

2nd Annual Northwest Conference on Teaching for Social Justice



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

**Saturday, October 3, 2009 9am-4pm
Washington Middle School- Olympia, WA**

Keynote Speaker: Ira Shor

Sponsored by: Puget Sound Rethinking Schools, Tacoma Coalition X, Olympia Educators for Social Justice, Portland Area Rethinking Schools, and *Rethinking Schools* Magazine.

Rethinking Schools in the Pacific Northwest: The folks who created this conference

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

Seattle Area: Puget Sound Rethinking Schools (PSRS)

Puget Sound Rethinking Schools is a group of educators, parents, and concerned community members. We embrace the principles embodied in RS 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.

PSRS meets in Seattle at the Mosaic Coffee House in Wallingford. Our next meeting is XXXX 6:30 P.M. If you would like more information, we communicate on a yahoo group. To subscribe, send an email to: psrs-subscribe@yahogroups.com

You can also contact PSRS by emailing either of the people below:

Sarah Heller McFarlane- shmcfar@earthlink.net OR Ken Rubin- rubinken@yahoo.com

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

For over 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 their website: www.portlandrethinkingschools.org

Contact Bill Bigelow at bbpdx@aol.com to be added to a Portland-area global justice email list.

Olympia/Tacoma Area: Olympia Area Educators for Social Justice.

Olympia Educators for Social Justice meet on the third Friday of each month during the school year at Traditions Cafe on Water Street in downtown Olympia. We structure our meetings as follows: 1.) Check-in 2.) Choose a focus or two for conversation/problem-solving/resource sharing; 3.) Announcements. Generally, we have over an hour for the discussion portion of our meeting. Meetings run from 4:30 until about 6:00. For more information, email Jana Dean at jdean@reachone.com.

Tacoma Area: Tacoma Coalition X

Tacoma Friday Club meets every other Friday in Tacoma to discuss issues of social importance in education. Meetings run from around 5:00p.m.-7:00 p.m. For more information, contact Ian McFeat at imcfeat@msn.com.

What is Rethinking Schools?

Since its founding in 1986, Rethinking Schools has grown into a nationally prominent publisher of educational materials, with subscribers in all 50 states, all 10 Canadian provinces, and many other countries. It remains firmly committed to equity and the vision that public education is central to the creation of a humane, caring, multiracial democracy. While writing for a broad audience, Rethinking Schools emphasizes problems facing urban schools, particularly issues of race. Throughout its history, Rethinking Schools has tried to balance classroom practice and social policy. It is an activist publication, with articles written by and for teachers, parents, and students. Rethinking Schools articles and books also address key policy issues, such as vouchers and marketplace-oriented reforms, funding equity, and school-to-work. See www.rethinkingschools.org for more information. Please subscribe!

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

Saturday October 3, 2009

Check-in, workshop sign up, Resource Faire, food/drink **8:00-9:00**

Opening and Welcome: **9:00-10:00**
Keynote Speaker: Ira Shor

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

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

Lunch/Regional Meetings (if interested), Resource Faire **11:45-12:30**

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

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

Please help us leave Washington Middle School in beautiful condition, and move the classroom back to its original seating arrangement after session #3- the map of the room should be taped to the wall near the door. And consider staying a few minutes after the conference to help us with general cleanup. Thank you!

Workshops

Note: Please refer to the separate handout to determine when and where workshops will take place. Please sign up for the workshops and attend only those workshops.

A Pedagogy of Ecology: Nurturing Children's Relationship to Place

David Sobel writes that "One transcendent experience in nature is worth a thousand nature facts." This bold statement will be our departure point, as we examine the values and practices of place-based teaching and learning. We'll explore differences between place-based learning and environmental education, and consider principles for nurturing children's relationship to place. **Early Childhood**
Ann Pelo worked for sixteen years at Hilltop Children's Center, a full-day childcare program in Seattle. Her current work is focused on practices to connect children to the natural world, and on sustainable farming and foodways.

DID WE DISCUSS A TITLE CHANGE FOR THIS?

Barriers and Access to Educational Equity: What Immigrant Families Want Teachers to Know

This workshop highlights key issues of access and equity for immigrant students and families through stories told by these families. It allows participants to experience a wide range of issues, to think about how these stories connect to their students' experiences and identify ways that they can become advocates for students and families within and beyond their classrooms. It also models and names methods of supporting academic language for ELL. **7-12**

Maria Timmons Flores is an Assistant Professor of Bilingual Education / TESOL at Western Washington University whose research and teaching center on language, culture, and teaching for social justice.

Be The Change: Where in the World are We Going & What can We do About It?

Educators can energize their global, environmental, social justice & sustainability studies with Be the Change, a "big-picture" experience for students, teachers, parents and community members. Learn how you can use this flexible symposium (2-6 hours) to explore three of humanity's major concerns: environmental sustainability, social justice, human wellness through four inquiries: Where Are We? How Did We get Here? What's Possible for the Future? Where do We Go From Here? **General**
Mike Seymour has for 17 years been President & Director of The Heritage Institute, a progressive program of continuing education for teachers. He is also author of Educating for Humanity: Rethinking the Purposes of education published by Paradigm Publishers in 2004.

Biology and Race

This workshop introduces basic knowledge of genetics, heredity, phenotype and genotype. The concept of race is often thought of as a heritable trait, however the reality is race is a social construct, created historically to justify the oppression of groups of people. This is an interactive workshop in which participants will experience grouping, discuss their own concept of race, read articles about race and biology, watch a YouTube video refuting race as a biological construct and begin to formulate a thesis for an essay regarding this topic. **Secondary (CHECK THIS LEVEL?)**

Carol Campbell is a H.S. Principal in Newberg, Oregon, was a Biology teacher for 25 years.

Dianne Leahy has taught Language Arts teacher at Marshall Campus in Portland, Oregon for 10 years

Black Student/White School

This workshop will explore how a lack of cultural competency by staff can be deleterious to the

cognitive/academic development of African American students and how this is magnified when the students themselves are dealing with an identity crisis brought on from living in the suburbs and feeling cultural detachment. Participants will leave with a framework for action and strategies they can use right away. **K-12**

***Nathan Bowling** is an Air Force Veteran, graduate of the Evergreen State College MIT Program, currently teaching at Lincoln High School in Tacoma, member of the Board of Directors for GI Voice/Coffee Strong.*

Bury the N-Word? Teaching students to think and write about controversial topics

This session explores use of the n-word. Participants will investigate their beliefs as they think about the following questions: Should the “n-word” be banned? Should only blacks be allowed to use it? Is it okay as a term of endearment? Participants will leave with resources to use in their classrooms that will help their students write a persuasive essay on the n-word. **6-12**

Dyan Watson taught secondary social studies before becoming an assistant professor at Willamette University's School of Education where she teaches Educating for equity in a diverse society, and Assessment and evaluation of teaching and learning.

Can't Buy Me Love: Teaching about Clothes, Class, and Consumption

Writing can be an act of joy, a way to build classroom and school community, a tool for learning, as well as an instrument for social justice. During this practical, hands-on workshop on teaching the narrative — from inception to revision to conventions. The writing prompts for this workshop will come from students' lives. Handouts will include openings, literary devices, conventions strategies, criteria sheets as well as student samples. **6-12**

***Linda Christensen** is Director of the Oregon Writing Project at Lewis & Clark College in Portland, Oregon. She taught Language Arts and worked as Portland's Language Arts Coordinator and is a member of the Rethinking Schools magazine editorial board.*

Dialoguing about Racism in a High School Classroom

This session details a year-long Introduction to Systems of Oppression (or Isms) course that the presenter facilitated during bi-weekly sessions woven into her Spanish classes. Participants will engage in a privilege walk and a seminar on racism, as well as receive a curriculum outline and facilitation tips. **7-12**

***Hannah Chin Pratt** has taught Spanish at Lincoln High School in Tacoma for two years. Before becoming a teacher she was a Peace Corps Volunteer in Guatemala, a backcountry ranger in the Olympics, and a sailor.*

Engaging Students in Philanthropy for Social Justice

In 08/09, Penny Harvest students collected \$64,354.02, made 93 grants, and completed 14 service projects to create positive changes in their community. This workshop will teach you how to help youth understand Philanthropy for Charity & Philanthropy for Social Justice, and show students how to use their time, talent, and treasure to address root causes of social problems. **K-12**

***Mike Beebe** has been directing the Penny Harvest program since 2004 and is an involved community volunteer. He serves on the Board of Directors for Seattle Young People's project and is a member of Social Justice Fund Northwest and Homestead Community Land Trust.*

Examining Your Hidden Curriculum to Improve Social Justice in Your Classroom

This workshop will present a guided tour of the hidden ways we teach, such as what is on our walls and whose voices are heard through texts. Participants will map their own classrooms and in small groups develop a plan for positively using hidden curriculum to promote more social justice. **K-12**

Jacque Ensign NO BIO RECEIVED YET

Finding Injustice in the Numbers: Analyzing Data on Graduation Rates

This session is a mathematic exploration of educational attainment data. Participants will work in groups to complete a graphical analysis of the data and then interpret what the data shows. We will then practice writing summary statements from the data analysis that can be influential evidence in a persuasive essay. **9-12**

Susan Pfohman NO BIO RECEIVED YET

Ganas: A Model of Bi-Cultural Latino Middle School Student Leadership Development

Participants will interact with Ganas students, MEChA students, and staff coordinators to understand what Ganas is and how to start a Ganas group at their own school. **6-9**

Roscoe Caron, Jill Torres, Colleen Young, students from Kelly Middle School.

NO BIOS RECEIVED. SCHEDULE LAST SESSION- STUDENTS BEING DRIVEN

How to Begin to Connect Primary Children to the World

The world continues to shrink politically and culturally, yet even so young children are not developmentally ready to understand its scope. In this workshop we will explore, discuss, and practice ways to build global awareness for the K-1-2 children in our classrooms. **Primary/Elementary**

Katie Johnson has been a first grade teacher for years, is the author of three books about the teaching of writing with young children (Doing Words, More Than Words, Reading into Writing), and is a fellow of the Southern Maine and Puget Sound Writing Projects.

In My Family: Art as Inspiration for Personal Narrative Writing

Participants will explore Carmen Lomas Garza's colorful paintings in the picture book In My Family as a way into personal narrative writing. Using Lomas Garza's paintings about her experiences growing up in Mexico as a guide, participants will engage in prewriting, drafting and revision activities to create narrative "snapshots" rich with sensory detail and originality based on their own family stories and traditions. **9-12**

Kristen Schjoll and Kathryn Beck have been teaching 6th grade Humanities at Five Oaks Middle School in Beaverton for four years. Both are

Institutional and Environmental Racism

Is it just an environment or a just environment? Racial segregation has profound impacts. Participants will perform a mock tribunal in which they research, interpret, analyze and apply historical data. This evidence will be considered as we examine racial segregation and disparity in the United States. **9-12**

Hyung Nam teaches Global Studies and U.S. History at Wilson High School in Portland, OR., and is an editor for Rethinking Schools Journal.

Introducing the Concepts of "Common Good" and "Rights": Setting the stage for a Democratic Classroom.

Through a hands-on demonstration of Concept Formation strategy tied to a drama activity, Ms. Christy will give elementary school teachers a concrete way of introducing the complicated but important ideas of "Common Good" and "Rights." These two ideas are fundamental to Social Contracts found in classrooms. However, they are not necessarily taught to students as concepts themselves. This

workshop will give teachers ideas for making these concepts understandable to students and fodder for classroom discussions. **Elementary**

Mary Anne Christy NO BIO RECEIVED YET

Latinos in Action: How Service Can Create Positive Change

This session describes the positive changes a high school group of students, Latinos In Action, have had on the Burlington, Washington community. While tutoring at local elementary schools during the school day, students become role models and demonstrate the power of being both bilingual and Latino.

General

Michael Sampson, Masters in Teaching, WWU, has been teaching ELL and English at Burlington Edison High School for 4 years working on creating a positive relationship between the bilingual Latino community, the high school, and school district.

Learning Israel-Palestine: Connecting with Palestinian Youth and Uncovering Conflict in the Middle East

This session explores teaching the Israeli-Palestinian conflict with special emphasis on incorporating into the classroom the Global Citizen Corps two-way blog and live video conferencing program (formerly the Mercy Corps “Why Not” program), which connects US students with youth in the Palestinian territories. **Secondary**

Ken Gadbow is a high school social studies teacher in his fifth year at Trillium Charter School in Portland, Oregon; he has been facilitating live conversations between American and Palestinian students through the Mercy Corps “Why Not” program since 2007.

LGBT Panel- emailed Katie for summary, bios, participants 8/24

Media Literacy: Knowing is Half the Battle

This session focuses on analyzing media as a persuasion tool and equipping educators and students with the lenses with which to see the underlying structures. Participants will learn by interacting in small and large groups, reading, and writing. Lecture, discussion, examples and collaborative work time included in this session. **7-12**

Jennifer Newton, an Evergreen MIT graduate, is in her fourth year teaching and strives to empower high school students in her Journalism, English, and AVID classes in Kent.

Merit Pay for teachers? Why Competition Among Teachers Won't Improve Public Education

Teacher merit pay has become the centerpiece of a corporate education reform agenda, which argues that teacher quality will improve by paying educators based on measurements such as standardized tests. This presentation will explore the false promise of merit pay and suggest ways our communities can organize to stop it. **General**
Jesse Hagopian, founder of the website “Teachers for CEO Merit Pay”, has taught for Teach for America in the Washington DC public schools, and most recently in Seattle at Madison Middle School.

Moving from Poverty, Hunger and Homelessness to Sufficiency and Joy for All: Vital Concepts and Effective Activities in the Process of Social Justice

Experience a set of hands-on, interactive learning activities, applicable in many settings and with students of all ages. Dialogue about the key perspectives and questions that these activities illustrate, and ways they can be used to empower students to work for economic justice.

7-12

Kevin LaNave is a seasoned practitioner from Minnesota of action-oriented social justice education, drawing upon 20 years of journeying with youth and collaborating with other educators in a variety of settings.

Real Talk about Race, Class and Culture

Student achievement for all requires honest talk about race, class, and culture. However, conversation about “root causes, racism, poverty, alienation, privilege, resistance, and push-outs” takes knowledge, skill, and courage! Through the use of activities and protocols, strengthen your ability to engage in the “real talk” necessary to transform school culture. **General**

Keisha Edwards works for the Oregon Parental Information and Resource Center & deeply believes in the power of “real talk” about race, class, & culture to transform communities; over the last decade she has had the honor to facilitate hundreds of workshops and trainings about social justice & equity with diverse people in diverse settings.

Right to Math, Right to Water

In this interactive workshop you will experience tasks that engage you in unpacking core math concepts while appraising our social and economic relationship to clean water. You will leave with a framework that you can use to assess, revise and/or write problems that make powerful social justice connections for your students. **Secondary (6-8)**

Jana Dean, middle school teacher and contributor to Rethinking Schools, is currently visiting faculty in the Master in Teaching program at The Evergreen State College.

Lorri DeFoor is a middle school math and science teacher in Oakville, WA; she integrates relevant social justice contexts and sophisticated mathematical and scientific understanding into her classroom curricula.

Role Playing the Politics of Climate Change

This workshop will introduce participants to two recently developed, classroom tested role plays about the politics of climate change: one focuses on how indigenous peoples around the world are being effected by and responding to climate change, and the second deals with how student leaders across the U.S. are confronting one of the most challenging issues of our time. **Secondary**

Tim Swinehart is currently a social studies teacher at Lincoln High School in Portland, an active member of Portland Area Rethinking Schools and co-convener (with Bill Bigelow) of the Portland Area “Earth in Crisis” curriculum group.

Shifting Mathematical Identities

This session explores key components of Complex Instruction, a set of instructional practices aimed to disrupt typical hierarchies of who is ‘smart’ and who is not and to promote equal-status interactions amongst students as they engage with tasks that have high cognitive demand within a cooperative learning environment. Participants will engage in discussions about beliefs about students learning and engage in tasks that support students to work collaboratively with tasks that have high cognitive demand. **Mathematics**

Jocelyn Co, Kate Byers, Nicole Hawkinson, Phuong Nguyen, Kim Lessig and Lisa Jilk are a team of Seattle Public Schools high school math teachers who work collaboratively with a method of instruction called Complex Instruction.

(Still) Rethinking Columbus: How the Columbus Myth Teaches Children that Racism and Colonialism Are OK — and some ideas on what to do about it

The Columbus-discovers-America myth is the first time in the curriculum that many children encounter different races confronting each other, different cultures confronting each other. Children begin to learn that social inequality is normal. In this workshop, through slides of children's Columbus biographies, participants will examine deep biases that are imparted to students in literature and textbooks. We will also engage in classroom-tested methods to equip students to develop their critical reading abilities.

K-12

Bill Bigelow is the curriculum editor of Rethinking Schools magazine who has been a high school social studies teacher in Portland, Oregon since 1978 and is author or editor of numerous books on teaching and learning.

Successful Inclusion from the Student's Point of View

The effects of stereotyping and social isolation on students with disabilities will be explored through personal testimonies and shared stories. Participants will cooperatively develop a checklist of ways to analyze ableism in the physical and social environment of schools and possible solutions. Karen Gaffney's Friends First Program and implementation packets will be explored. **7-12**

Stephanie A. McBride, M.Ed., Portland State University, Senior Instructor, Graduate School of Education is a former high school social studies teacher and co-founder of the Secondary Dual Educator Program (SDEP) for Oregon licensure in general education and special education for middle level and high school teacher candidates.

Gretchen Hereford is a High School Educational Assistant.

Linnea Goranson. I have worked as an office assistant in Portland State's Graduate School of Education since 2002. I am 28. I compete in Special Olympics. I have Down Syndrome.

There's No Place Like Home: Grappling with the Conflict Over Palestine in a Humanities Classroom

Cultivating an atmosphere of critical thinking is essential for all classrooms, especially at the middle and high school levels. Starting personal, we approach this conflict with a discussion of the connotative/denotative understanding of "home". The workshop incorporates reading, writing, and thinking activities, easily differentiated for grades 7-12. **Secondary**

Nathan Bowling and Hope Teague are a middle school and a high school teacher grappling with the complexities of exploring the conflict over Palestine in their respective classrooms.

Tribal Voices: Intellectual Property Rights and the Teaching of Regional Tribal History and Culture

New legislation has paved the way for culturally competent teaching of Native American History in Washington State with a new Tribal Sovereignty curriculum resource developed by a collaborative team of Washington educators and Tribal representatives. We will discuss the definition of intellectual and cultural property as defined in an agreement between the 29 Tribes in Washington and various state education agencies. In small groups, we will discuss the language of this important document, what it means for teaching the history of regional Tribes, and how it can help guide our teaching. **K-12**

Michi Thacker NEED BIO

Unpacking Unconscious Bias: What Well-Meaning Educators Should Know

By examining racial microaggressions, this workshop will raise participants' awareness of well-intended phrases, actions, and assumptions that belie unconscious stereotypes and biases. We

will look at ways to cultivate a welcoming school environment based on a deeper understanding of racism and privilege, rather than a presumption of colorblindness. **6-12**

Ilsa Govan is the Co-founder of Cross Cultural Connections and a ridiculously good facilitator who draws on her 10 years of experience as a classroom teacher to help others critically analyze and redefine the culture of our schools.

WE NEED THE ELL WORKSHOP BY BETH AND ELIZABETH TO BE ADDED.

ANY OTHERS MISSING?

Appreciations- Some Huge Thank Yous!

Special thanks to the dedicated volunteers who helped make this conference move from an idea to a reality:

Folks from Puget Sound Rethinking Schools, Tacoma Friday Club, Olympia Educators for Social Justice, Portland Area Rethinking Schools, and Educators for Social Justice at the University of Washington.

For making the space happen:

A huge thank you to the folks at Meany Middle School, and especially Stacey McCrath-Smith. Their support for this conference and the use of this wonderful space helped make this conference happen.

Thanks to our community and national partners:

Another round of thanks to Educators for Social Justice at the University of Washington for their amazing organizing work, and for copying support from the UW School of Education. Thanks to Rethinking Schools Magazine for co-sponsoring this conference and for the incredible work that they do to keep social justice teachers connected. A big thanks to Scott Macklin, from UW, for his AV support. And special thanks to Joe Izenman for creating and maintaining our conference website <www.nwtsj.org>!

Thank you to several of our area teacher's unions for providing us with the fiscal support to subsidize a reduced price for students, and for generally subsidizing this conference:

Seattle Education Association, Edmonds Education Association, and Shoreline Education Association.

Special thanks to those who donated food/drink and/or supported us with reduced prices so that we could have nourishment throughout the day:

Beverages were generously donated by Zevia, our own local, natural soda company from Seattle, and Equal Exchange, a company that sells fair trade certified, organic products and promotes sustainable farming.

Food donations were also graciously made by Madison Market, a local community food co-op, Chaco Canyon, an ecologically sound and mostly organic cafe in the University District, Noah's Bagels, and Costco, a bulk supplier headquartered in Washington. Great thanks to Husky Deli, a cafe and catering service located in West Seattle, for providing lunch at a significant discount.

We are grateful for the support of these businesses in helping us provide food and beverage for the conference.

Thank you to the tabling organizations and vendors in our Resource Faire, workshop presenters (all volunteers), facilitators, general volunteers and all those who helped make this day possible... Thank you!!!!!!

We hope to see you next year in Olympia, and in 2010 in Portland!