

# 8th Annual Northwest Teaching for Social Justice Conference



## Rethinking Our Classrooms, Organizing for Better Schools

**Saturday, October 17, 2015**

**8 am - 4:45 pm**

**Chief Sealth International High School**

**Seattle, Washington**

**Keynote Speaker: David Stovall**

**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](http://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](mailto: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](mailto: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*, *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](http://www.rethinkingschools.org) for more information. Please subscribe.

**Welcome to the  
Eighth Annual Northwest Teaching for Social Justice Conference:  
“Rethinking Our Classrooms, Organizing for Better Schools”**

**Saturday, October 17, 2015**

<b>Check-in, workshop sign up, Resource Fair, food &amp; drink</b>	<b>8:00-9:00</b>
<b>Opening and Welcome: Keynote Speaker: David Stovall “We Still Need to Trouble the Water: Race, Revolution and the Struggle for Quality Education”</b>	<b>9:00-10:00</b>
<b>Workshop Session #1</b>	<b>10:15-11:45</b>
<b>Lunch/Regional Meetings (if interested), Resource Fair</b>	<b>11:45-12:30</b>
<b>Workshop Session #2</b>	<b>12:45-2:15</b>
<b>Workshop Session #3</b>	<b>2:30-4:00</b>
<b>Special Sessions:</b>	
<b>Social Justice Teaching: What Does It Mean and How Do We Do It?</b>	<b>4:10-4:45</b>
<b>Education Activism: Where Do We Go from Here?</b>	<b>4:10-4:45</b>
<b>Clean up party for all</b>	<b>4:30 +</b>

*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 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.*

### **My Baby Rides the Short Bus: Equity Tools for Use in Creating and Auditing School Policy**

Begin to create an understanding of the common policy barriers for students with disabilities and their families. Work to construct a tool for avoiding those common barriers and to address equity in existing policies and practices. **Elementary, Middle, Secondary, Parents**

*Yantra Bertelli is a co-editor of the book, My Baby Rides the Short Bus. She is an educator working in special education and has four children, including a step-son significantly impacted by multiple disabilities. Sarah Talbot is a co-editor of the book, My Baby Rides the Short Bus. She is an administrator working in public schools and has four children, including a son significantly impacted by multiple disabilities.*

### **What Is It Like to Live in an Occupation? A Lesson from the Palestine Teaching Trunk**

This lesson will help high school students understand what an occupation is and how it impacts people. Using a special card deck, we will write an empathy prose poem from the perspective of a Palestinian living under Israeli occupation. Then we will read and discuss testimonials from Israeli soldiers. This lesson can be applied to the many past and present occupations occurring around the world. The cards and lesson are downloadable for free from [www.palestinett.org](http://www.palestinett.org). **Middle, Secondary**

*Linda Bevis has been a high school history teacher and an international human rights lawyer living and working in the Occupied Palestinian Territories. She is a vegan, a mother, and an activist.*

### **Rhythm and Resistance: Teaching Poetry for Social Justice**

This workshop will demonstrate practical lessons for using poetry to build community, understand literature and history, talk back to injustice, and construct stronger literacy skills across the content area.

#### **High School, General, Teacher Education**

*Linda Christensen taught high school for almost 40 years and is Director of the Oregon Writing Project at Lewis & Clark College in Portland. She is an editor of Rethinking Schools magazine, and author of Reading, Writing, and Rising Up and Teaching for Joy and Justice. Her most recent book is Rhythm and Resistance: Teaching Poetry for Social Justice, which she co-edited.*

### **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 teaches middle school in Portland Public Schools.*

### **East of 82nd**

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 a Language Arts teacher at David Douglas High School in Portland where she has taught for the past 10 years. Erin Bray has taught Language Arts in the Portland area for 11 years and currently teaches at David Douglas High School.*

### **Seattle Strike, Forward!**

For the first time in 30 years Seattle educators went on strike for the schools Seattle's students deserve, and for the working conditions and compensation they deserve. After five days on the picket lines—supported by close to 100 percent of SEA members, parents, families and community, including Seattle City Council, King County Labor Council and the NAACP—the tentative agreement was reached. This panel of education activists discusses the organizing strategy, the groundswell of support, the gains and compromises made, and next steps for educational justice. **Elementary/Secondary/Parents/Community**

**Doug Edelstein** teaches history at Nathan Hale High in Seattle. He is a member of the Seattle Education Association (SEA) Board of Directors, an active member of Social Equality Educators (SEE), and served as picket captain for his zone during the SEA strike this fall. **Kayla Barr Graham** teaches ELL at Hamilton Middle School in Seattle. She is a SEA representative and was picket captain for her school during the strike. **Eliza Rankin** is a parent of a 1st grader in the Seattle Public Schools. She is a co-founder and active member of Soup for Teachers, a grass roots movement that supported educators during the SEA strike and will continue their mission by advocating for positive change across the Seattle school district. **Andy Russell** is a 4th-grade teacher at Dearborn Park Elementary in Seattle. He served as a member of the SEA bargaining team, is a member of the SEA Board of Directors, and an active member of SEE. **Marian Wagner** is a 4th-grade teacher at Salmon Bay K-8 in Seattle and an elementary district lead science teacher. She also served on the SEA bargaining team, is SEA director of Prof. Growth & Evaluation joint committee with SPS, and is a SEE supporter.

### **How To Get Your Voice Heard: A Protest and Synthesis Unit**

Participants will receive an overview of and participate in a protest and synthesis unit using sources from the Egyptian Revolution of 2011, the Black Lives Matter movement, the Black Panther Party newspaper, and more. Participants will get a resource packet and opportunity for online collaboration. **Secondary**  
**Rachel Eells** and **Heather Robison** are both ELA teachers at Garfield High School in Seattle, and involved in organized resistance to high stakes standardized testing. This unit provides one possible alternative through performance-based assessment made relevant to students' lives.

### **Rigor: Recapturing An Oppressive Concept**

Rigor is the current word and concept du jour of the neoliberal school reform set. It is being used to squeeze out teacher autonomy, social and racial justice education, critical approaches to schooling, and the connection between students' school and home lives. Teachers report an inability to resist dominant definitions of the term. This workshop will unpack the term and discuss ways to recapture the term to allow for a more just and critical education for children. **Middle, Secondary, Parents**

**Brian Gibbs** was a social studies teacher at Theodore Roosevelt High School in East Los Angeles, California for 16 years. He is currently a graduate student at the University of Wisconsin, Madison.

### **Discussion: A Case Study of the Race Curriculum Controversy in Seattle Public Schools**

In 2012, the Seattle School Board passed the 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 this unit? How can educators protect themselves and the classroom as a safe forum for understanding race and challenging racism? Listen to teachers who resisted the district's action, a battle that lasted through January of 2015. Find out how the story ultimately concluded and where we should go from here.

#### **General**

**Jon Greenberg** is an award-winning public high school teacher in Seattle and Contributing Writer for *Everyday Feminism*. **Gerardine Carroll**, a National Board Certified Teacher, has 26 years of experience in both Catholic and public schools. In addition, she served as an adjunct instructor for six years in the School of Education at Seattle University. **Susan Stahl** has taught for 15 years, mainly Language Arts, in both Chicago and Seattle. She is also a doctoral student in the College of Education at the University of Washington.

### **Black Students' Lives Matter**

Corporate education reformers use the language of civil rights and social justice in order to pursue a profoundly racist agenda for the nation's schools, including closing schools in Black and Brown neighborhoods, using standardized test scores for tracking, and more. In this workshop Black students and teachers will advocate for a vision of how to make Black Lives Matter in the schools. **Secondary, General, Black Lives Matter activists** *Jesse Hagopian* teaches at Garfield High School in Seattle where he serves as the Black Student Union adviser. He is a *Rethinking Schools* editor.

**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 fists, 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 middle and secondary classroom. **Middle/Secondary** *Chris Hawking* is an Oregon Writing Project coach and works as a high school language arts teacher and instructional equity coach in the North Clackamas School District.

### **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. Research suggests that teachers of color have a higher percentage of turnover than their white colleagues. 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. The facilitators will collaborate with attendees to come to a consensus on strategies or shared work that teachers of color can engage in to continue to be successful in their classrooms and schools. A workshop goal is to provide a space where teachers of color can voice candidly their thoughts on diversifying the teaching profession. This workshop also continues the conversation and work undertaken in last year's NWTJSJ session. All are welcome to this dialogue. **Elementary, Middle, Secondary, General** *Anthony Longoria* is a PhD candidate in multicultural education at the University of Washington, Seattle. He is a former high school humanities teacher. *Luis Escamilla* is an ELL/social studies teacher at Foster High School in Tukwila, Wash. He also serves on an equity committee for his district.

### **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. **Elementary, Middle** *Willow McCormick* is a 2nd-grade teacher in West Linn, Oregon. She is an Oregon Writing Project Consultant, a Library of Congress Civil Rights Institute Fellow, and has written about social justice in the primary grades for *Rethinking Schools*.

### **Developing an Equitable Learning Environment: Children Who Are Visible, Validated, and Valued**

This workshop will support teachers in their goal of equitable outcomes for all children by examining the ways children are made Visible, Validated, and Valued in the learning environment. Participants will be invited to reflect, deepen their knowledge, and strengthen their skills to build culturally responsive and inclusive environments. **Elementary (K-3)**

*Nnenna Odim* has worked with young children for 10 years as a classroom teacher and researcher. She works with elementary school teachers to support a balanced and holistic classroom environment that incorporates anti-bias themes. *Charlotte Jahn* worked for the Washington State Department of Early Learning before retiring. She was a member of the Culturally Relevant/Anti-Bias Leadership project organized by Louise Derman-Sparks. In Seattle she continues to work on social justice and equity projects with adults in preschool and school-age programs. As an educator and activist, **Fran Davidson** infused classes she taught at Pacific Oaks College Northwest, Seattle Central College, and the University of Washington with issues of diversity and

*social justice. As a member of the Seattle Culturally Relevant/Anti-Bias Leadership group, The Work of European Americans as Cultural Teachers (We-Act), and The Praxis Institute for Early Childhood Education, Fran presented at the White Privilege Conference and the National Association for the Education of Young Children. She co-authored, with Ann Pelo, That's Not Fair! A Teachers Guide to Activism with Children.*

### **Home Visits: A Tool for Fostering Family Engagement and Developing Educators' Cultural Awareness**

Home visits are a powerful way to build positive and respectful relationships between families and school staff. Perceptions are altered and cultural competency is increased when educators step into their communities and engage families as co-educators. If you are interested in promoting meaningful family involvement, building trust between the school and the community, and getting to know your students of all ages in a deeper way, this session is for you. **Early Childhood Education, Elementary, Middle, Secondary, Parents**  
*Aubrey Pagenstecher has been teaching early childhood students in a Title I school for 10 years.*

### **Collective Decision Making that Puts Students & Families in the Center**

In this workshop, we will demonstrate the purpose, supports, and resources that can bring about change for ELL, immigrant and/or refugee families in our schools. Decisions in school are often made without these important voices due to language barriers, cultural or political experiences with schools, or lack of information. Participants will go through an activity where they will understand and be able to define collective decision making. They will participate in an activity that visualizes the need to be inclusive in decision making from all levels and the need to bring about different perspectives into the decision making practice. It is vital to support *all* families in inclusive decision making practices to support academic, language and social emotional development that prepare students to be first generation college and career ready. **General; ELL, refugee, and immigrant supports**

*Concie Pedroza is principal of the Seattle World School. Seattle World School is the first high school established to meet the unique needs of ELL, immigrant, and refugee families serving students speaking 38 languages. Pedroza is working with her staff through SWS's Family Engagement Action Plan to support all families. Ruel Olanday is the program coordinator at Seattle World School. Olanday has worked at Seattle World School to guide student leadership and create connections through community-based partnerships such as Vietnamese Friendship Assoc., ReWA, Coyote Central, and Jack Straw.*

### **STEM Teaching for Social Justice**

Teaching for social justice can be integrated with teaching STEM; in fact, the two can deepen one another. Traditional presentations give students a false impression of STEM disciplines and their practitioners and often exclude students from traditionally underrepresented groups. What role can STEM teachers play in teaching for equity? We will discuss the unique challenges that we face and work together to identify short- and long-term steps toward integrating social justice into our classrooms. If possible, please bring a cell phone or laptop to this workshop. **Elementary, Middle, Secondary, Parents, General**

*Moses Rifkin has taught high school physics at University Prep, a private school in Seattle, since 2005. He is committed to working for equity and social justice and hopes to be part of conversations about how that can happen in STEM classrooms.*

### **Mathematical Modeling for Social Justice**

Mathematical modeling can help teachers incorporate culturally responsive and social justice-oriented contexts into their practice. In this workshop, we will describe mathematical modeling activities that help students analyze issues of fairness, community concerns, and civic engagement, and which we have used in our own teaching and work with teachers. We will discuss pathways to creating social justice-oriented modeling problems, and give participants the opportunity to begin to create modeling problems to use with students. **Elementary, Middle, Secondary, Teacher Educators**

*Ksenija Simic-Muller is a mathematician and teacher educator at Pacific Lutheran University in Tacoma. Her work with teachers primarily focuses on incorporating issues of equity and social justice into mathematics teaching. Julia Aguirre is a mathematics educator at the University of Washington Tacoma with 20 years of*

*teaching experience in both formal and informal settings. Her work focuses on culturally responsive mathematics teaching and making mathematics meaningful and relevant to children.*

### **From Comprehensive to Inclusive: Queering Sex Education**

Learn how to create a safe environment that makes sexuality education accessible to *all* students no matter who they are. Comprehensive sex education commonly excludes individuals from the trans, queer, and intersex communities. Increase your cultural competency and make a difference. **Middle, Secondary**

*For more than a decade **Shambricia Spencer** has worked with youth focusing on sexuality, diversity, social justice, and reproductive justice. Her work focuses on the intersectionality of social justice issues and how they affect access to reproductive health care and sexual decision making and behaviors. **Maggie Rich** is a Sexuality Educator and Teen Council facilitator from Planned Parenthood of the Great Northwest. They have acted as a mentor, trainer, educator and facilitator for both youth and adults in a variety of settings including schools, community groups, support groups, professional trainings and conferences. **Mercedes Klein** works as a Youth Development Specialist leading programs that give students opportunities to develop critical thinking skills, promote self-knowledge, and support informed decision making.*

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

Do you teach at an affluent school or work with a predominantly white student body? How and what are your students learning about social justice? What should they be learning? Teaching for social justice with a privileged population presents a range of unique challenges and tensions. Come to this session to share your experiences and learn from others while exploring how a curriculum model for educating activist allies can be adapted to your school or classroom. **Elementary, Middle, Secondary**

***Katy Swalwell** is an Assistant Professor of education at Iowa State University. She is the author of *Educating Activist Allies: Social Justice Pedagogy with the Suburban and Urban Elite* (Routledge 2013).*

### **Teaching Blockadia: How the Movement Against Fossil Fuels Is Changing the World**

This workshop will focus around a role play, written to highlight themes in Naomi Klein's book and film *This Changes Everything*. The activity engages students in exploring 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. **Middle, Secondary, Community**  
***Tim Swinehart** teaches social studies at Lincoln High School, in Portland and is co-editor, with Bill Bigelow, of *A People's Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis*.*

### **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 how 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 policies and legislation (DACA, DAPA and The REAL HOPE Act), this workshop will provide ways that we can work for real hope now! **Secondary, General, Advocates**

***Maria Timmons Flores** teaches in the ELL/Bilingual Education Program at Western Washington University. 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.*

### **The Magic of the Drum Beat: Hip Hop and Cultural Diffusion; Why Does It Matter Now?**

This workshop introduces participants to an experiential learning program from the Obo Addy Legacy Project, based on the work of the late Ghanaian Master Drummer Obo Addy. Expanding the project's repertoire as an arts-based music program, participants will consider the ways that cultural diffusion influences global connections using specific examples from Ghana and the United States. Participants will experience Ghanaian

Kpanlogo style drumming, then explore how African sounds and movements diffused into global Hip Hop.

**Elementary, Middle, Secondary, Parents, General**

*Tasha Triplett is the Obo Addy Legacy Project's lead arts-based music program teacher and curriculum specialist. Based in Portland, she is involved in several art education based projects that seek to explore the intersections between race, gender, identity, history, and culture through a Black Diasporic lens.*

**Speak Your Truth: A Pedagogy of Voice and Choice**

Helping youth develop their voice in school is a critical element in building self esteem for those whose voices traditionally go unheard, and can make school a meaningful place for creating active, engaged learners and community members. Look beyond canned food drives and student elections to activities and projects that create critical consciousness, empathy, and most importantly help students develop their voice as young people who matter. In this workshop, participants will use several writing strategies to develop personal voice, and will learn frameworks for building group voice on a community wide level. **Middle, Secondary, Parents**

*Erica Viray Santos is the Coordinator of the Social Justice Academy at San Leandro High School, where she's taught for seven years. She has taught Ethnic Women's Studies and Asian American Studies classes, and has more than 10 years of experience in grassroots community activism that has informed her teaching, which is rooted in social justice, critical pedagogy, and a desire to create equal access and positive reform. Ari Dolid has taught for 14 years, is a co-founder of the Social Justice Academy at San Leandro High School, where he has taught English Language Arts since 2005, and is the Tech Coordinator for the Bay Area Writing Project.*

**Empowering Students in Assessment Practices: A Rationale and Strategies for Reconsidering the Student's Place in the Assessment Process**

No Child Left Behind and its aftermath have built an environment in which assessment and high stakes tests are increasingly something Done To students for the benefit of outsiders, who would pretend to evaluate students, programs, and teacher performance. This workshop focuses on practices that enable teachers and students alike to take back assessment practices to empower and engage students in looking at their own learning and enhancing their own skills and knowledge. **Elementary, Middle, Secondary**

*Maika Yeigh and Howard Yank are secondary cohort leaders and instructors at Portland State University in the Graduate Teacher Education Program (GTEP). Maika has taught middle school, high school, and adult learners in the Portland area for more than 20 years. Howard is a former high school teacher and instructional coach, and has taught in a variety of urban settings and dual language programs, as well as in international schools in Mexico, Costa Rica, and Chile.*

**Lunch: 11:45-12:30**

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

**Mirror & Lens: Opening up Culturally Responsive and Social Justice Spaces to Make Mathematics Meaningful**

How do you make K-5 mathematics lessons meaningful, culturally responsive, and social-justice oriented? In this session, teachers discuss a set of lesson design tools and math examples that reflect student experiences (mirror) and promote critical analysis of their worlds through mathematics (lens). Participants will leave with tools and resources to help plan lessons that connect to children's experiences, engage community and family, and examine issues of fairness. **Elementary**

*Julia Aguirre is a mathematics educator at the University of Washington Tacoma with 20 years of teaching experience. Her work focuses on culturally responsive mathematics teaching and making mathematics meaningful and relevant. Amanda Shagren is in her third year teaching 5th grade in a diverse school in the south Puget Sound region. She is passionate about teaching in a way that connects to her students' lives and communities. Jana Holcombe is a fourth-year kindergarten teacher in Tacoma. She strives to connect*

*mathematics with the experiences of her students and their families. Moriah Aiken teaches 1st grade in University Place, Wash. She is committed to learning from her students and engaging families to help her teach.*

### **Latino Students in NW Schools: How to Remove Invisible Fences**

This workshop explores the multiple barriers to higher education for Latino children in Northwest schools. We will examine the history of the Latino population in the Pacific Northwest, share common barriers that Latino students face, and share strategies for eradicating barriers, including how to set up a confidential scholarship program for undocumented students at your own school. **Middle, Secondary, Parents, General, Latino community members**

*Pedro Anglada Cordero comes from Barceloneta, Puerto Rico. He earned his Master's Degree in Social Work through the Child Welfare Partnership between Portland State University and the Oregon Department of Human Services. He works as a Program Coordinator for Portland Public Schools. Susan Anglada Bartley teaches at Franklin High School in Portland. She earned her M.Ed from PSU and was awarded an NEA Human and Civil Rights award in 2013.*

### **Prison Labor Cycle: Players in a System**

From the White House to correctional facilities to your underwear drawer, this workshop examines the injustices of the prison labor system in the United States. In the workshop, we will construct the prison labor cycle and learn about the players involved. Participants will read articles and first-hand accounts to build understanding of the thoughts and actions of the government, corporations, prisoners, and consumers.

#### **Secondary, Community**

*Camila Arze Torres Goitia and Eliana Machuca are social studies teachers at Madison High School and Jefferson High School in Portland.*

### **How Will We Feed the World? A Workshop on 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 so-called developed world. In this workshop we'll explore a number of participatory activities to get students thinking about hunger, food, farming, and justice. This will demonstrate classroom-tested activities that help students think about the corporate approach to food and agriculture—and grassroots alternatives that address hunger, climate change, public health, forced migration, etc. **Secondary, General**

*Bill Bigelow is the curriculum editor of Rethinking Schools magazine and is the co-director of the Zinn Education Project. He is co-editor, with Tim Swinehart, of A People's Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis.*

### **Making Schools Safe for LGBTQ Students**

Too often, schools are not safe places for LGBTQ students. This session examines how educators can build both school and classroom spaces for students to be their full selves. We will discuss what has worked at Grant High School in Portland, hear the stories of others, and create plans to take back to our schools and classrooms.

*Carol Campbell is principal of Grant High School in Portland. She taught high school science for more than 20 years and is an Oregon Writing Project consultant.*

### **The 100% Human Project: Student Voices on Diversity and More Inclusive Schools**

Last year, 8th graders at Seattle's Hamilton International Middle School rallied around friends struggling with transgender and sexuality identities at school. Wanting to broaden the conversation to include racism and other issues, these leaders started the 100% Human Project to discuss and problem-solve diversity-related topics as a school community. Using lessons learned, student leaders and a teacher ally will facilitate this interactive workshop, offering educators practical and self-reflective strategies to create more accepting, inclusive classrooms and school cultures. **Secondary**

*Savannah M, Meghan S, Marcus L, Magdalena P, Lydia M, Zoe F, Katherine C, and Chloe V were 8th grade students last year when they created the 100% Human Project. They continue to care about social justice issues and are planning on implementing the 100% Human Project at their current high schools, which include Ballard, Garfield, Ingraham, and The Center School. Jenni Conrad has taught 6-12th grade Humanities across Seattle Public Schools, leading students and staff in leadership development, global education, field studies, and interdisciplinary partnerships. She serves on the Seattle Education Association Board of Directors and teaches at Middle College High School.*

### **Early REACH (Respecting Ethnic and Cultural Heritage): An Early Childhood Approach to Multicultural Education**

Our Early REACH training addresses diversity and equity issues through developmentally appropriate practices. This expanded version of REACH focuses on the early years, birth to age 8 and is for educators who want to explore and create early learning experiences that empower, honor, and value human diversity. **Early Childhood Education, Elementary**

*Masa DeLara has worked as an educator, facilitator, and trainer in early childhood education, culture and diversity awareness, Adverse Childhood Experiences (ACEs) and resiliency, and trauma-informed environments. She has worked with the Ferndale School District since 2006. Julie Mauermann has been a teacher, co-teacher, and co-learner with young children for more than 25 years, working with infants, toddlers, preschoolers, kindergarteners, and their caregivers. The settings have been co-op preschool, non-profit organization, college child development center, and school district.*

### **White Fragility**

White people in the United States live in an insular, racially privileged social environment that lowers our stamina for racial stress. I term this lack of stamina “White Fragility,” which triggers a range of defensive moves including argumentation, invalidation, silence, withdrawal, and claims of being “attacked” and “unsafe.” This workshop will overview white fragility and provide the perspectives and skills needed for white people to build their racial stamina and develop more racially just interactions. **General**

*Robin DiAngelo is a former Associate Professor of Education and the Director of Equity at Seattle Senior Services. She is the author of What Does it Mean to Be White? and writes and speaks on whiteness and race relations.*

### **From the Streets to the Classroom: How Teaching #BlackLivesMatter Challenges Institutional Racism**

In May, 2015, a group of counselors, teachers, administrators, and students in Eugene, Oregon, organized a series of educational events inspired by the #BlackLivesMatter movement. Called to action in response to the one-dimensional media portrayals of police brutality and violence experienced by African Americans in communities such as Ferguson and Baltimore, this group provided a counter-narrative and historical context to students and community members, and, in doing so, encountered a host of obstacles revealing the institutional resistance to education that challenges long-held beliefs about racism. Facilitators will share the planning, curriculum, resistance met, and the long-term commitment to personal and institutional transformation that can result when teaching that #BlackLivesMatter. **Secondary, General**

*Leah and Rena Dunbar are identical twins, multi-racial, and long-time educational activists in the Eugene, Oregon 4j school district. They hold Courageous Conversations with high school students, exploring the ways in which our histories, identities, stories, and personal relationships intersect. Kevin Summerfield is an equity and diversity coordinator and serves as liaison between students and families of color and the school, is an advocate for social justice, and is a facilitator for CFEE (Coaching for Educational Equity), the African American Rites Of Passage Program at LCC.*

### **Table Talks: Teaching Speaking and Listening Skills in Small Group Discussion to Foster Social Justice in Secondary Humanities Classrooms**

One of the keys to building a socially just society lies in our ability to create a safe space for dialogue. Equally important is our ability to seek understanding while we listen carefully to others and speak our truth especially when we hold differing beliefs or perspectives. Participants attending this workshop will learn about and

practice a small group discussion method that seeks to teach students speaking and listening skills through participation in dialogue on a social justice topic where students intentionally prepare and speak from different perspectives. Participants in this workshop will walk away with the tools to conduct table talks in their classrooms. We will learn this method by engaging in a table talk using texts about the first (1948) Arab-Israeli War. **Middle, Secondary**

*Paul Fischburg is a social studies teacher at Chief Sealth International High School. Before becoming a teacher, Paul had a 25-year career in community development. He is a recipient of the 2015 Philip B. Swain Excellence in Education Award.*

### **Teaching with Radical Love: A Critical Race Approach for Engaging Students in the Struggle for Justice**

Do you and your adolescent students seek a more compassionate and harmonious community? Do you grapple with ideas like microaggression, tokenism, and the differences between being an ally and being an advocate? If so, this workshop focusing on radical love will help to unpack these ideas, and provide frameworks to apply them in your own communities and contexts, making these typically “invisible” violations not only visible and obvious, but carefully scrutinized, re-worked, and eliminated. **Middle, Secondary**

*James Gambrell is an adjunct professor of ESOL and critical multicultural education at Portland State University. With a student-centered emphasis, Anita Bright, Assistant Professor at Portland State University, works with other committed educators to make school a more safe and equitable experience for all students and their families.*

### **What Does It Mean to Be Smart in a Math Classroom?**

Participants will engage in a math activity that will serve as the basis for conversations around what it means to be smart and who can be successful in mathematics. Traditional classroom structures exclude many students from engaging in and appreciating math. We will analyze how lesson format and the teacher’s role can expand what it means to be smart, and how attention to status can disrupt the traditional beliefs of who can be successful. While the conversations will be based on math classrooms, the strategies and concepts are applicable and relevant to all subjects. **Middle, Secondary, General**

*Karen Gunn has been a math teacher in Seattle at Garfield High School for 10 years. Jess Griffin has been a math teacher in Seattle at Garfield High School for nine years.*

### **What Happened to the Water? Unpacking the History of the Klamath Basin Water Catastrophe**

The Klamath River drains thousands of square miles in northern California and southern Oregon on its way to the Pacific Ocean. Recent droughts killed thousands of fish, turned off the faucet for ranchers, and brought the fight over water back into headlines. But the struggle has a history. Colonialism, industrial agriculture, extreme exploitation, hydroelectric dams, and other pressures on the water system all laid the ground for the catastrophic droughts of today. In this session we will work through interactive strategies that help students unpack how the natural and human resilience of the region was unravelled. We will also learn about brave activists and coalitions working to restore balance and justice in the basin. **Elementary (3 to 6)**

*Mark Hansen teaches at Lewis Elementary School in Portland. He is co-editor of the Rethinking Schools book, Rethinking Elementary Education.*

### **Organizing Substitute Educators**

Are you a substitute educator? Have you ever been a sub? Maybe you’ll be a sub when you retire. How can substitute educators organize successfully to build strength and solidarity with other subs and full-time educators so they can fight effectively for their rights and the rights of their students? **Substitute educators, Union activists**

*Peter Henry has taught in Seattle for several years, the last three as a substitute teacher. He is president of the Seattle Substitutes Association, a department of the Seattle Education Association.*

### **Awareness to Action—Poverty Issues in Schools**

The daily demands of curriculum design and classroom teaching often take away from our ability to reflect on the situations of our students and their basic needs. This workshop will give teachers time to reflect, and to look

with a gentle gaze on what might be going on with their students who may live in poverty. After awareness comes action: We look forward to sharing ideas and perspectives. Reflection on poverty issues will lead teachers to more inclusive strategies that can really make a difference for kids living in poverty. **Elementary, Middle, Secondary, General**

*June James is a learning support teacher at an inner city school. She is a member of the Surrey Teachers Association Anti-Poverty Committee in British Columbia. Julia MacRae is a long time union activist in Surrey, and a high school English teacher.*

### **#EquitableAnalysis—Textual Analysis for All Students**

This workshop focuses on bringing equity to textual analysis within writing-based classrooms. We examine how to activate student knowledge through the use of #hashtags and classroom crowdsourcing. Educators participate in three rounds of group analysis, utilizing #hashtags and building off group “aha” moments to generate analytical writing samples.

*Tara Jardine is a Special Education teacher supporting students in grades 9 and 10 at Madison High School in Portland. Prior to that, she taught Special Education in Brooklyn, New York at Middle School 50. Maurice Cowley teaches language arts at Madison High School. He is an Oregon Writing Project Teacher Consultant.*

### **Uncovering the Roots of the Race-Based Wealth Gap**

This workshop explores the historical and contemporary public policy decisions that have created a race-based wealth gap. Participants will explore three key questions: What is the race-based wealth gap? Why does it exist? What can we do to remedy it? This workshop models a series of inquiry, reading, and writing activities I used to help my middle school students uncover the roots of the wealth gap. **Middle, Secondary**

*Katharine Johnson teaches 8th grade at Irvington School in Portland. She is co-director of the Oregon Writing Project and is active with Portland Area Rethinking Schools.*

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

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

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

### **Slam! Finding Lost Voices**

Interactive. Poetical. Social Justice. This workshop will use the National Writing Project methods, some of the best slam, as well as student and teacher slams, to guide you through a fast poetry lesson. How do you get students to use emotional honesty? Ask. How do you get them to share? Demand it. Leave with a hundred great links, a thorough unit plan, and some of your own writing inspired by the young people we’ll hear. **Middle, Secondary, Parents**

*Dylan Leeman, parent, slam poet, and 12-year teacher at Grant High School in Portland is an Oregon Writing Project Teacher Coach and a Portland Association of Teachers Advocate. Russ Peterson is a 16-year English and history teacher, a veteran of Jefferson HS in Portland, and an Oregon Writing Project Summer Institute alumnus. Rachel Peri is a senior at Grant High School and has twice represented GHS in competitive slams. She is a senior mentor and an actor. Alex Rae Wright, also called Simon, is a trans, neurodivergent LGBTQ+ teenager who tries hard to be a social justice activist, and to always keep an open mind. A founding member of “St. Ockley” Slam, along with Jessica Clark, they have been writing poetry and stories for as long as they can remember.*

### **Civics, Social Justice, and Nonviolent Direct Action: Rebels with Causes**

This workshop will demonstrate lessons from a unit on nonviolent direct action that teaches a radical civics grounded in an analysis of power and discerning strategy for social change and social justice. The unit complements teaching of history that recognizes that there are and have been deep forms of injustice,

oppression, and inequality, and that the most significant changes have almost always come from below, from organized grassroots and social movements.

***Hyung Nam** teaches social studies at Wilson High School in Portland and is a former member of the Rethinking Schools editorial board. **Sylvia McGauley** teaches social studies at Reynolds High School in Oregon, and has written for Rethinking Schools and the Zinn Education Project. She was formerly co-director at the War Resisters League/West. **Chris Buehler** teaches social studies at Lincoln High School in Portland, and is co-author of “Food, Farming, and Justice: A Role Play on La Via Campesina,” in the Rethinking Schools book, A People’s Curriculum for the Earth.*

### **Activism Through Music**

Music touches the heart and feeds the soul. Creating lyrics to well known songs that speak to our issues helps draw people in and get them involved! In this session, participants will learn about how the BAT Chorus came to be, the process for creating the songbook and then will begin the process of re-writing their own lyrics so they too can experience the power of protest through music. **General**

***Becca Ritchie** and **Amy Hepburn** are two of the organizers for the Washington Education Association Chorus, which has evolved into the BAT Chorus. They have both walked in marches, picket lines, and led rallies. **Becca** has taught middle school for 25 years. **Amy** is an elementary counselor in the Highline School District.*

### **Hometown—Illuminating Injustice/Celebrating Humanity**

Myrlin Hepworth’s music video “Hometown” simultaneously celebrates the magic within a community, focusing on the human thread that weaves communities together. At the same time, he illuminates injustice and tragedy within those same communities. This workshop examines the juxtaposition of images and words to communicate meaning, illuminate injustice, and celebrate humanity. Participants will collaborate to create image/word collages to highlight what they love and also hope to change in the world. **Middle School, High School**

***Charles Sanderson** teaches at Wellness Business and Sports High School in Woodburn, Oregon. He is a founding member of SlamBoo, a Slam poetry collaboration that brings together students from rural, urban, and suburban Oregon.*

### **Teaching with Primary Sources: The Incarcerations of Japanese Americans in WWII**

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

***Susan Tripp** was a teacher and professional development specialist in South Carolina for 28 years. Now living in Seattle, she serves as the director of the REACH Center for Multicultural Education and is a volunteer educator with Densho: the Japanese American Legacy Project. **Barbara Yasui** is an early childhood and multicultural education specialist with K-12 and community college experience. She consults with the REACH Center for Multicultural Education and is an associate with Everyday Democracy. She is also a volunteer educator with Densho: the Japanese American Legacy Project.*

### **Restorative Listening On Opting Out**

The Restorative Listening Project is based on the principles of Restorative Justice, which says that only when those most impacted are heard, acknowledged, and efforts have been made to repair the harm, can the community be made whole again. Once the following questions are answered—What happened? Who was harmed? How were they harmed? and How can the harm be repaired?—we can identify ways to move forward. This workshop will bring together facilitators and two perspectives from parents on opting out of high stakes standardized tests and how that conflict breaks down around class and race. This workshop is an opportunity to use the restorative listening model for parents and teachers to tell their stories and be heard. **Elementary, Middle, Secondary, Parents, General**

*Sheila Warren* is the founder of Portland Parent Union and has been active in parent advocacy for more than 20 years. PPU is the founder and facilitator of the Restorative Listening Dialogue. *Linea King* has been an ESL teacher in Portland schools for more than 15 years and is a facilitator of Courageous Conversations as well as support for PPU Restorative Listening Dialogues. *Siobhan Burke* is a parent advocate in Portland.

### **Teaching the 2015 UN Climate Change Conference**

All eyes will be on Paris this November when world leaders gather for COP21, the United Nation's Climate Change Conference. This workshop will take participants through a series of lessons and activities that prepare students for taking a stand on the United States' role in formulating a universal, legally binding climate agreement. We will discuss strategies for teaching about climate change and we will simulate a document-based speech-writing project. **Middle, Secondary**

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

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

### **Science Belongs To All of Us: Decolonizing Science Teaching and Learning for/as Social Justice**

Decolonization undoes colonialist mindsets where dominant peoples and cultures are deemed legitimate authorities over others. How science is presented in schools often reflects these colonizing, neoliberal, patriarchal, and white supremacist values. This workshop uses critical lenses to share stories, strategies, and educational acts of social justice within science education that work toward decolonization by reclaiming science as something that legitimately belongs to and works with historically marginalized communities in ways that combat oppression. **Elementary, Middle, Secondary, General**

*Jean Aguilar-Valdez* has taught science and science education for more than 10 years at the middle school, high school, and higher ed levels. She is now an assistant professor of science education at Portland State University, working with schools, organizations, current and future teachers, and communities of color to make science a more equitable space where science is a means toward social justice.

### **Resisting Oppression: Analyzing Different Forms of Resistance During the Holocaust**

Centered on a lesson designed to fit into a unit on the Holocaust, WWII, or Comparative Genocide, this workshop addresses how both Jews and non-Jews resisted the Nazis on a spectrum from violent to non-violent actions and shows students that there are many ways to resist oppression in their lives and communities. This lesson is designed with scaffolds and supports for ELLs and SPED students. **Middle, Secondary**

*Olivia Bauman* received her BA and MAT from Lewis & Clark College in Portland, and now teaches World History, Sheltered World History, and Government/Economics in the San Francisco Bay Area.

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

In this workshop participants will reflect on acts of justice, examine 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—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 Education, 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* is a 4/5 blend teacher at Irvington School in the Portland Public School District. She also works with Youth with Disabilities, volunteering at Portland's East Capernaum.

### **Silenced and Sentenced: Examining Black Male Adolescents' Experiences in White Schools**

As the past year has made clear through a number of highly profiled incidents of police violence against Black Americans, Black adolescents have reasons to question whether U.S. society recognizes that their lives matter. Participants in this workshop will interpret scenarios of Black male adolescents in local schools and collaborate to identify and practice strategies aimed at rewriting the script to make social justice an explicit component of the educational experiences of Black male adolescents. **Elementary, Middle, Secondary**

**Rashanah Botley** is a graduate student in the University of Washington Bothell School of Educational Studies. She has been a program director for community college support programs, providing services to first-generation college students and students of color, and coordinating outreach efforts for middle school and high school students. **Karen Gourd** is a teacher educator at the University of Washington Bothell. She is the faculty coordinator for the English Language Learners Endorsement Program and teaches classes in research, adolescent development, and curriculum development. Social justice, equity, and inclusive multiculturalism are primary components of Karen's courses and scholarship.

### **Recruiting Washington Teachers: Creating Positive Change Through Education and Service**

This workshop focuses on a service-based learning program that provides leadership opportunities to students through service and education. Students from Burlington Edison High School's Recruiting Washington Teacher's 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, RWT students become role models and demonstrate the power of enacting change through service. At the end of the session, the audience will have an opportunity to talk with the students about the program. **Early Childhood Education, Elementary, Middle, Secondary, Parents, General**  
**Burlington Edison High School's Recruiting Washington Teachers** program is in its 9th year of existence and consists of a diverse group of Juniors and Seniors from Burlington Edison High School.

### **Cleaning Up the Border: Turning Pain In Power**

This workshop examines the poisonous consequences of maquiladoras built on the border between the United States and Mexico, and how women from both sides of the border organized to demand a clean up of toxic waste. Participants will learn about an important struggle for environmental justice, and "meet" some of the *promotoras*, Mexican women who work as community and workplace organizers. We will focus on a number of writing strategies that bring these issues to life for students. **High School, General, Teacher Education**  
**Linda Christensen** taught high school for almost 40 years and is Director of the Oregon Writing Project at Lewis & Clark College in Portland. She is an editor of *Rethinking Schools* magazine, and author of *Reading, Writing, and Rising Up* and *Teaching for Joy and Justice*. Her most recent book is *Rhythm and Resistance: Teaching Poetry for Social Justice*, which she co-edited.

### **Building an Opt-Out Movement in Your Community**

What are the steps in building an effective opt-out movement in your community? What are the challenges and strategies in organizing parents, students, teachers, and community members? What is the role of the local teacher's union? How do you secure funding? How do you utilize social media and local news media? Members of Oregon SOS, Parents and Teachers Together, Oregon BATs and others, and Eugene-based CAPE, and Parents Concerned About Testing will share their experiences. **Parents, Teachers, Students, Community Members, General**

**Emily Crum** and **Kathleen Jeskey** are Oregon public school teachers and founding members of Oregon SOS. **Roscoe Caron** taught middle school for 25 years and is a co-founder of the Community Alliance for Public Education (CAPE) in Eugene. He currently teaches in the University of Oregon College of Education.

### **Transformational Strategies to Create a Democratic Classroom**

How do we teach democratically in an autocratic system? What happens when we address and transform the power dynamics inherent in age-ism? You will gain practical ways to integrate: Friere's popular education, Theatre of the Oppressed, and democratic pedagogy—enabling your students to enter as learners and leave as leaders. You learn: class meetings & agreements; content based community building; class jobs, and how to

build a learning community that moves beyond Age-ism—where teachers and students become co-leaders.

### **Middle, Secondary**

*Christopher Fontana* taught 16 years in public schools. He was selected as Antioch Alum of the Year 2007 and won the 2011 Seattle University Redwinged Leadership Award. He co-founded and has been Executive Director of Global Visionaries (GV) since 1999.

### **From Personal to Social: Social Justice Is Us**

We will explore how social justice issues in our students' lives connect with wider social justice issues. The teacher goal is to assist students in gaining awareness of these issues and empower them to use their experiences to successfully move forward personally and socially. We will use a variety of strategies to assist students in expressing and sharing individual needs in order to positively connect with the community and the world. This workshop gives teachers an opportunity to share and support each other in dealing with the complex social injustices students bring to the classroom. **Secondary, General**

*Maureen Geraghty* has worked as a high school teacher for 25 years, mostly in alternative school settings. She is also a parent and a writer. *Terry Panowicz* is a high school counselor and has worked in a variety of student settings. She currently works at Reynolds Learning Academy in Oregon as a counselor and teaches a parenting class for teen mothers and fathers.

### **Eliminating Privileged Enrollment Tracking in Public Schools—How to Provide Equity and Access for the Historically Marginalized Student**

A traditionally Black school in the heart of the Central District of Seattle became a hotbed of problems and issues as it absorbed a public Montessori choice program. The “school within a school” model created two demographically different enrollment tracks, leaving equity behind, creating de facto segregation in a Seattle Public School. This workshop will sort through the access issues that exist with public school choice enrollment tracking and how one school staff responded and worked against the inequities.

### **Early Childhood Education, Elementary, Middle, Parents, Administrators, City Officials**

*Danielle Guzmán* is a K/1 teacher at Leschi Elementary, instructor for the Seattle Teacher Residency, WAKids trainer, and serves on the Leschi Elementary Equity Committee & Instructional Leadership Team. *Brynnen Ford* is a faculty member at Seattle University, as well as Data Coach and parent at Leschi Elementary. Her research focuses on the experience of white/Euro-American school principals negotiating racial conflict.

### **A Human Face on War: Poetry and Art Created by Young People Who Have Suffered War's Consequences as Part of Teaching Toward Peace for High School Students**

Images and poems created by young people who have experienced war can be a powerful tool for peace education. These real world examples help high school students empathize with the trauma caused by war. Workshop activities will demonstrate how poetry and visual art can serve as springboards for engaging students in their own creative writing to deepen their understandings of war's complexities and consequences and to motivate them to consider more humane forms of co-existence. **Secondary, Parents, General, ELL Teachers, Poets, Writers, High School and College Students**

*Merna Ann Hecht* founded and co-directs the *Stories of Arrival: Youth Voices Refugee and Immigrant Poetry Project* at Foster High School in Tukwila, Wash., one of the most language-diverse high schools in the country. She also teaches Humanities and Creative Writing at the University of Washington, Tacoma. As a teaching artist, published poet and essayist and award-winning storyteller Merna's teaching and writing focus on the meeting places between community, art, and social justice.

### **Femicides: An Activism Poetry Lesson About Gender Crimes in Ciudad Juárez**

Since 1993, amid the drug war's bloodshed, the Mexican border city of Ciudad Juárez has been shaken by the disappearances of teenage girls and young women. Officials have few leads. Many of these women work at U.S.-owned transnational corporations or maquilas. Little has been done to prevent violence against women as officials neglect to bring their perpetrators to justice. We asked our students to bring awareness to this haunting problem with their own voices. **Secondary**

*Kimberly Hoffman Kanof and Camila Arze Torres Goitia are social studies teachers at Madison HS in Portland.*

### **Tribal Sovereignty Curriculum: Infusing Tribal History into Your Classroom with Ease**

Teaching about Tribal sovereignty and history has been challenging until now. This web-based curriculum is locally based, accurate and reliable, endorsed by OSPI and Tribes, easy to access, and easy to integrate into existing units and lessons. **Elementary, Middle, Secondary, General, Librarians, Museum specialists**  
*Laura Lynn currently serves as the Education Consultant for the Puget Sound Educational Service District's Native Education Program. She is a primary trainer on and contributor to the Tribal Sovereignty Curriculum.*

### **Dear Matafele Peinem: Teaching Environmental Justice Through Poetry**

How can we teach students about environmental justice in a way that speaks to their hearts, minds, and hands? This workshop centers around the poetry of Kathy Jetnil-Kijiner, a Marshallese poet and speaker at the 2014 UN Climate Summit. Participants will learn how to use Jetnil-Kijiner's work to access their own stories about the places we hold sacred. They will also learn how to help students create poetry filled with personification and emotion. **Middle, Secondary**

*Patricia Montana is a Spanish Language Arts and Social Studies teacher at Valor Middle School for the Woodburn School District, Woodburn, Oregon. A native of Colombia, Patricia studied Journalism at the University of La Sabana and worked as a reporter to advocate for social justice. Michelle Nicola is a Spanish World Language and English Language Arts teacher at Bridger Middle School in Portland. She was a recipient of the 2014 Teaching Tolerance Award for Excellence.*

### **How the System of White Supremacy Shows Up in Our Schools Every Day**

White privilege and implicit bias define how white people walk through the world daily. In our society, being white is seen as "normal." This workshop will explore how our schools are set up to serve the norm of whiteness, how we can begin to notice all the ways that we subconsciously participate in perpetuating white cultural norms in our schools, and how we can begin to dismantle them. **General**

*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 most recently as an equity and race relations specialist with Seattle Public Schools.*

### **Who Do They Say I Am? Talking Back to the Data About School Demographics and Performance**

Our cities, neighborhoods, and schools have reputations based on data collected for purposes of sorting, ranking, and categorizing. Teach students to recognize they are more than what the data says. A reasoned response comes with understanding the sources, collection, and analysis of data. We will look at "official" high school data collected by schools and cities, and compare it with data students/teachers collect about their own school and students. We will talk about the kinds of data available when we ask our students about themselves. **Middle, Secondary**

*Susan Pfohman is a secondary math teacher with Portland Public Schools and a participant in the Oregon Writing Project. Her focus is on bringing social justice issues to the mathematics classroom an mathematics to social studies and language arts.*

### **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 Wellness Business and Sports High School in Woodburn, Oregon. He is a founding member of SlamBoo, a Slam poetry collaboration that brings together students from rural, urban, and suburban Oregon.*

### **Anti-Racist Curriculum in a Mostly-White Classroom: How Do We Know if It's Working?**

White students learning anti-racist curriculum often exhibit defensiveness, shame, meritocratic perspectives, and savior mentalities. Such group dynamics can create a threatening atmosphere for students of color. In this workshop, we explore a framework for understanding student learning relative to anti-bias curriculum, and weigh examples of work produced by a mostly-white freshman English class at the end of a six-week anti-racism unit. **Middle, Secondary**

***Lisa Sibbett** taught Social Studies and English for nine years at the secondary and higher education levels, including, most recently, at Issaquah High School in the affluent suburb of Issaquah, Wash. She currently coaches pre-service social studies teachers at the University of Washington, where she is pursuing a PhD in critical transnational civics education, with a focus on developing activist ally consciousness among privileged youth. **Sooz Stahl** has been teaching Language Arts at Ballard High School for eight years and taught in Chicago for seven years prior to moving to the West Coast. She is a PhD student in multicultural education at the University of Washington, focusing on interactive theater as a method for creating dialogue about power and oppression in mostly-white schools.*

### ***We Still Need to Trouble the Water: Race, Revolution, and the Struggle for Quality Education—Continuing the Conversation***

Keynote speaker David Stovall will expand on themes that he addressed in his morning's keynote talk on social justice in education, and engage participants in discussing how these issues connect to our classrooms, schools, and communities in the Northwest. **General**

***David Stovall** is Associate Professor of Educational Policy Studies and African American Studies at the University of Illinois at Chicago. His scholarship investigates four areas: 1. Critical Race Theory; 2. concepts of social justice in education; 3. the relationship between housing and education; and 4. the relationship between school and community stakeholders. In an attempt to bring theory to action, he has spent the last 10 years working with community organizations and schools to develop curriculum that addresses issues of social justice.*

### **Testing, Charters, and Strikes, Oh My!: Resisting Corporate Education Reform in Seattle and Beyond**

The Seattle area has been a hotbed of education activism in recent months, including significant victories in the defense of democracy and public education. In this panel discussion and conversation, local education activists Dora Taylor, Jesse Hagopian, and Wayne Au will talk about the local movement to opt out of high-stakes testing, the political gains earned during the Seattle educators' strike, and the recent Washington State Supreme Court ruling declaring charter schools unconstitutional here. Local strategies as well as implications and nation connections will be discussed. **Early Childhood, Elementary, Middle, Secondary, Parents, General**

***Dora Taylor** is co-editor of the Seattle Education blog, founding member and president: Parents Across America, co-author of Digital Networking for School Reform and Left Behind in the Race to the Top: Realities of Education Reform, Featured Writer of The Progressive's Public School Shakedown, League of Women Voters of King County Board Member and League of Women Voters Education Committee member. **Jesse Hagopian** is an editor of Rethinking Schools magazine, a history teacher and co-adviser to the Black Student Union at Garfield High School. He is also the editor of, and contributing author to, More Than a Score: The New Uprising Against High-Stakes Testing, a founding member of Social Equality Educators (SEE), a recipient of the 2012 Abe Keller Foundation award for excellence and innovation in peace education, and won the 2013 Secondary School Teacher of Year award and the Special Achievement Courageous Leadership award from the Academy of Education Arts and Sciences. **Wayne Au** is an associate professor at the University of Washington Bothell and an editor of Rethinking Schools magazine.*

## **Special Sessions—4:10 – 4:45**

**Special Session: Social Justice Teaching: What Does It Mean and How Do We Do It?**

What did you learn in the conference that you will take back to your classroom? What does social justice mean to you? How do you think about your curriculum and social justice? This after-conference session invites K-12 teachers to talk about and share how social justice influences their curriculum and create definitions for "social justice teaching" based on the keynote and workshops from the conference. *Attendance at this session is required for all those taking the conference for Lewis and Clark College credit. All conference participants* **Lynne Gardner-Allers** is a social studies teacher at Cleveland High School in Portland Public Schools. In addition to teaching for 15 years in PPS, she is currently working on her doctorate degree in Education Studies at the University of Oregon.

### **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 editors **Wayne Au** and **Jesse Hagopian**, along with former RS editor and Portland teacher **Hyung Nam**, and Reynolds (Oregon) Education Association president, **Emily Crum**, 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?