #2	12:45-2:15
Workshop Session #3	2:30-4:00

Featured presentation during Session #3:

**Rethinking Schools editor, Stan Karp
“Surviving School Reform: When the Reformers Come to Town”**

Education Activism: Where Do We Go from Here?	4:10-4:40
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Clean up party for all	4:30 +
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Please help us leave Madison High School High School in beautiful condition by moving the classrooms back to their 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.*

With Many Hands Big and Small Together We Built An Elephant Wall

In 2013, the preschool children at Tulip Tree Preschool in Southeast Portland designed and built a life-sized cob elephant wall in their Commons. This workshop tells the story, history, and pre-history of Tulip the Elephant; and looks at the Constructivist approach, investigating how children, in conjunction with the greater community, build their lives and their sense of Place. **Early Childhood**

Sarah-Luella Baker is the director and a lead teacher at Tulip Tree Preschool in Southeast Portland. Since 1997 Sarah-Lu has been teaching, learning, directing and creating in diverse educational and performing arts settings around the western United States.

“Riffing on the Dream”: Using video to foster student voice and encourage dialogue about stereotypes and racism within your school and community

The Black Student Union at Chief Sealth International High School asked the students: ‘What questions do you have for us?’ and they responded. The BSU used this as a springboard to create a video documentary to break down stereotypes, foster student voice, and develop skills in video, interviewing, and group decision-making. In this workshop we’ll watch the video, talk with students who made it, and provide step-by-step tips for replicating this project in your school. **Secondary**

*Presenters include student leaders from Chief Sealth International High School in Seattle who were involved in this project and social studies teachers who supported the students in completing the project: **Beza Bogale** (Student), **Da’monee Ross** (Student), **Precious Manning** (Student), **Franky Price** (Student), **Haley Yoshitomi** (Student), **Fatuma Yusuf** (Student), **Paul Fischburg** (Teacher), and **Ian Golash** (Teacher).*

Gentrification: Teaching About Race and Dispossession

Constructing social justice classrooms for children requires a curriculum that bends to students’ needs as issues about race, class, gender, and difference arise. In this session, we will attend to the nuts and bolts of fiction writing, but we will also use writing to understand the mechanisms of gentrification through an examination of Portland’s Albina community. Participants will discover how to help students uncover those moments in a community’s life when an act of injustice occurred, and then to use historical evidence to create a piece of historical fiction to keep the memory alive. **Middle/Secondary/Parents/General**

Linda Christensen is a Rethinking Schools editor and the Director of the Oregon Writing Project at Lewis & Clark College. She is the author of Reading, Writing, and Rising Up and Teaching for Joy and Justice.

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 by playing the innocent playground game of foursquare aka warsquare. **Elementary/Middle/Secondary/Parents/General**
Bryan Chu, Alejandra Nava-R, and Chris Riser teach middle school in Portland Public Schools.

Steppingstones to Your Identity as a Racial Being

Participants will reflect on the events, people, and places in their lives who/that were pivotal in shaping their identity as racial beings. How did they come to have the biases, assumptions, and prejudices about people different than themselves? How does white privilege play into their lives? Participants will work in solitude and community, in small groups, and in the large group.

Early Childhood/Elementary/Middle/Secondary/Parents

Anita Garcia Morales was a teacher in Seattle School District for more than 20 years. Currently she is an Equity & Race Relations Specialist with Seattle coaching/mentoring teachers and administrators in anti-racist, social justice work. She works as a consultant doing race and equity work with many school districts and community organizations.

More Than a Score: Boycotts, opt-outs, walkouts, and other actions against high-stakes testing

This workshop will share the stories of some of the most inspiring examples of resistance to high-stakes testing from around the country—what has come to be known as the “Education Spring,” now the largest movement against high-stakes testing in U.S. history. Gathering lessons from teachers leading boycotts, students leading walkouts, and parents leading opt-out campaigns, participants will create their own plan of action for taking on the tests. **General**

Jesse Hagopian teaches history and is the co-advisor for the Black Student Union at Seattle’s Garfield High School—site of the historic boycott of the MAP test. Jesse is a Rethinking Schools editorial associate and the editor of the forthcoming book, *More Than a Score: The New Uprising Against High-Stakes Testing*.

A Human Face on War: Poetry and Art Created by Young People Who Have Suffered War’s

Consequences

Using visual images and poetry created by young people who have experienced war can become a powerful tool for social justice education. These real world examples help high school students empathize with the tremendous consequences of war. Workshop activities will demonstrate how these materials serve as springboards for creating original poems that provide students with deeper understandings of the complexities and after-effects of war, and motivate them to consider more humane forms of co-existence.

Secondary/College

Merna Ann Hecht, storyteller, poet, essayist and teaching artist, founded and co-directs a poetry project with refugees at Foster High School in Tukwila, Wash., the country’s most language-diverse high school. She teaches Humanities, Social Justice, and Creative Writing courses at the University of Washington, Tacoma. Among her essays are “How Long Peace Takes: Writing About World Issues Using the Poetry of Naomi Shihab Nye.”

Red Lines and Green Books: Teaching Young Students About Resisting Redlining

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 the racist banking practice of 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 also co-director of the Oregon Writing Project and active in Portland Area Rethinking Schools.

Race, Place, and Food

The average American diet is the most calorie-laden, yet one of the least nutritious in the world. But is this due to choice or necessity? People of color suffer from diet-related illnesses at a higher rate than whites. Many also live in areas with little access to healthy, affordable, and easy-to-prepare foods. Outnumbered by the masses of fast-food restaurants and liquor stores that fill the neighborhood, the few healthy stores are also out of price range for people below median income. Through neighborhood mapping and analyzing health statistics, participants in this workshop will discover correlations between race, income, and food accessibility and engage in an essay writing lesson appropriate across middle and high school grade levels. **Middle/Secondary**

Chrysanthius Lathan is a public school 8th-grade teacher and writing coach in Portland. She is an Oregon Writing Project coach and author of “Dear White Teacher” in the current issue of Rethinking Schools.

“Why am I the only black student in this class?”

In this session, three teachers will discuss racial enrollment inequities in science classes at Grant High School. We will present school data, past efforts, and our current work. Participants will hear from students about their experiences and what needs to change. Finally, participants will consider similar issues at their own schools. Each participant will leave with a better understanding of how enrollment inequities happen and how educators and students can work together to counter these forces. **Secondary/Parents/General**

Amy Lindahl teaches introductory and advanced courses in Biology at Grant High School in Portland. She has presented previously at NWTSSJ conferences and has written for Rethinking Schools magazine. Keri Pilgrim teaches Ecology and Anatomy & Physiology courses at Grant. Ethan Medley teaches Physics and AP Physics at Grant. They will be joined by Grant students Brianna Hayes, Hunter Stewart, and Kendall Wilson.

Strength for the Continuing Journey: Keeping Teachers of Color in the Profession

Today, less than 15 percent of teachers working in the nation’s public K-12 system are teachers of color. This workshop seeks to create a venue for teachers of color working within the public K-12 system to talk about experiences, successes, and struggles. A panel of working teachers will be featured and share their experiences from the field. This workshop also continues the conversation and work undertaken in last year’s NWTSSJ session. All are welcome to this dialogue. **Early Childhood/Elementary/Middle/Secondary/General**

Anthony Longoria is a doctoral student in multicultural education at the University of Washington, Seattle. He is a former high school humanities teacher. Luis Escamilla is currently an ELL/social studies teacher at Foster High School in Tukwila, Wash. He also serves on an equity committee for his district.

Billions of Dreams and Billionaire Schemes

As a student, parent, teacher, or public education advocate, you are well aware of the billions of dreams we all have for the future. What you may not be aware of is the billionaire schemes that threaten that future. Who are the “reformers”? How can you recognize them? Why are they bad for public education? In this day of government agencies and venture philanthropies run amok, how do you know whom to trust?

Early Childhood/Elementary/Middle/Secondary/Parents/General

Deb Mayer has taught for many years in public schools, private schools, and charter schools in Indiana and Florida. She also taught pre-service teachers at Indiana University (IUPUI). She is a co-founder of Oregon Save Our Schools and founder of Great Schools for America.

Queering Elementary Education

Introducing children to sexual orientation is contentious, mostly due to the rhetoric of the innocent, non-sexual child. This gives rise to a discourse of protection, which makes talking about sexuality, and particularly homosexuality, in elementary school risky and unsafe. Yet, there’s an urgent need to combat heteronormativity that surfaces in kindergarten and persists in middle and high school. Participants will discuss ways sexual orientation surfaces in elementary school and examine tools for queering their practice.

Early Childhood/Elementary

Olivia Murray works as an Assistant Professor in the Graduate School of Education at Portland State University. In June 2014 Routledge published her book Queer Inclusion in Teacher Education: Bridging Theory, Research, and Practice.

What’s In Your Cell Phone: Investigating Social and Political Issues Around Natural Resources

Cell phones touch everyone’s life and therefore provide a ready and interesting connection to integrate learning about natural resources and social and political implications of their use, especially for high school- and college-age students. This lesson is designed for a physical geology lab class but is also appropriate for an environmental studies curriculum. **Secondary**

Matt Nyman is a geologist by training with more than 15 years experience working with pre- and in-service teachers. His interest in social justice is sparked by a desire to make science learning relevant to students' lives.

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 children 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.

Early Childhood/Elementary/Middle/Secondary

Fran Partridge has been in education for more than 30 years, as a teacher, instructional coach, and mentor. She has her MA in Educational Policy and her administration credential in Washington. For years, she has facilitated workshops on gender, racism, and social justice. She is an Equity and Race Relations Specialist for Seattle Public Schools. Dylan Bosseau is an early childhood educator who has his masters in education and social work. He has facilitated gender workshops for more than five years for early childhood educators and pre-service teachers.

Brown v. Board at 60: How did we do?

Participants will use tables and graphs prepared for the report, *Brown at 60: Great Progress, a Long Retreat and an Uncertain Future* by Gary Orfield and Erica Frankenberg published in 2014 by The Civil Rights Project, to make observations and form essential questions about the effectiveness of Civil Rights legislation from 1954 to the present. This lesson could be incorporated into the curriculum for the book *Warriors Don't Cry*.

Desegregation data have been regionalized in the report, but statistics that show trends in Portland and Seattle school enrollment will also be available. **Secondary**

Susan Pfohman is a secondary math teacher in Portland who encourages writing in her classroom and the use of data in language arts and social studies classrooms. She has earned a certificate as a writing coach through the Oregon Writing Project.

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 whites will be examined. Using this content, we will use a "concept sorting" activity and a role play to improve student discussion and writing. A curriculum lab to explore ways to use this material will close the workshop.

Middle/Secondary/Parents/General

Mike Radow has taught for more than 30 years in Oregon, Kentucky, Morocco, and Washington. He has been a local union president and long time bargainer for his district.

Restorative Justice in Schools

Unacceptably high push-out rates that disproportionately affect students of color, and changes in Oregon State law mandate us to rethink how we do discipline in schools. Restorative Justice is a valuable alternative to exclusionary practices. Restorative Justice is an approach that seeks to restore community and to repair harm while holding all involved accountable. **General**

Gabriele Ross is a Restorative Justice Trainer for Resolutions Northwest. Prior to that she worked in the public school system for 20 years, primarily with youth who were homeless, involved in the criminal justice system or facing other barriers to educational success. Christina Albo is the Coordinator for Restorative Justice Programs at Resolutions Northwest. She frequently trains educators around the region.

How To Lead a Structured Academic Controversy Via the 2014 Hobby Lobby Case

This workshop has dual purposes. One is to present in a step-by-step fashion an approach for how to develop and lead a Social Studies teaching method known as Structured Academic Controversy, or SAC. The other is to facilitate an actual simulation of a SAC for the teacher participants. **Secondary/AP Government Teachers**
David Ruby is a Social Studies teacher and 2014 graduate of the University of Washington Secondary Teacher Preparation Program. He is also a 2014-2015 Choices Teaching Fellow.

Look Small, Think Big

As early childhood teachers navigate the plethora of -isms that plague our society, how do we navigate the world of young children in a way that honors where they are developmentally in their wondering, their observations, their interactions with one another, and their concerns? Join us in exploring how to engage young children in dialogue and activity about race and ethnicity while protecting them from our adult worries about these important topics. **Early Childhood**

A mother of two little boys and a 1st-grade teacher at Catlin Gabel who has taught in both the public and private sectors, Mimi Tang knows that young children's curiosity and exploration about the world knows no boundaries except for the ones that adults impose upon them. The preschool and kindergarten art teacher at Catlin Gabel, Leondra Brackett is passionate about creating learning experiences that meet young children where they are and help them become thoughtful citizens of the world.

REAL HOPE for American Youth Without Papers

This workshop highlights key issues of access and equity for students and families without papers. Using video, narrative, and spoken word to bring these challenges alive, participants will explore ways that teachers and schools can provide support and become advocates to their students. From building relationships to quality teaching, from advocating for families to educating about new legislation (DACA and The REAL HOPE Act), this workshop will provide ways that we can all work for real hope now.

Secondary/General/Educators/Teacher Educators

Maria Timmons Flores is a professor of ELL & Bilingual Education at Western Washington University. She directs the Bridges Project (Building Bridges with Migrant Youth) as well as the Pathways to Teaching Alternative Route to Teaching Program. Nallely Carreon Camarillo is a College Access Corps Coordinator with the Bridges Project. She has worked as an activist and educator through her high school years between the USA and Mexico, Skagit Valley College, and now as a soon-to-be-graduate of Western Washington University. Berenice Rodriquez Zamora overcame many challenges to graduate from Western Washington University and pursue her dream to become a teacher. She is a bilingual instructional assistant, pursuing her teaching certificate in Elementary Education and Bilingual Education.

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

Este taller tiene como objetivo establecer sistemas sostenibles de colaboración entre maestros bilingües y de inmersión para traducir y desarrollar materiales en español que tengan un enfoque en la justicia social. Para lograr esto, los asistentes tendrán la oportunidad de compartir recursos en español y sugerir como establecer redes para colaborar en la traducción, desarrollo e intercambio de materiales pedagógicos en español. Como parte de este proceso, se ofrecerá a los asistentes materiales de la editorial *Rethinking Schools* recientemente traducidos al español. This workshop will provide participants with *Rethinking Schools* materials recently translated into Spanish. It will also aim to establish sustainable systems through which immersion and bilingual teachers can work collaboratively to translate and develop a larger body of Spanish-language teaching materials with a social justice focus. To accomplish this, participants will be given the opportunity to share Spanish-language resources and brainstorm how to establish networks to collaboratively translate, develop, and share Spanish-language teaching materials. This workshop will be held in Spanish.

Early Childhood/Elementary/Middle/Secondary/Parents/Spanish-speaking Educators and Activists

Andreina Velasco and Maria Cecilia De Valdenebro are bilingual educators and co-founders of Konsonante (www.konsonante.com), an educational service company dedicated to developing teaching material and

professional development opportunities in Spanish. Konsonante is currently coordinating volunteer efforts to translate Rethinking Schools materials.

Promoting Equity and Relevance in the Elementary Science Classroom: How to use modeling and talk structures to help students revise their understanding of everyday science phenomena

All students come to classrooms with rich scientific ideas they've developed to explain events around them. This session explores how to engage and support students using scientific modeling and talk structures as tools to explain scientific phenomena relevant to their lives. Examples explored are from a 4th/5th-grade circuits unit, in which students develop and revise their models. Basing science learning in students' lives is critical to empower students to lead science community action projects. **Elementary/Middle**

Marian Wagner is in her 9th year as a 4th/5th grade teacher at Salmon Bay in Seattle Public Schools. She has been a district lead science teacher since 2008 and has worked closely with district, community-based organizations, and University of Washington science education researchers to improve science education.

Carolyn Colley is a research assistant in the University of Washington's College of Education. Her prior experiences as a bilingual elementary teacher in Texas prompted a move to Seattle to pursue a Masters' degree and continue on in the PhD program.

Lunch: 11:45-12:30

Using Our Teacher (Singing!) Voice

Unions used to lay claim to being "singing unions." Theater arts and music were incorporated into labor actions. Now, increasingly the music at union rallies consists of canned, recorded tunes. The Chorus (formerly the Washington Education Association Chorus) aimed to change that. We have a song book and a lot of education-related music to share. What if we all raised our teacher singing voices in CHORUS? Additionally we have engaging classroom music menus to share. **General**

Jennifer Hall is a Seattle teacher who is committed to using music as a teaching tool in the classroom and at public forums, rallies, and marches. She is a member of Social Equality Educators, and of The Chorus (formerly the Washington Education Association Chorus. The Chorus has a great songbook to share.

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.

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

In this workshop participants will reflect on acts of justice, scenarios, and personal actions that will help our 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, as well as 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/Parents/General**

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 a 4/5 blend at Irvington School. She also works with youth of Oregon's deployed military personnel.

My Baby Rides the Short Bus

Families of people with disabilities and people with disabilities advocate for diverse and sometimes contradictory theoretical models for educating students with disabling conditions. We will explore some of the tensions that arise when different advocates for the same students have different perspectives on appropriate approaches, then build a tool for supporting educators in making decisions that are legal, ethical, and promote social justice. **Elementary/Middle/Parents/General/Special Education**

Yantra Bertelli is a teacher in a Special Education program for students who have emotional and behavioral challenges. She is the parent of four children and co-editor of the book, My Baby Rides the Short Bus. Sarah Talbot is an elementary school principal in Seattle. She is the parent of four children and co-editor of the book, My Baby Rides the Short Bus.

How Will We Feed the World? Teaching About La Vía Campesina, the Largest Social Movement You'll Never Read About in a Textbook

The global small farmers movement, La Vía Campesina, has 200 million members in its affiliated organizations. It has articulated a vision of food sovereignty as a direct challenge to the market-driven policies favored by corporations and governments in the "developed" world. In this workshop, we'll explore a number of participatory activities to get students thinking about hunger, food, farming, and justice. **Secondary/teacher educators**

Bill Bigelow taught high school social studies in Portland for almost 30 years and is the curriculum editor of Rethinking Schools magazine. He co-edited the forthcoming A People's Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis.

Panel Discussion: A Case Study of the 2012-2013 Race Curriculum Controversy in Seattle Public Schools

In 2012, the Seattle School Board passed a landmark policy, Ensuring Educational and Racial Equity. That same year, Seattle Public Schools supported one complaining white family opposed to a study of race at The Center School, first by suspending the race curriculum and then by transferring its teacher. What strategies were used to attack the study of race? And why was the teacher, despite positive yearly evaluations and numerous accolades, so vulnerable to this attack? How can educators protect themselves and the classroom as a safe forum for understanding race and challenging racism? Listen to teachers and alumni who fought to restore the suspended curriculum and overturn the administrative transfer. **Middle/Secondary/Parents/General**

*This panel discussion features several Seattle Public Schools teachers and students (now alumni) directly involved in reinstating the race curriculum and race curriculum teacher to The Center School: **Gerardine Carroll** and **Jon Greenberg**, Center School humanities teachers; **Susan Stahl**, Ballard High School language arts teacher and doctoral student in the College of Education at the University of Washington; and **Sophia Lucas**, **Yasab Pfister**, **Fredrick Mansfield**, **Emma Sadinsky**, and **Kylin Sandstrom**, all inspirational former students from the 2013 and 2014 graduating classes.*

East of 82nd: Stories Behind the Statistics

In this workshop we explore how statistics reported through mainstream media create labels and stereotypes that conflict or confirm our experiences and our students' experiences in their neighborhoods. We then develop narratives that speak back to the labels and empower students to tell the true story behind the statistics.

Middle/Secondary

Jessica Classen is an English and reading intervention teacher at David Douglas High School where she has taught since 2005. Andrea Shunk has taught English and reading strategies at Fir Ridge Campus, an alternative high school in the David Douglas School District, since 2008.

Honoring the Whole Student in Assessments

This workshop is for individuals standing against standardized testing and/or developing assessments honoring the whole student. Participants will examine questions about presenting a positive image of teacher-made assessments to the public along with using a protocol for examining student work. The protocols are an introduction to a collaborative look at student work and honoring what we sometimes forget to respect in assessment. Participants will also leave with tools for evaluating multiple intelligences in their assessments.

Middle/Secondary

Rachel Eells has taught both in middle and high school over the past 12 years and was actively involved in the MAP boycott in 2013.

The Mexican Teachers' Movement: Lessons, challenges, and victories. Film and discussion.

Watch and discuss the documentary film, *Granito de Arena*, the award-winning account of the Mexican teachers' movement and their 30-year struggle to confront neoliberal education reform. The filmmaker will be in attendance with updates on the status of education reform in Mexico. **General**

Jill Freidberg has been producing social justice documentary films for 20 years. When she's not making films, she's teaching others how to make films, currently at the University of Washington-Bothell.

Origins of Inequality

First Occupy and now Thomas Piketty's book, *Capital*, have stimulated renewed interest in economic inequality. This workshop presents a module to explore this important social science issue. Because the module requires only fractional arithmetic and graphical interpretation, it is appropriate for upper elementary and middle school, as well as high school students. In the workshop, we'll use a few Piketty graphs to summarize crucial historical trends in inequality. Then we'll examine a simplified version of an economic model published in *The ABCs of Political Economy* that can help students discover on their own how labor and credit markets can generate the kind of escalating inequality Piketty draws attention to.

Elementary/Middle/Secondary/Parents/General

Robin Hahnel is a widely published radical political economist, Professor Emeritus from American University, and recent winner of the John Eliot Allen outstanding teaching award at Portland State University.

The Politics of Play: Society, Justice, and The Sports Essay

From Jackie Robinson's color-line crossing to Muhammad Ali's army induction refusal, from John Carlos' iconic raised fist to Billie Jean King's outspoken challenge of the athletic patriarchy, and from Donald Sterling's racist rant to Michael Sam's draft-day kiss, American sports has been, and continues to be, a ripe field of historical and cutting-edge socio-political issues begging for classroom exploration. This workshop will view social justice through the lens of sports as well as explore ways to teach sports writing in the secondary classroom. **Middle/Secondary**

Chris Hawking is an Oregon Writing Project coach, has written for Rethinking Schools, and teaches high school language arts in Milwaukie, Oregon.

Social Media for Justice

This workshop will model literacy strategies, include materials, and share tools to help you discuss with students how social media can be used as a tool for justice. Modern examples such as drug cartels in Mexico, protests in Ferguson, and modern revolutions will be used as a frame of reference. **Secondary**

Kimberly Hoffman Kanof teaches Social Studies in Portland at Madison High School. To improve students' access to tech, Kim supports an after-school computer science and robotics club. She formerly taught in Washinton, DC and Boston. Jason Leonard Miller teaches 9th-grade Modern History, History of Sports and History of Portland at Madison High School.

Talking About Skin Color with Children

Adults in the lives of children need to be able to have comfortable conversations with children about skin color differences. **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).*

Latinos in Action: Creating Positive Change Through Education and Service

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 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 8th year and consists of bilingual Juniors and Seniors from Burlington Edison High School in Burlington, Wash.*

Considering College: Exploring Mathematical Literacy in the Classroom

Participants will explore the current trends in college acceptance, retention, and post-college considerations through charts, graphs, and raw data. Using the data to drive inquiry, this workshop provides a model for the use of mathematical literacy in the classroom. In small groups, participants will construct written claims and use the data as evidence to support their writing. Teachers will reflect on how to use more numeric data within their classroom, or to add writing to their math curriculum. This workshop will also explore current understandings and perceptions around advising students regarding college. **Secondary/Counseling**

***Kevin Marshall** is a public high school English teacher, yearbook advisor, union advocate, activist, and assistant basketball coach. **Ryan Ghan** is a special education and math teacher at Madison High School in Portland. For the last seven years, he has focused primarily on math intervention work in high school and junior high classrooms.*

Rethinking Democracy & Organizing for Change

This workshop will help prepare youth for the central social crises of our times: reclaiming participatory democracy and creating sustainable communities. Participants will learn about the historic roots of corporate constitutional rights and its impact on democracy, economy, and society; understand how real democracy protects human values and what we love; and use peer resources to engage youth in matching their passion with direct (nonviolent) action to become effective change agents and movement-builders. Content-heavy; materials provided. **Middle/Secondary/Community Organizers**

***Riki Ott** 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 and skills on "democracy literacy" and the high costs of *Extreme Energy* with people of all ages to help move dialogue into action for reclaiming democracy and transitioning off fossil fuels.*

"How do we use the water?": Teaching the Struggle for Restoration in the Klamath Basin

The struggle for access to declining fresh water resources is a global problem. This workshop for elementary teachers illuminates the historical, political, and ecological stakes of the water fights in the Klamath Basin. Through a role play, interactive timeline, and structured conversation, participants will gain strategies for making big ideas understandable for little learners and concrete methods for developing reasoned and resonant student writing. **Elementary**

***Marcos Rodriguez** is a 4th- and 5th- grade teacher at Peninsula K-8 in North Portland. Before coming to Peninsula, Marcos taught in Baltimore and worked as a coach for Playworks. **Mark Hansen** teaches 2nd and*

3rd grade at Lewis Elementary in Southeast Portland. He is also the co-Director of the Oregon Writing Project at Lewis and Clark College.

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 such students remain at the center. This workshop begins 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 and literacy on race and racism in the mostly white classroom. Workshop participants consider applications and challenges for their own practice. **Middle/Secondary**

Lisa Sibbett has taught English and Social Studies for nine years. She is working on her PhD in Secondary Social Studies Curriculum & Instruction at the University of Washington.

Teacher-Parent-Student-Community Alliances for Education Justice

Drawing from the experience of the Portland Teachers Solidarity Campaign and the recent Portland Association of Teachers contract struggle, this workshop explores the challenges of building district-wide campaigns for the schools our students deserve.

Early Childhood/Elementary/Middle/Secondary/Parents/General/Activists

Elizabeth Thiel, Portland high school teacher, parent and union leader; Kathy Garris and Jessica Oakes, parents and school “cluster” leaders during Portland teachers’ contract struggle; Zoe LaDu, high school student union leader; Jamie Partridge, retired community organizer and “cluster” leader.

Teaching with Primary Sources: The WWII Incarceration of Japanese Americans

How can we be our best in the time of fear? See how Densho, the Japanese American Legacy Project, uses primary source materials along with effective reflective thinking routines to unpack the story of the unjust incarceration of more than 120,000 Japanese American citizens following the bombing of Pearl Harbor.

Elementary/Middle/Secondary

Susan Tripp and Barbara Yasui are experienced classroom teachers with years of work in multicultural education. Both are senior trainers with the REACH Center and volunteer with Densho, the Japanese American Legacy Project.

Session #3: 2:30-4:00

Equity Based ELD: Teaching Language with a Social Justice Lens

Participants will learn how to integrate social justice themes and language learning for their emerging bilingual students. We will provide an overview of the Justice Fighters Unit we developed in 1st grade that examined the role of Martin Luther King, César Chávez, Ruby Bridges, and Malala Yousafzai in our community. Through guided activities, participants will gain an understanding of how to plan integrated content-based units to facilitate critical thinking skills and English language acquisition. **Elementary**

Amy Collinge and Guiza Ramirez met through a pedagogical exchange program in Guatemala. They taught 1st grade Spanish Immersion at Rigler School in Northeast Portland, and are currently working as full-time mentor teachers in Portland Public Schools.

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 how to introduce students to global issues, challenge

students to make changes in their own lives, and show ways that students can take action in their communities, homes, and schools.

Secondary/Administrators

Christopher Fontana has been the Executive Director of Global Visionaries since 1999. He will be accompanied by students from the Global Visionaries Youth Board who have received anti-oppression training.

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

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 U.S. culture. Many vigilantes took action against them; there were riots, murders, and eventually the Chinese were forcibly expelled from Seattle and Tacoma. This interactive presentation focuses on an incident in Issaquah in 1885 and introduces a larger unit about immigration. Participants will learn about the relationship between a struggling economy and anti-immigrant sentiments through history. Those participating will walk away with activities that build up to a written piece promoting multiple perspectives. **Elementary/Middle/Secondary**

Jennifer Healey teaches ESL and Social Studies at David Douglas High School, in Oregon. *Rosie O'Hara* teaches 4th grade at the Creative Science School in Portland. She participated in the 2014 National Endowment for the Humanities Summer Scholar Program, "From Immigrants to Citizens: Asian Pacific Americans in the Northwest."

Surviving School Reform: When the Reformers Come to Town

Corporate school reform has been spreading from urban to suburban districts. But so has resistance. Through stories from Newark and Montclair, New Jersey and other parts of the country, this session will look at how urban/suburban reform struggles are linked and at efforts to build coalitions for educational justice that cross boundaries and can help change the current policy agenda.

Stan Karp was a high school teacher for 30 years and is a *Rethinking Schools* editor. He currently works for New Jersey's Education Law Center. He co-edited *Rethinking Our Classrooms*, Volumes One and Two; and *Rethinking School Reform*.

Ganas: A Model of Bi-Cultural Latino Middle School 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**

Fernell Lopez is a Bilingual Instructional Assistant and Family Liaison. Since the beginning of Ganas, he has been a fervent promoter with students and parents, and became a Ganas coordinator in 2012. *Leah Barrera* is a sophomore at the University of Oregon. Leah helped found a MEChA chapter at her high school, is a former Ganas student, and this is her first year as Ganas Director. *Alex Romero* is a bilingual and bicultural senior at the University of Oregon. Having experience volunteering in many different after school programs including Ganas, he is eager to be one of the directors for 2014.

Innovative Ways to Teach All Students Using the "Since Time Immemorial" Tribal Sovereignty Curriculum

Participants will receive an overview of the "Since Time Immemorial" Tribal Sovereignty online curriculum developed through Washington State's Office of Native Education and be actively involved in a number of lessons from the curriculum. This curriculum is designed for all students and has been endorsed by all 29 federally recognized Tribes in Washington as an authentic voice and resource for understanding tribal sovereignty, history, and culture. Participants will (1) discover the vast resources in this free online curriculum, (2) participate in effective strategies for engaging all students, and (3) locate authentic, tribally endorsed lessons that can be taught immediately. Each person attending will also receive a packet of STI curriculum materials.

Elementary/Middle/Secondary

Laura Lynn is a lead trainer of the “Since Time Immemorial: Tribal Sovereignty in Washington State” curriculum. Lynn serves as the Education Consultant with the Puget Sound Educational Service District’s Native American Education Program to provide cultural and academic opportunities for more than 1,100 American Indian and Alaska Native students in five regional school districts in south Pierce County.

Breaking Out of Gender Boxes

Gender is part of everyday life, affecting the way we move in this world. In this workshop, we will explore how society places people in gender “boxes” and how these stereotypes influence our identity and judgment of others. After exploring and sharing our personal experiences with gender, we will discuss how gender shows up in our classrooms and how we can foster spaces that are inclusive of all genders. **General**

Lisa Meersman works as a Student Success Advocate with Step Up at Madison High School in Portland. She graduated from Portland State University with a degree in Community Development and leads anti-oppression workshops with both youth and adults in the Portland area. Blair Adornato teaches Social Studies at Mt. Scott Learning Center in Southeast Portland. She attended Gonzaga University, and Lewis & Clark College for her Masters of Arts in Teaching with a Social Studies endorsement.

Health Care: Human Rights, Inequality, Economics, and Workers’ Power

This session explores lessons on the problems of our current private and profit-oriented health care system and how it compares to other systems in the world. We’ll examine the issue from personal stories, human rights issues, economics, and the prospects for a broad working class movement led by unions to reduce inequality and benefit everyone. **Middle/Secondary/Unions**

Hyung Nam is a former member of the Rethinking Schools journal editorial board and an education and union activist. He is also the education chair for Health Care for All Oregon, the organization campaigning to create a state single-payer system in Oregon.

Slam Poetry: An Avenue for Cross-Cultural Collaboration

Mirroring the work of a SlamBoo, a Slam poetry collaboration of urban, rural, and suburban Slam poets committed to spanning race, class, and geography with performance poetry, participants will collaborate, create and perform original Slam poems.

Middle/Secondary/Parents

Charles Sanderson teaches at Chief Joseph and Ockley Green School in Portland after spending more than a decade as a rural educator. He is a founding member of SlamBoo. Abigail Marx is the reigning SlamBoo Grand Slam Individual Champion. She is the editor of Reflections, a middle school literary journal, honoring and celebrating the artistic voices of young people. Jodelle Marx is an avid Pony Club member, teaming up with her horse King of Hearts to compete in dressage, show jumping, and cross country. For the last two years, she has been an assistant Slam poetry coach in St. Helens, Oregon. Kyleah Puyear and Emily Nollette are sophomores at St. Helens High School. Emily is an avid basketball player and Kyleah has a passion for photography; even though they aren’t “related,” they live together as siblings.

Teaching Reconciliation Through Hockey, Art & Story

Reconciliation is one of the most powerful, difficult, and necessary processes we undertake as we try to rectify past injustices. This workshop will examine some of the effects of racism and discrimination against indigenous peoples, with a specific focus on residential schools. We will explore strategies and activities based around the story “Indian Horse,” as well as contemporary and traditional forms of indigenous art. Participants will receive handouts, unit ideas, and access to digital blog with resources.

Middle/Secondary/Counselors/Youth Workers

Alana Sawatsky is a high school teacher living in East Vancouver, Washington, who is passionate about travel, teaching, photography, and social justice.

The Future of Children: Encouraging Activism Through the Reggio Emilia Approach

How can educators support children to become active participants in society? In this workshop we will examine how, through a self-guided, emergent curriculum, empowerment can, and should, start at an early age. We will focus on how the Reggio Emilia approach teaches children responsibility, contribution, and respect. This workshop mixes discussion, Q&A, and hands-on activities to provide a full picture of how educators can support children in becoming advocates and activists. **Early Childhood/Parents/General**

Shalla Sayed has worked in early childhood education for more than 15 years. She has worked in programs with emergent, play-based curricula and has experienced first-hand the impact of putting children at the center of their learning. Bria Bloom is a child education specialist, working in a Reggio Emilia-inspired early childhood education program in Seattle. She writes about education on her blog: <http://arsvigeo.com>.

Indigenous Peoples Confront the Climate Crisis

The world's indigenous people are the least responsible for climate change yet are suffering 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 and responding to the climate crisis. **Middle/Secondary**

Tim Swinehart teaches social studies at Lincoln High School in Portland, and is co-editor of the new Rethinking Schools book, A People's Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis.

Understanding Hmong/Mong Parental Involvement

This workshop is about opening avenues of discourse about Hmong/Mong parent involvement at school. Participants will gain deeper inside knowledge about Hmong/Mong parents' perspectives on school and their children's teachers and administrators. Presenters will highlight Hmong/Mong cultural elements and discuss respectful and authentic ways to help school administrators and teachers who work with Hmong/Mong American parents to establish strong partnerships.

Early Childhood, Elementary School, Middle School, Secondary School, General

Yer J. Thao is an associate professor of education at Portland State University. He teaches multilingual and multicultural education. Kirk T. Lee is a doctoral student in education at Portland State University. His research focuses on working with parents and students from multilingual and multicultural backgrounds.

The Other Internment

The workshop will walk participants through the history of the Japanese Latin American people's experiences with abduction, internment, and deportation. A three-week unit will be condensed into the 90-minute session to give people a chance to have hands-on experience in the activities as well as have a deeper understanding of the content background. A group of Roosevelt High School students will join in this workshop to provide their insight from having engaged in this unit together during this past school year. In addition, at the time of the conference, a special news investigative documentary will be airing in Japan (in early October) that would have filmed my students engaging in the unit in the classroom as well as interviews with Japanese Latin American survivors. We hope to introduce this documentary into the workshop as an additional resource for teaching on this important historical experience as U.S. Congress continues to hold hearings with survivors to determine the issue of redress. **Secondary**

Moé Yonamine teaches at Ockley Green K-8 School in North Portland and formerly taught at Roosevelt High School. She is a Rethinking Schools editorial associate and writes regularly for Rethinking Schools. She is the mother of four.

World Water Week: How to Create a School-Wide Festival

For the past four years, students and teachers have organized World Water Week at Chief Sealth International High School in Seattle. Noah Zeichner and his students will lead some of the activities from the World Water

Week festival. You will learn how to conduct a personal water audit and try to taste the difference between tap water and bottled water. You will learn how you and your students can create a festival for your own school.

Secondary

Noah Zeichner is a National Board certified social studies teacher at Chief Sealth International High School in Seattle.

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 editorial associate **Adam Sanchez** 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?