10th Annual Northwest Teaching for Social Justice Conference

Rethinking Our Classrooms, Organizing for Better Schools
Saturday, October 21, 2017
8 am - 4:30 pm
Chief Sealth International High School
Seattle, Washington

Keynote Speaker: Brian Jones

Sponsored by: Puget Sound Rethinking Schools, Social Equality Educators, the Oregon Writing Project, the Portland Association of Teachers, the Critical Educators Collective, 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 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. 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. Contact us at info@seattlesee.org.

**The Oregon Writing Project**
The Oregon Writing Project at Lewis & Clark College offers workshops designed to improve writing, curriculum building, and critical literacy. See [http://graduate.lclark.edu/programs/oregon_writing_project/](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 Multicultural Education, Reading, Writing, and Rising Up*, 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](http://www.rethinkingschools.org) for more information. Please subscribe and visit our tables in the Resource Fair.

**Portland Association of Teachers**
The Portland Association of Teachers represents more than 4,000 professional educators in the Portland Public School system. PAT works to create the best possible learning environment for our students, by protecting our profession and advocating for frontline educators. [www.pdxteachers.org/](http://www.pdxteachers.org/)

**Critical Educators Collective**
The Critical Educators Collective, based in Portland, serves a network of educators across the communities in which we serve and live. CEC is committed to teaching for social justice in our classrooms and advocating for social justice throughout our education system. To reach the goal of a more democratic, just, and equitable education system, we must critically examine and refine our teaching praxis within the classroom as well as organize within our wider communities. To achieve our vision and purpose, we hold accessible and regular meetings and workshops, and also use a variety of online resources to share and collaborate. Get more information by visiting criticaleducatorscollective.com, emailing criticaleducators@gmail.com, or finding us on Facebook.
Welcome to the
10th Annual Northwest Teaching for Social Justice Conference:
“Rethinking Our Classrooms, Organizing for Better Schools”

Saturday, October 21, 2017

Check-in, workshop sign up, Resource Fair, food & drink 8:00-9:00

Opening and Welcome: 9:00-10:00
Keynote Speaker: Brian Jones
“Teaching to a Future We Cannot Yet See”

Workshop Session #1 10:15-11:45
Lunch/Resource Fair 11:45-12:30
Workshop Session #2 12:45-2:15
Workshop Session #3 2:30-4:00

Special Sessions:

“Education Activism: Where Do We Go from Here?” 4:10-4:45

Clean up party for all post-conference

Notes:

A map of Chief Sealth is located on the back of this program.

Please help us leave Chief Sealth International 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 final workshop 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.

Rethinking Teaching Science with English Language Learners: A Walk in Their Shoes
Educators will experience learning science as an English Language Learner: relying on visuals, collaboration, body language, and hands-on materials to teach them when language cannot. Resources will be shared and discussed among participants along with strategies that make learning science more accessible for language learners. The broader political context rife with racist English-only education policies and disregard for the bilingual mind will be discussed and critiqued in favor of encouraging anti-racist multilingual learning. ECE, Elementary, Middle, General
Jean Aguilar-Valdez is a former bilingual 7th-grade science teacher to predominantly Latinx students, and currently is a professor of science education and social justice in education at Portland State University.

Breaking Down Single Narratives Using Hip Hop
This presentation begins and ends with a cypher—a circle in Hip Hop culture where knowledge and story is exchanged through rap. During the workshop, participants will explore the single narratives imposed on us, get a Hip Hop History briefing, discover style and content of rap lyrics, and write our own empowering rap. The curriculum and resources will be shared for educators to apply in their own spaces. Come break single narratives with Hip Hop culture and music. Middle, Secondary
Nancy Arteaga is an English Language Arts and Social Studies teacher in Portland. Jesse Gardner is an English Language Arts teacher at Open School East by day and a poet/emcee by night.

Challenging Immigration Myths in a Social Studies Classroom
From travel bans to eliminating DACA, misleading rhetoric creates an atmosphere of exclusion and misunderstanding. We attempt to challenge popular myths of immigration with real immigration stories, revealing some harsh realities many immigrants face in their own country. We ask students to talk back to myths through poetry. Middle, Secondary
Camila Arze Torres Goitia and Kimberly Hoffman Kanof are both Social Studies teachers at Madison HS in Portland.

TRANSforming Our Schools: Rethinking Sexuality and Gender in Educational Spaces
This interactive workshop focuses on developing inclusive and supportive strategies for working with students. We will begin with an examination of language and its importance in relation to social privilege and oppression, with particular attention to terminology surrounding LGBTQIA populations. We will then apply this terminology to strategies that can help to disrupt heteronormative structures found in schools. Participants will respond to real-world scenarios in an effort to both identify and reframe exclusionary spaces. Elementary, Middle, Secondary
Ashley S. Boyd is a former secondary English language arts teacher and is now Assistant Professor of English Education at Washington State University where she teaches graduate courses on critical and cultural theory and undergraduate courses on English Methods and Young Adult Literature. Nicole Ferry has been teaching on issues of social justice at the university-level since 2013. She currently teaches a course for pre-service secondary education teachers that examines how the markers of race, class, gender, sex, sexuality, and ability shape our notions of adolescence and adolescent lives. Nicole is also a doctoral candidate in the Cultural Studies and Social Thought PhD program at Washington State University. Johnna Lash has worked as an educator in a number of capacities, from a 1st-grade teacher to 400-level post-secondary instructor. Johnna
Matthew Jeffries has worked in higher education for the past eight years in residence life, new student program, LGBT student services, and academic advising. He is also a doctoral candidate in the Cultural Studies and Social Thought PhD program at Washington State University. His dissertation will focus on gender inclusive housing and how it is created and implemented.

**Students as Educational Changemakers: A Student Panel and Opportunity to Plan for Educational Change Alongside Students**
Youth at an alternative school (Portland YouthBuilders) and their teacher share their findings from a qualitative research study on the educational experiences of students in alternative education. This workshop will include: (1) a student panel focused on youth providing stories about struggles in school and giving advice to current and future teachers, and (2) time for participants to engage with students in brainstorming and planning for educational change in their schools. 

**Jessica Burbach** is a mathematics teacher at Portland YouthBuilders and a doctoral candidate at Portland State University. Her research focuses on the educational experiences of youth in alternative education. **Irisa Ramiz** is a student at Portland YouthBuilders and a co-researcher with Jessica on a project to interview youth about their educational experiences. She is also a talented singer and hopes to be a pediatrician. **Lulis Lares Benitez** is a graduate of Portland YouthBuilders and a co-researcher with Jessica. Her family is her motivation and her dream is to be an entrepreneur and to start her own business. **Maria Chitala** is a graduate of Portland YouthBuilders and a co-researcher with Jessica. She is an empathetic listener and her curiosity and care for people’s stories will serve her well as she explores a career in psychology.

**Revolution Mashup: Investigating the Language of Resistance Across Time and Movements**
Language is the vehicle for revolution. Fiery words that invoke action against oppressive systems and regimes have been used for centuries to create change. This workshop will focus on speeches from across history and movements and the impact these words have on current students. We will find connections between speeches and use their words to create new documents that intertwine these sentiments to create new meaning.

**Jayme Causey** is a 9th/10th-grade Language Arts teacher at Jefferson High School and a Portland native. **Donald Rose** is an 8th-grade Language Arts and Social Studies teacher in Northeast Portland.

**Essay with an Attitude**
Student essays don’t have to be boring retellings of literature or history. They can be as playful, personal, and provocative as poetry and narratives. They can raise their fists and shout, “Injustice!” or shake us with laughter. Students need to know how to navigate the world of essays if they are to move successfully through a K-12 education. Learning to write a coherent essay is a gatekeeping skill that holds too many students back. In this workshop, teachers will learn how to take students through the process of writing a powerful essay about critical issues in their lives.

**Foursquare aka Warsquare**
Participants will examine greed, privilege, hegemony, dehumanization, domination, subjugation, and submission by competing for land, money, and power, so that we may re-create, re-define, and re-imagine the friendly schoolyard game of Foursquare aka Warsquare which may allow us to alter the present and construct the future or become self-appointed winners of a losing game both in and outside of the classroom.

**How Much Is a Person Worth: Uncovering Human Trafficking**
This workshop demonstrates a lesson that can stand alone or can be included in a unit about Human Trafficking or Modern Day Slavery. The activity raises awareness and gives a voice to an epidemic that affects all layers of
Participants will identify causes of human trafficking and commonalities among those trafficked. The activity helps participants be aware of ways to identify a possible victim of human trafficking. We will share local and national resources. **Secondary**

Angela DiPasquale teaches Living in the U.S., Government/Econ and coaches the Constitution Team at Grant High School in Portland. Anne Dierker St. Amant teaches Ethnic Studies and Theory of Knowledge at Cleveland High School in Portland.

**Healing from Historical Trauma**

History can be depressing. In addition to tools of empowerment, students need to understand how communities work to heal from historic harm. This workshop explores contemporary healing practices that address decades, or even centuries-old, traumatic experiences. With specific emphasis on the Dakota, Native Hawaiians, and Chinese Exclusion, we create a framework for students to understand how the problems we face as a society today are being addressed with truth and compassion. **Secondary**

Ken Gadbow has taught U.S. history for 13 years and is part of the social studies department at Madison High School in Portland. Brady Bennon is a veteran social studies teacher and has written for Rethinking Schools magazine. Ian Twiss is an enrolled member of the Sicangu Lakota Nation. In his second year as a teacher at Madison High School in Portland, Ian does his best to incorporate Indigenous pedagogy into social studies class, which can be a struggle, being a rookie to the game. Ryan Ghan is a social sciences and history teacher at Madison High School.

**Culturally Responsive Teaching: Race, Culture, and the Brain**

The journey to become a culturally responsive teacher begins with intensive self-reflection to arrive at a deep sense of awareness of the “who” embodied in the educator examining the impact of the culture of both students and teachers and designing learning experiences that capitalize on the connection between culture and cognition. Culturally responsive teaching is not a bag of tricks working in the classroom with students. CRT is not what we do, it is who we are. **Elementary, Middle, Secondary, General**

Anita Garcia Morales grew up in a migrant farmworker family. She received her B.A. and teaching degree from the University of Washington. She taught in Seattle Public Schools for over 20 years and served as a racial equity strategist with the Equity & Race Relations unit. In addition to her K-12 experience, Anita is also a Courage & Renewal Facilitator and a Positive Discipline Associate. Bernardo Ruiz is from Mexico City. He studied Culturally Responsive Teaching, Organizational Development, and Neuroscience and Racial Equity Executive Leadership at the Harvard Graduate School of Education. Abraham Rodriguez is an educational entrepreneur and racial equity strategist committed to the praxis of innovation, organizational development, critical race theory, racial equity and educational leadership.

**The Need for—and Barriers to—Social Justice Education in Our Schools**

This workshop explores the benefits of social justice education, drawing on recent research and the expertise in the room. Led by a teacher who recently survived an attack against his social justice curriculum, participants learn about the recent attacks on such education, from Tucson, Arizona, to the Pacific Northwest, searching for patterns in the assaults. In addition to networking, participants develop concrete strategies to expand social justice curricula and protect themselves from potential resistance and backlash. **General**

Jon Greenberg is an award-winning public high school teacher in Seattle and Contributing Writer for Everyday Feminism. To learn more, visit his website: citizenshipandsocialjustice.com.

Black Is Beautiful: Guiding Young Learners to Appreciate Black Culture, Contributions, and Color

What does social justice look like in a K-1 classroom? In this interactive workshop, participants will read age-appropriate literature to gain a positive perspective on Black people and Black contributions in our lives. Using models, participants will create their own writing pieces and have time to adapt the lesson to their own age group. **ECE, Elementary**

Kara Hinderlie is an early elementary teacher in Portland Public Schools, and a member of the Oregon Writing Project. Her article “Black Is Beautiful” appears in the fall 2017 issue of Rethinking Schools.
Blogging for All = Empowering Readers Through Authentic Publishing & Community Building
When students blog, they develop identities as writers and as a part of a writing community. Blog reading and writing naturally lead to research and grassroots activism. Yet these digital opportunities don’t come naturally to all young people: Many grow up in homes without computers or reliable internet access, and learn technological literacy only at schools. This workshop is designed for teachers who want to empower their students through blogging and technology, but currently lack the skills, knowledge, or confidence to create a classroom blog. This workshop will introduce several different kinds of online writing communities, and show participants how to set up a simple, professional classroom blog in one sitting. Middle, Secondary
Kailyn Kent is a 7th-grade Language Arts and Computer Literacy Teacher at Waldo Middle School in Salem, Oregon.

Moving Beyond the Same Old Strategies for “English Language Learners”: Translanguaging for Social Justice
“English Language Learners” are often viewed from a deficit lens, seen in terms of what they are lacking instead of what they bring to the classroom. Translanguaging acknowledges all the linguistic practices of multilinguals. Participants will practice translanguaging strategies in three areas and develop a plan to include one in their classroom. Participants will contribute to a shared resource for how to use translanguaging strategies in their classrooms and ideas for the future. Elementary, Middle, Secondary
Carrie Larson is a doctoral candidate at Portland State University and an instructor for the Bilingual Teacher Pathway Program. A long-time bilingual Spanish/English speaker, she has taught ESOL and Language Arts in K-8 public schools. Kelly Cutler was a public school teacher for 12 years, working with Special Education students, English Language Learners, and mainstream education students. Currently, Kelly is an instructor in the Graduate Teacher Education Program and a doctoral candidate at Portland State University. Suzanne Scarboro was a dual language, Spanish/English, early elementary educator for many years and a K-8 ELD teacher. She currently teaches Middle School ELD and Spanish.

Theater of the Oppressed
Participants in this workshop will create tableaux depicting social justice issues. Using the style of Theater of the Oppressed, we will experience the dual role of being both spectator and actor, observing and creating dramatic meaning. After each “production,” other participants discuss and reflect on the emotions conveyed and experienced. This ensemble-based work generates discoveries about the differing perspectives historical actors, and we today, bring to social justice issues. Middle and Secondary
Chelsea LeValley has used theater arts to explore social justice issues since 2010. As a professional teaching artist, she teaches with schools, organizations, and also develops programming for a philanthropic LLC called foundry10.

Welcome Poems: Using Poetry to Create Safe and Welcoming School Communities
Many in our schools feel unsafe or unwelcome, particularly in this time of increased hate speech, xenophobia, and deportations. In social justice classrooms, we want to critique the world, but also take hopeful action to create the world students deserve. Participants will examine model texts and articles, write welcome poems to hang up in their schools, and mine poems for further action that can create safe, inclusive school communities. Middle, Secondary
Jessica Loomis and Jaydra Johnson are English Language Arts teachers at Portland-area public high schools.

Writing for Justice—Writing for Change
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 narrative writing, but we will also use writing to understand and make sense of our lives and the world. Participants will discover how to help students uncover those moments in their lives when they participated in an act of injustice,
and then to use those narratives to rehearse acting in solidarity with others to change the situation. **Middle, Secondary**

Kevin Marshall is a high school English teacher in the Franklin Pierce school district in Washington, and has been a volunteer for this conference for the past 10 years.

**Living History Through Personal Narrative**

Based on the *Rethinking Schools* article, “Our Grandparents’ Civil Rights Era,” participants will learn tools and techniques to solicit and generate primary source accounts of historical moments—moving beyond textbook summaries to explore the perspectives and experiences of the ordinary people who witnessed history first-hand. Participants will brainstorm, research, and write narratives about historically significant moments of our time and leave ready to implement this model in their own classrooms. **ECE, Elementary, Middle**

Willow McCormick is a primary level Teacher on Special Assignment in West Linn, Oregon. She is an Oregon Writing Project Consultant, a Library of Congress Civil Rights Institute Fellow, and a *Rethinking Schools* contributor.

**Activating My Democracy with Ultimate Civics: Our Future Is a Constitutional Right!**

“Our future is a constitutional right” is a lesson plan that explores how youth are using their rights to demand a stable climate. Designed as the last in a 6-lesson set, or civics cell, this lesson uses a relevant, timely example of youth using core liberties to demand climate justice for their generation and prosperity. It is a powerful lesson, as students want to understand what their peers are doing and how they can help. This lesson was developed in response to questions from middle school students: How did people my age turn climate science into a lawsuit? What can I do to support this? **Middle, Secondary**

Riki Ott directs two projects for the Earth Island Institute: UltimateCivics.org toward a healthy democracy; and AlertProject.org toward a healthy energy future.

**STEM Educating for Social Justice**

In this session, we will explore what STEM education for social justice can be. I will share work that I do with my 12th-grade students to introduce and personalize institutionalized racism and implicit bias as a jumping-off point for further discussion. Attendees can expect to gain clearer motivation, tools for overcoming challenges, ideas to try in their own educational settings, and a network of STEM educators with whom to continue this work. **Middle, Secondary, Parents, General**

Moses Rifkin is a physics teacher at University Prep in Seattle. He is committed to integrating social justice and equity into his work, and to creating spaces where other STEM teachers can do the same. This is his third presentation at NWTSJ.

**Leading for Social Justice in Divisive Times: Creating Critical Race Counter-stories for Northwest Educators**

This workshop engages participants in critical race counter-storytelling about their experiences following the 2016 Presidential Election. Participants will hear the stories of educators who encountered racism, xenophobia, and homophobia in their schools, and share their own experiences and brainstorm ways they can continue to advance social justice amid growing divisions and tensions across the Pacific Northwest, particularly among fellow staff and community members. These counter-stories are educative and transformative in today’s sociopolitical climate. **ECE, Elementary, Middle, Secondary, General**

Katherine Rodela, Kristin Huggins, and Sharon Kruse are professors at Washington State University Vancouver. While engaged in diverse research projects, their teaching focuses on school organizations, instructional leadership, and social justice leadership for equity in schools. They work in WSUV’s Educational Leadership Program, which has a strong focus on social justice and equity leadership and education.

**Teaching Japanese American Incarceration in the Intermediate Classroom (Grades 3-8)**

During World War II, 120,000 Japanese Americans were incarcerated on U.S. soil simply because of their race. This topic remains relevant today and is rarely taught at the elementary and intermediate level. This workshop
will help educators in grades 3-8 learn about developmentally appropriate resources and strategies for teaching this content. **Elementary, Middle**

*Abby Rotwein and Elissa Dingus* have each been working in Portland Public Schools for nearly a decade. They are currently teaching 4th grade at Lewis Elementary. They have been working on writing a 4th-grade Oregon Social Studies curriculum that more broadly represents the whole history of the state. This fall, the Oregon Council for the Social Studies named them 2017 Oregon Social Studies Elementary Teachers of the Year for the curriculum they wrote and taught on Japanese American Incarceration.

**Organizing for Equity in Schools and Society: Putting Values into Action Through Social Justice Unionism**

In this workshop, participants will have the opportunity to identify their core educational values and develop strategies for putting them into action through social justice unionism. Representatives from caucuses such as the Social Equality Educators (SEE) in Seattle will share insights from their collective work advocating for equity in schools and society. Participants will then have the opportunity to discuss and practice these strategies, developing a mock campaign that includes grassroots and union actions. **ECE, Elementary, Middle, Secondary, Parents, General, Education Advocates (Union, Grassroots)**

*Lauren Stark* is a doctoral candidate at the University of Virginia, as well as a Humanities and ELL educator at Cleveland High School in Seattle. *Darrin Hoop* is a high school Spanish teacher and a member of the Seattle Education Association, Social Equality Educators, and the International Socialist Organization.

**Socially Just Teaching Practices in Action: Fostering Student Voice and Agency**

This session will focus on five lenses and corresponding practices for socially just teaching: Stance, Identity, Agency, Access, and Relevance. Participants will examine and discuss classroom instruction to name and analyze strategic practices for developing socially just classrooms that create identity-safe spaces for learning, engage student voice, and provide tools for socially just learning and social action. Members of the Culturally Responsive and Socially Just Teaching Leadership Cadre from Seattle Public Schools will co-facilitate to share their practice and participants will have time for discussion, reflection, and application to the contexts of their own teaching. **Secondary**

*Laura VanDerPloeg* is a researcher, district leader, and national educational consultant whose work focuses on eliminating opportunity gaps through socially just teaching, the focus of her book, Literacy for a Better World: The Promise of Teaching in Diverse Classrooms. *Laura Lehni* teaches 8th-grade Social Studies at Washington Middle School in Seattle.

**Living in the Borderlands**

This workshop focuses on the complexity of our identities. Participants begin exploring borderlands and duality in various works of art with images chosen to broaden our ideas of what borderlands exist in our lives. Founded in the tenets of the Oregon Writing Project, this is a writing lesson. We will model how to read for content and style, how to lift the bones from mentor texts in order to inform our own writing. Each participant will write their own poem where they address a specific area of their life where they are negotiating their identity, inspired by Gloria Anzaldua’s “To live in the Borderlands.” **Middle, Secondary**

*Coco Vernon* is a 7th-grade Language Arts teacher from Portland. *Katy Alexander* is a middle school special education teacher from Portland.
Pipelines and People: A Role Play on the Dakota Access Pipeline
Participants will assume different roles to discuss the merits and drawbacks of the construction of the Dakota Access Pipeline. The role play will ask participants to confront the complex social reality of DAPL, which includes the history and contemporary status of Indigenous rights, the power of the fossil fuel industry, the support for pipeline infrastructure from organized labor, and the extent to which our government is protecting—or failing to protect—the land, water, and air. **Middle, Secondary**

**Ursula Wolfe-Rocca** is a social studies teacher at Lake Oswego High School in Lake Oswego, Oregon, and a frequent contributor to Rethinking Schools. **Andrew Duden** is a social studies and sustainable farming teacher at Lake Oswego High School.

Building Ethnic Studies: Lessons from Puget Sound to Portland and Beyond
There has been a growing Ethnic Studies movement in the United States. Regionally, this has included organizing and work to create Ethnic Studies classes and programs in urban centers and suburbs. In this panel discussion, Rethinking Schools editor and Portland teacher **Moé Yonamine**, Rethinking Schools editor and Seattle teacher **Jesse Hagopian**, and **Jeff Stone**—who is leading efforts to implement Ethnic Studies in Edmonds, Washington, will discuss their experiences in organizing for and teaching Ethnic Studies. The panel and discussion will be moderated by Rethinking Schools editor, **Wayne Au**, who is also co-editing a Rethinking Schools volume on Ethnic Studies.

Lunch: 11:45-12:30

Session #2: 12:45-2:15

Mathematics as a Democratic Activity
This workshop challenges the predominant narrative that describes mathematics as a predetermined system of algorithms written by white men. Instead, participants will uncover core axioms of math through small group problems requiring community decision making. Four classroom-tested activities often inspire students from underrepresented and marginalized groups in surprising ways. After each activity, we will ask and answer “Where’s the Math? Where’s the Social Justice?” Albrecht will also share rubrics and sample student work. **Middle, Secondary**

**Masha Albrecht** is a math teacher at Berkeley High School in Berkeley, Calif. She has been a math educator for over 25 years in urban schools and is a founding member of the Berkeley Schools Labor Caucus.

A Walk in the Hood: Using Neighborhood Maps to Find Topics for a Social Justice Op-ed
Students will create a neighborhood map as a prewriting idea to begin to find ideas and important issues from which they can draw for writing for social change. We will begin to explore the ideas based upon the people they encounter daily, the landmarks they see in their neighborhoods and some of the injustices they will inevitably be able to identify or hidden value they’d like to highlight. Using National Writing Project methods, we will take a few of the ideas further in preparation for writing a social justice op-ed. **Middle, Secondary, Parents, General, Teachers**

**Monica Avila** is an ELA teacher, National Writing Project Teacher Consultant, and English Education doctoral student who values social activism in both her personal and professional life.

Reading Cartoons: Talking About Race, Gender, and Power
In this workshop, participants will critique the mass media machine that continues to promote a vision of society fueled by the worship of wealth, the standardization of beauty and whiteness, and the glorification of those at the top at the expense of everyday people. Cartoons continue to promote stereotypes, even as they have moved forward in some respects. Many still promote heterosexual love stories as the norm, unattainable
women’s bodies as natural, violence as the way to solve problems, and wealth and power as the definition of success. **Middle, Secondary**

**Linda Christensen is a Rethinking Schools editor and the director of the Oregon Writing Project. Jayme Causey teaches Language Arts at Jefferson High School in Portland.**

### Home Language as a Human Right: Principles for Language Equity in the Classroom

What does it look like to truly welcome our students’ home languages in our classrooms? So often, children get the message in school that the only important language is English, while teachers are encouraged to either ignore students’ native languages or to treat them simply as a bridge to English language acquisition. Yet our classrooms can be spaces where multiple languages are honored and explored, whether or not we teach in bilingual programs. This workshop will provide concrete strategies for inviting all our students’ languages into our classrooms in a variety of meaningful ways, thereby fostering family and community involvement and equity among students.

**ECE, Elementary, Middle, Secondary**

**Grace Cornell Gonzales** worked as a bilingual elementary school teacher for nine years, *in the Bay Area and in Guatemala City. She is an editor at Rethinking Schools, and co-editor of Rethinking Bilingual Education.*

### When Gender Is at Stake: Creating an Educators’ Creed for Welcoming All Genders

Did you know that 82 percent of transgender youth report feeling unsafe at school? How can we, as educators, create safe spaces for everyone in our classrooms? In this workshop, we use picture books and podcasts to explore the different roles that people occupy when gender is at stake. Through writing and discussions, we will explore our own gender stories. The workshop culminates with participants writing an Educators’ Creed for Welcoming All Genders in the classroom.

**Elementary, Middle, Secondary**

**Mykhiel Deych** teaches language arts to freshmen at Grant High School in Portland. **Shannon Pate** teaches 3rd grade in Portland.

### Attending to Social-Emotional Learning for Our Most Vulnerable Students: Lessons from a Pilot Mentorship

Combining emerging practices in Social Emotional Learning (SEL), Paul created a pilot mentorship with male high school students who face significant challenges in life and at school that jeopardized their chances for success. This workshop will present the design and curriculum of this pilot and create an opportunity to explore ways to integrate this into your school or classroom. Curriculum topics include mindfulness, trauma-informed teaching/Adverse Childhood Experiences (ACE), and defining masculinity.

**Middle, Secondary**

**Paul Fischburg** is a secondary social studies teacher who has also practiced meditation and for decades has worked with men on social emotional growth.

### What Is Sanctuary? Building Bridges Between the 1980s Sanctuary Movement and Today

Across the country, school districts, cities, and counties are adopting sanctuary policies in response to the Trump administration’s increased immigration enforcement. But what is sanctuary? What does it mean, and where does the idea come from? How do we introduce this politically divisive and complex issue to our students? Through role play, reading, and creative writing, participants will explore the roots of the modern Sanctuary movement by reflecting on events from the 1980s. **Middle, Secondary, General**

**Jacque Fitzgerald** taught AVID and Humanities for five years at Parkrose Middle School in Portland and is a 3rd-year Language Arts teacher at Westview High School in Beaverton, Oregon. **Matt Reed** is a 2nd-year Social Studies teacher at Westview High School in Beaverton.
Parks and Gentrification
Gentrification is an issue that overwhelmingly burdens communities of color and poor whites. However, helping privileged students develop empathy for gentrification is a difficult task as their families are usually perpetrators or bystanders to this injustice. This lesson connects elite students to gentrification by exploring their own neighborhood parks. **Middle, Secondary, Language Arts**

*Maureen Fitzgerald* started her career as a middle school language arts teacher in an affluent Portland neighborhood. She currently teaches language arts at a high school in the same neighborhood. She is an Oregon Writing Project Teacher Leader and plays soccer for the Portland Thorns.

If My Mind Can Conceive It and My Heart Can Believe It, then I Can Achieve It: Learning from LatinX Scientists
LatinX Science-oriented students face a number of obstacles including few role models and mentors in STEM. Learning from LatinX scientists is a lesson plan that employs Teaching Tolerance’s new Social Justice Standards (SJS) to explore contributions of LatinX scientists as role models. Diverse fields of science are explored through short hands-on activities in groups of four. This is designed as a lesson plan for upper elementary students and models two of the SJS Anchor Standards (Identity and Diversity). **Elementary**

*Susana Y. Flores* is a teacher educator and former middle school teacher. She is proud to be a bilingual immigrant and mother.

All the Good Indians Killed Cowboys: Misportrayals of Native Identity in the United States
This lesson is designed to examine the history and popular culture presentation of Pocahontas, and how her life has been misportrayed. Students then look at contemporary uses of the Pocahontas myth. The lesson culminates in an editorial designed to use writing to interrupt misconceptions, misportrayals, and false narratives. **Secondary**

*Chelsea Hallam* is an English Language Arts teacher for grades 9-12 at Nixyaawii Community School in Mission, Oregon. She is an enrolled member of The Klamath Tribes. *Ian Twiss* is an enrolled member of the Sicangu Lakota Nation. In his second year as a teacher at Madison High School in Portland, Ian does his best to incorporate Indigenous pedagogy into social studies class, which can be a struggle being a rookie to the game.

Interior Monologue: Talking Back to the Legacy of Stereotypes of African American Women in Literature
This lesson was designed to disrupt disparaging historical portrayals of African American women in literature and history. It was crafted for the Language Arts and Social Studies classroom to help students examine stereotypes that emerge and overflow from history and literature into current events and to allow individuals the opportunity to write interior monologues to “talk back” to these stereotypes. **Secondary**

*Shawnté Hines* is an English teacher at Southridge High School in Beaverton, Oregon. *Natalie Labossiere* is a Social Studies teacher at Westview High School in Beaverton.

Accommodation Letters
Special Education students are often unaware of their IEPs and accommodations. Due to this, they struggle to self advocate and know/understand the difference between learning with accommodations and without accommodations. This tension can create frustration and impact learning within the classroom in multiple ways. Our workshop is an overview of four lessons we work through with our students on accommodation; it unites advocacy, social justice, and writing. **Secondary**

*Tara Jardine* is a Special Education teacher in Portland. She began her teaching career in New York City Public Schools. *Joe Martin* is a Special Education teacher in Portland. He began his teaching career in an alternative high school that focused on high need behavior interventions.
Teaching to a Future We Cannot Yet See
Keynote speaker Brian Jones will engage participants in a discussion about the themes he raised in the morning keynote talk. **General**

**Brian Jones** is an educator and activist in New York City. He taught elementary grades for nine years in New York City’s public schools, and is currently a doctoral candidate in Urban Education at the City University of New York Graduate Center. His dissertation research is the first scholarly study of the explosive 1960s student movement at Tuskegee University in Alabama. Brian has also contributed analyses of the politics of racism, social movements, and conflicts over schooling to several books, including *What’s Race Got to Do with It? How Current School Reform Policy Maintains Racial and Economic Inequality* and in a wide range of media, including MSNBC, Fox Business News, the New York Times Room for Debate Blog, Democracy Now!, Jacobin, the International Socialist Review, and a forthcoming article in the Journal of Negro Education.

Teaching Social Justice Through Role Play and Character Exploration
Participants will take on characters in a story taking place in the early 1900s as factory workers. They will work in groups budgeting for food and utilities. They will learn about the harsh conditions of factories and why unions have become so important in the working class. **Elementary, Middle**

**Michael Koopman** has been teaching 4th and 5th grade at Trillium Charter School in Portland for the past three years. This year he has stepped into an administrative role as the Head of Lower School.

Strengthening Our Continuing Journey: Keeping Educators of Color in the Profession
Today, fewer than 15 percent of teachers working in the nation’s public K-12 system are teachers of color. Research suggests that teachers of color have a higher percentage of turnover than their white colleagues. Now an annual tradition, this workshop seeks to create a venue for educators of color working within public K-12 schools to talk about experiences, successes, and struggles. A panel of working educators and pre-service teachers will be featured and share their experiences from the field. From there, the facilitators will collaborate with attendees to reach a consensus on strategies or shared work that educators of color can engage in to continue to be successful in their classrooms and schools. A goal for this workshop is to provide a space where educators of color can voice candidly their thoughts on diversifying the teaching profession. All are welcome to this dialogue. **Elementary, Middle, Secondary, General, Teacher Educators**

**Anthony Longoria** is NTT faculty in the Secondary Education department in the Woodring College of Education at Western Washington University in Bellingham. He teaches secondary teacher education courses. **Luis Escamilla** is an ELL teacher at Foster High School in Tukwila, Washington.

Dear Matafele Peinam: Using Poetry to Talk About Sacred Spaces
This workshop uses the poetry of Kathy Jetñil-Kijiner to help students connect emotionally to the topic of climate change. **Middle, Secondary**

**Michelle Nicola** teaches at Bridger School in Portland. Her article, “Teaching to the Heart: Poetry, Climate Change and Sacred Spaces” appeared in the Summer 2017 edition of Rethinking Schools magazine.

What Does “Whiteness” Look Like in Our Schools? How Do We Interrogate and Interrupt It?
This session is for participants who have previously explored the system of racism and white supremacy in our society. We will build on that knowledge by exploring what “whiteness” looks like in our schools and classrooms. To unpack whiteness in education, we will look at the attributes, expectations, and cultural norms at our schools and discuss how closely they resemble white cultural norms. We will then use individual and shared experiences to deepen our skills as anti-racist leaders, discussing ways to both model and communicate anti-racist behaviors, which interrupt and mitigate whiteness in our educational settings. **Elementary, Middle, Secondary**

**Fran Partridge** has worked in education for 34 years, as a director and mentor in early childhood, a classroom teacher in elementary schools, an instructional coach and mentor for elementary teachers, and has collaborated to develop the new Department of Equity and Race Relations as an equity and race relations specialist with Seattle Public Schools. She is now a national consultant with Racial Equity Consultants LLC.
Undocumented and Underserved: Learning How to Best Support Undocumented Students and Their Families

More than 11.5 million undocumented people reside in the United States, with uncertainty of their safety and future. Undocumented students and families live in fear of deportations and are often unable to access community services and education resources. Learn from undocumented folks the history of undocumented students, current events, and legislation, and how immigration intersects with education. After this workshop, you will leave with tools to support undocumented students and families. Secondary, General, District Staff, Community Based Organizations

Alejandra Pérez is an undocumented woman of color from Guatemala and a graduate from the University of Washington Bothell. Alejandra has an extensive background in organizing for social justice, running statewide conferences, and providing professional development to educators. Larissa Reza’s specialty is working with young people as a bridge to connect them to opportunities, with a focus on underrepresented immigrant youth and families, within the education and reengagement system.

Self-advocacy, Cultural Awareness, Social Justice, and Student Empowerment: A Student-led Conversation About Creating Positive Change in Our Schools and Communities

Students from Burlington-Edison High School will lead audience members through an interactive student led presentation designed to bring about a discussion surrounding the power of diversity and recklessness of assumption. The diverse student membership will challenge audience members to begin conversations designed to bring about positive social change in our schools. Elementary, Middle, Secondary, Parents, General

The BEHS Recruiting Washington Teachers program (formerly known as Latinos In Action) is in its 11th year of existence and consists of diverse Juniors and Seniors from Burlington Edison High School, in Burlington, Washington.

Place, Present, Politics, Perspectives, and Power: Recalibrating the Lewis & Clark Expedition in the Elementary Classroom

The purpose of this session is to complicate existing elementary curriculum about the Lewis & Clark Expedition by examining five critical orientations to rethinking the unit: place, present, politics, perspectives, and power. Participants will be introduced to the five critical orientations followed by participation in a 4th-grade lesson about place names. Workshop time will be designated for teachers to collaborate on re-imagining the Lewis & Clark Expedition unit through the five critical orientations. Elementary

Alison Schmitke is a teacher educator at the University of Oregon. She taught high school social studies and language arts for eight years. Her focus is on helping future teachers understand the role of teacher and student subjectivities in the classroom and how this informs teaching practice. Leilani Sabzalian (Alutiiq) is an Associate Professor of Indigenous Education at the University of Oregon. Her research examines the colonial context of Indigenous education in public schools and uses Indigenous and counterstorytelling methodologies to denaturalize those contexts in order to imagine and enact more promising alternatives. Jeff Edmundson is a former high school teacher, and recently retired after many years as director of the teacher education program at the University of Oregon.

The (Young) People’s Climate Conference: Teaching Climate Justice and Climate Science in Elementary School

Participants will take on the role of a participant in the “Peoples Climate Conference”—modeled after the 2015 UN Climate Conference in Paris 2015, but representing voices of “regular people” from around the world affected by climate change. We will discuss how to teach complex topics such as climate justice with elementary aged-students. The goal is for participants to leave the workshop with the resources to use this unit in their own classrooms. Elementary

After teaching elementary school in New Orleans for eight years, Rowan Shafer currently lives in Vancouver, BC, and is pursuing a Masters in Equity Studies in Education. Her article “The (Young) People’s Climate Conference” appears in the summer 2017 issue of Rethinking Schools.
Challenging the Dominant Narrative—Students Investigating Diversity in the Historical Record
Many historical resources are designed to deliver a coherent story about the past, but that carries the risk of skewing students’ understanding toward a simplified dominant narrative. By asking students to investigate the lived experiences of diverse individuals, we can enhance their historical understanding and empower them to: acknowledge the complex identity of our pluralistic nation; empathize with the lived truths in many different U.S. communities; and recognize the historical value of personal narratives. Secondary, General, Teachers of English Language Learners

Brian Tauzel has taught ESL and Civics to diverse English Language Learners for 10 years. He is working toward a doctoral degree on immigration, equity, and civics education at the University of Washington.

Resisting Deficit Pedagogy: Using Democratic Deliberation in High School Science and Social Studies Classes
Participants will learn how to engage students in democratic deliberation (DD) as a strategy for increasing student engagement and interest in civic participation. The session will include a brief summary of reasons for using DD with students, an overview of the DD process we have used, the chance to participate in a deliberative exercise, and the opportunity to talk with other teachers about how they might implement this practice in their own classrooms. Secondary

Lisa H. Weasel (lisaw@pdx.edu) is an associate professor in the Department of Women, Gender, and Sexuality Studies in the School of Gender, Race, and Nations at Portland State University in. Liza Finkel (lfinkel@lclark.edu) is a former Middle and High School Science teacher. She directs the Secondary MAT program at Lewis & Clark College in Portland, and is a member of the Rethinking Schools Science Submissions Committee.

Deconstructing the False Neutrality of STEM Pedagogy
Often, STEM education activities begin with a socially, politically, and culturally "neutral" context. This “color blind” mindset reinforces previous gender, racial, and cultural power structures. In this session, we deconstruct the bias in pre-existing pedagogical structures through a critical lens and redesign a windmill STEM activity to be culturally responsive. Elementary, Middle

Donna Webb is an assistant professor of STEM education at George Fox University in Newberg, Oregon, and writes science curriculum for Scholastic’s SuperScience magazine. She worked as a science educator for 20 years, equally dividing those years between the Houston and Beaverton school districts. Keelan LoFaro has worked as a science educator for more than 10 years in the San Francisco Bay area, New York City, and Washington, DC. She currently works as a teacher educator and is pursuing an EdD at Portland State University with a focus on culturally sustaining STEM curriculum and instruction.

Using Oral Histories to Examine Racism and Discrimination
This overview of Densho’s new teacher workshop uses oral histories (both historical and contemporary) and thinking routines to examine racism and discrimination in the United States. Middle, Secondary

Barbara Yasui does racial equity work as a Senior Trainer for the REACH Center for Multicultural Education and community organizing as a Senior Associate with Everyday Democracy. She volunteers for Densho and Kubota Garden. Sue Tripp is the director of the REACH Center for Multicultural Education. She volunteers for Densho and Talk Time, an ESL program at the Seattle Public Library.
Climate Justice Now—Implementing Portland Public Schools’ Climate Justice Resolution
In 2016, the Portland school board passed the most comprehensive climate justice policy in the country. It committed the school district to an ambitious program of professional development and curriculum development, drawing on the participation of people from “frontline” communities, with the aim of nurturing students as “activists and leaders for social and environmental justice.” Through activities and discussion, we will share stories from Portland’s first year of implementing its climate justice resolution. **General Moé Yonamine** teaches at Roosevelt High School in Portland and is an editor of Rethinking Schools magazine. **Tim Swinehart** teaches at Lincoln High School in Portland and co-edited A People’s Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis. **Bill Bigelow** is curriculum editor of Rethinking Schools magazine and co-edited A People’s Curriculum for the Earth.

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

**Rethinking Schools/NEA: Early Career Teachers Round Table Discussions**
Rethinking Schools and the National Education Teachers Association gathered a diverse group of social justice-minded early career educators to deepen their knowledge and practice of teaching for social and racial justice and develop their organizing capacities to promote such teaching in their schools, districts, and unions. The group has gathered again at our conference to talk about how early career teachers can address issues of race and social justice, refrain from over-committing, survive as the only teacher of color, navigate as an LGBTQ teacher, build understanding of SPED, and become part of and active in one’s union. Bring your questions and stories. **All Facilitators:** Katy Alexander, Emily Black, Zanovia Clark, Juan Cordova, Jayme Causey, Mychiel Deych, Stephanie Gallardo, Chelsea Hallam, Shawnté Hines, Julia Kirkpatrick, Natalie LaBossiere, Matt Reed, Jessica Stein, and Ian Twiss.

**Immigration 101**
During this Immigration 101 workshop, participants and a Northwest Immigrant Rights Project attorney will discuss immigration issues, including different types of immigration status, the removal (deportation) process, and paths to lawful permanent resident status (green cards). The workshop will also cover recent developments at the federal, state, and local level. The presentation will conclude with an overview of due process rights for immigrants and how educators and other allies can best advocate for immigrant students. **ECE, Elementary, Middle, Secondary, Parents, General**
**Kayley Bebber** is a staff attorney for the Northwest Immigrant Rights Project’s Family Unity Project, providing legal assistance to students enrolled in Seattle Public Schools and their family members on removal defense and other immigration-related matters. Prior to coming to NWIRP, Kayley was a staff attorney on Disability Rights Washington’s Amplifying Voices of Inmates with Disabilities (AVID) Jail Project. She earned her J.D. from Georgetown University Law Center and a B.A. from Cornell University.

**Follow the Money: Campaign Finance Simulation**
During the 2016 election cycle, the average cost of winning a Senate seat in the United States was $19.4 million dollars. The real question is this: Why is it so expensive to run for federal office and what does it buy? In this workshop, participants will take part in a simulation that explores current campaign finance laws, how corporations benefit from them, and the structural limitations of electoral politics as a vehicle for change and social justice. **Secondary**
**Chris Buehler** and **Alex Stegner** are Social Studies teachers at Lincoln High School in Portland.

**Teachable Moments: Looking at the Lack of Discussion on Racial Differences and Similarities in the Classroom Setting**
Studies show that as early as 9 months of age, children notice racial differences. In this Trump era of people outwardly making racist comments and implementing racist policies, we can’t ignore the impact of race on
children. Why are we as adults and educators so afraid of talking about race? In this workshop, we will have interactive stations, focusing on effective ways to improve our conversation with children on racial differences and similarities in the classroom. **ECE, Elementary, Parents**

**Kimberly Early** is an early childhood educator, an activist, and adjunct college instructor, and currently works in the Seattle Preschool Program as a coach. **Holly Lafferty** is a 5th-grade English Language Arts teacher at Martin Luther King Jr. Elementary in Seattle.

**Sharing Our Work: Writing About Science Teaching for Social Justice**
In this session participants will have the chance to identify science teaching experiences that could be used to generate publishable writing about their practice, become familiar with the features of *Rethinking Schools* articles about teaching science with a social justice focus, and work with other science teachers and session presenters to develop ideas for publishable articles about their science and social justice teaching experiences. **Elementary, Middle, Secondary**

**Liza Finkel** is Director of the Secondary MAT Program at Lewis & Clark College. Formerly she taught MS and HS science in southern Maine and St. Louis. **Gretchen Kraig-Turner** is a science teacher at Burlington-Edison High School in northwest Washington. She previously taught science and biotechnology at Jefferson High School in Portland. Both are members of the Rethinking Schools Science Submissions Committee.

**Landscapes of Belonging: Teaching About Race, Class, and Marginalization in Outdoor and Environmental Education**
The objective of this workshop is to invite participants’ critical awareness to create curriculum and learning activities that work against the limits and privileges afforded by cultural space as it applies to Outdoor and Environmental Education. Through a variety of activities, participants will learn about the historical foundations of the cultural construction of wilderness and the outdoors, examine its effects on curriculum, and brainstorm ways to address its implications. **Elementary, Middle, Secondary, Parents, General, Outdoor Education**

**Cecil Goodman** is the Director of the Wilderness Orientation program, and an Associate Faculty in Adventure Education at Prescott College in Arizona. She has an MA in Education with a focus on social justice in outdoor experiential education.

**#EthnicStudiesNowWashington: Expanding Ethnic Studies from Seattle to Olympia**
In a matter of months, the NAACP Ethnic Studies Committee successfully pressured Seattle Public Schools to commit to implementing ethnic studies throughout the district. But Seattle students are not the only ones who would benefit from ethnic studies. How do we spread this win across Washington? Learn from NAACP committee members about the strategies used in Seattle and explore together how to push our state legislature to follow suit. **All**

**Rita Green** is the education chair of the Seattle King County NAACP; **Tracy Gill**, **Jon Greenberg**, **Abraham Rodriguez-Hernandez**, and **Tess Williams** are all Seattle-based educators; and **Michael Peña** is a Mukilteo-based educator.

**Voices Rising to Change the World: Social Justice Poetry in High School and College Classrooms, and in Adult Settings**
Poetry serves to strengthen our support of high school and college students and adults in finding an authentic voice for speaking to injustice — war, forced migration, imprisonment, civil and human rights abuses. Participants will receive a packet of diverse poems written by well- and lesser-known poets, including young refugees and immigrants, and from current novels in verse. Participatory prompts will model how to elicit original poems of witness, protest, provocation, or call to action. **Secondary, General, College and Adult Settings**

**Merna Ann Hecht** founded and co-directs *The Stories of Arrival: Refugee and Immigrant Youth Voices Poetry project* at Foster High School in Tukwila, Wash. She is an essayist, poet, teaching artist and nationally known storyteller. She also teaches Creative Writing and Social Justice Courses for the UW, Tacoma.
Black Is Beautiful: Guiding Young Learners to Appreciate Black Culture, Contributions, and Color
What does social justice look like in a K-1 classroom? In this interactive workshop, participants will read age-appropriate literature to gain a positive perspective on Black people and Black contributions in our lives. Using models, participants will create their own writing pieces and have time to adapt the lesson to their own age group. **ECE, Elementary**

**Kara Hinderlie** is an early elementary teacher in Portland Public Schools, and a member of the Oregon Writing Project. Her article “Black Is Beautiful” appears in the fall 2017 issue of Rethinking Schools.

Beyond Opt Out: Expanding the Fight Against the Corporatization of Public Education
In the age of Trump/DeVos, Stand for Children, and ESSA, how do we build a stronger and more effective resistance movement? We will examine the role of school board elections, legislative lobbying, opting-out, testing alternatives, student, parent and teacher organizing and other strategies and tactics. Members of Oregon Save Our Schools, Badass Teachers, Angry Grandparents Against High-Stakes Testing, Parents Across America, and Community Alliance for Public Education will lead discussions on possible future community-based actions. **ECE, Elementary, Middle, Secondary, Parents, General, Students, Community members**

**Kathleen Jeskey** is a 6th-grade teacher in a Spanish dual immersion program, a co-founder of Oregon Save Our Schools, an Oregon union activist, and a member of the Board of Directors of the Badass Teachers.

**Roscoe Caron** taught middle school for 25 years and is a co-founder of the Community Alliance for Public Education (CAPE), in Eugene, Oregon. **Pat Eck** is a founder of Angry Grandparents Against High-Stakes Testing and Parents Across America Oregon. He is a former school teacher, counselor, director of special education, and principal.

Now More Than Ever: Recommitting to Anti-Bias Education
Now more than ever is the time to commit to anti-bias education with our children. We need the skills and framework and the curriculum and practice as educators, to support our young people in feeling good about themselves, curious and positive about people who are different than them, and to notice, name, and act when they see differences treated unfairly. **ECE, Elementary**

**Katie Kissinger** is an educator, author, and social justice activist. She is author of All the Colors We Are: the Story of How We Get Our Skin Color and a new teacher resource book, Anti-Bias Education in the Early Childhood Classroom: Hand in Hand, Step by Step, and a contributor to Rethinking Early Childhood Education.

Tribal Sovereignty Curriculum: Infusing Tribal History into Your Classroom Instruction with Ease
Participate in interactive lessons from the web-based “Since Time Immemorial (STI)” Tribal Sovereignty Curriculum aligned to the Common Core standards in English and language arts and mandated through SB 5433 (RCW 28A.320.170). Learn the guiding principles driving the curriculum, available resources including new lessons/pathways for grades K-3 and early childhood, and strategies to energize the teaching of history, social studies, contemporary world issues along with science, English, etc. We will also navigate the website and discuss ideas for infusing Native history, culture and government into classroom lessons with ease. **Elementary, Middle, Secondary**

**Laura Lynn** is contracted by the OSPI Office of Native Education (ONE) as the lead trainer to facilitate Since Time Immemorial tribal sovereignty curriculum trainings in Washington. She has been involved with the tribal sovereignty curriculum project for several years. Currently, she works with ONE to redesign the tribal sovereignty curriculum website. Laura serves as the Education and Equity Evaluation consultant with the Puget Sound Educational Service District, a regional education agency charged to support all districts in King and Pierce counties.
Empowering Females Through Literature

Through this workshop you will take a closer look at the roles and identities of female characters in popular children’s literature. You will walk away reflecting on book choices for your audience and inspired to write your own book about a rad woman. **Elementary, Middle, Secondary, Parents**

Lauren Magee has taught for several years in schools around the world. Currently, she teaches in a Spanish immersion Title I school in Portland.

Not Up for Debate: The Japanese American Incarceration and Redress Movement

This workshop will introduce a unit on Japanese American Incarceration and Redress that emphasizes the real reasons for incarceration, including racism, wartime hysteria, failure of leadership, and economic pressures. The unit starts with the Redress movement that helped bring about recognition of the unconstitutionality and wrongs of incarceration. Participants will act as members of the Commission on Wartime Relocation and Internment of Civilians to identify causes of and recommended remedies for the incarceration, using primary source documents and other resources. Participants will also have a chance to connect with each other about current lesson extensions and how this history links to today. **Middle, Secondary**

Sarah Heller McFarlane teaches History and Civics at Shorewood High School in Shoreline, Washington, and is an active participant in Puget Sound Rethinking Schools and NWTSJ organizing.

Teaching English Language Development with a Social Justice Lens

In this workshop, we will examine a 2nd-grade Neighborhood Justice Fighters unit that integrates language instruction. The unit fosters students’ ability to see themselves as change agents who can make their school and neighborhood a better place, and helps students practice English forms and functions in a meaningful context. It will serve as a model for planning your own social justice unit that incorporates language development. **ECE, Elementary, Middle**

Jill Nicola is an ESL teacher at Rigler Elementary School in Northeast Portland. She has eight years experience teaching in Dual Language Immersion elementary classrooms and has been working with multilingual and multicultural families for 18 years.

Secondary Social Studies: Rethinking Lewis & Clark with the Doctrine of Discovery

The purpose of this session is to challenge the textbook’s simplification of the goals Thomas Jefferson outlined for the Lewis and Clark expedition. Participants will be introduced to the Doctrine of Discovery followed by participation in an historical inquiry to answer the question: “What were Thomas Jefferson’s goals for the Lewis and Clark Expedition?” **Middle, Secondary**

Alison Schmitke is a teacher educator at the University of Oregon. She taught high school social studies and language arts for eight years. Her focus is on helping future teachers understand the role of teacher and student subjectivities in the classroom and how this informs teaching practice. Leilani Sabzalian (Alutiiq) is a Postdoctoral Scholar of Indigenous Education at the University of Oregon. Her research examines the colonial context of Indigenous education in public schools and uses Indigenous and counterstorytelling methodologies to denaturalize those contexts in order to imagine and enact more promising alternatives. Jeff Edmundson is a former high school teacher, and recently retired after many years as director of the teacher education program at the University of Oregon.

Classroom Simulations to Confront Privilege and Internalized Stereotypes

You will experience two interactive activities that you can take back to your practice. You will also engage in one way to set up the foundation for a classroom community dedicated to social justice work, pushing to recognize and challenge privilege and bias in our society and ourselves. One activity highlights internalized stereotypes, and the other simulates the effects of privilege conferred by race, gender, and wealth (and more). **Elementary, Middle, Secondary, Parents, General**

Math Lesson Sharing
The goal of this session is to bring together those who are already incorporating social justice into their math teaching, and those who want to learn how to do it. The session will include an overview of the field of teaching mathematics for social justice; small-group discussion, where participants will share curriculum they have used and brainstorm ideas for creating new ones; and a whole group Q&A at the end. **Elementary, Middle, Secondary**

Ksenija Simic-Muller teaches at Pacific Lutheran University in Tacoma. She is dedicated to bringing social justice into the mathematics curriculum at all levels.

The Great Disruption: Teaching the Migrant Crisis
Why do humans migrate? How do we explain and address the largest refugee crisis since WWII? Why are many countries unwelcoming to displaced people? As a case study and country of focus for a Fulbright seminar, the migrant crisis in Bulgaria will be given special focus. The workshop will discuss migration in a broader sense, not only addressing refugees from the Middle East and Africa, but also the massive “brain drain” in many countries of the youngest and brightest and the profound effects demographically, economically, educationally, and politically. **Secondary, General**

Renee Stern has been an ELL and social studies educator for more than seven years. She recently completed a Fulbright program in Bulgaria and Greece to study the migrant crisis.

Teaching Blockadia: How the Global Movement Against Fossil Fuels Is Changing the World
This workshop will focus around a role play, inspired by Naomi Klein’s book and film, *This Changes Everything*, which highlights the hopeful struggles of anti-fossil fuel activists around the world—fighting extraction on Indigenous lands in North America, struggling for fairer and cleaner development in India and China, leading the divestment movement on college campuses, and building clean, community-controlled energy systems in Germany and the United States. **Secondary**

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

Standing with Undocumented Youth: Hope, Fear and What You Can Do
Hope and fear are daily realities of undocumented youth and their families. As racial tensions rise and anti-immigrant laws and policies proliferate, our students need informed allies more than ever. This workshop presents an overview of what it means for our students who are threatened by deportation: the lived reality, the laws and rights that support them, what real sanctuary looks like, and what you can do as an educator, advocate and activist. **Secondary, General**

María Timmons Flores is an Associate Professor in the ELL / Bilingual Education Program at Western Washington University in Bellingham. She directs the BRIDGES project and Pathways to Teaching, both designed to support (im)migrant and bilingual students to succeed in school and consider careers in education. Both programs feature culturally sustainable and critical approaches—valuing language and culture as a human right as well as understanding and pushing back against systemic barriers that limit academic and life opportunities.

Teaching COINTELPRO: Using Documents to Understand the FBI’s War on the Black Freedom Movement
U.S. textbooks tell us that the Black Freedom Movement “floundered” in the late 1960s due to a loss of leadership, struggle-fatigue, and the primacy of the Vietnam War in U.S. politics. Understanding the scope and tactics of the FBI’s illegal campaign against the Black Freedom Movement helps students of history achieve a more satisfying and accurate picture of this era and of the U.S. government’s responses to the activists who defined it. **Secondary**

Ursula Wolfe-Rocca is a social studies teacher at Lake Oswego High School in Lake Oswego, Oregon, and a frequent contributor to *Rethinking Schools.*
Some Huge Thank Yous!

Special thanks to the dedicated volunteers who helped make this conference happen:
Folks from Puget Sound Rethinking Schools, Seattle Social Equality Educators, the Oregon Writing Project at Lewis & Clark College, Portland Association of Teachers, Critical Educators Collective, and Rethinking Schools magazine.

For making the space happen:
A huge thank you to the folks at Chief Sealth International High School, including Principal Aida Fraser-Hammer for her support of the conference and the use of this site. Thank you to head custodian Kirk Keeling for his assistance, and to the Chief Sealth educator volunteers — especially Paul Fischburg, Heather Griffin, Matt Baudhuin, and Ian Golash.

Thanks to our community and national partners:
Thanks to the College of Education at University of Washington Seattle for printing. Thanks to Kevin Marshall for maintaining our conference website www.nwtsj.org. Thanks to Roberta Lindeman for being volunteer coordinator. Thanks to Rethinking Schools magazine for co-sponsoring this conference and for the incredible work they do to keep social justice teachers connected.

Thank you to our keynoter Brian Jones, for traveling from New York City to educate and inspire us.

Thank you to several of our area teacher unions for providing us with publicity and/or fiscal support; this helps us offer a subsidized price for students: Portland Association of Teachers, Oregon Education Association, Washington Education Association and the Seattle Education Association.

Special thanks to businesses who donated food, drinks, or supplies, and/or supported us with reduced prices so that we could nourish our bodies and spirits throughout the day: Chaco Canyon, Einstein’s Bagels, Eltana Bagels, Equal Exchange Coffee and Tea, Fran’s Chocolates, Grand Central Bakery, Grateful Bread (NE Seattle), Great Harvest Bakery (West Seattle), Little Rae’s Bakery, Pho Aroma, Tall Grass Bakery, Tony's Organic Produce, and West Seattle Produce.

Thank you to Ink Brigade Screen Printing (Portland) for offering us reduced-price T-Shirts to support the conference.

Thank you to the tabling organizations and vendors in our Resource Fair, workshop presenters, volunteers, facilitators, and all those who helped make this day possible — especially super-organizer, database expert and year-round volunteer Elizabeth Barbian.

And, of course, a huge thank you to all conference attendees! Thank you for your dedication and commitment. Thank you for your service and care. If not for you, there would be no conference.

We hope to see you next year in Portland!