

3rd Annual Northwest Conference on Teaching for Social Justice



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

**Saturday, October 2, 2010 8am-4:30pm
Madison High School - Portland, OR**

Keynote Speaker: Sonia Nieto

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

Teaching for Social Justice 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:

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 our website: www.portlandrethinkingschools.org.

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.

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 *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 either Sarah Heller McFarlane—shmcfar@earthlink.net—or Ken Rubin—rubinken@yahoo.com.

Tacoma Area: Tacoma Coalition X

Tacoma Coalition X meets every other Friday in Tacoma to discuss issues of social importance in education. Meetings run from around 4:00 p.m. until 5:30 p.m. For more information, contact Hope Teague at hope.teague@gmail.com or Nathan Gibbs-Bowling at nathan.bowling@gmail.com.

What is Rethinking Schools?

Since its founding in 1986, Rethinking Schools has grown into a nationally prominent publisher of educational materials—books like *Teaching for Joy and Justice* and *Rethinking Columbus*, as well as the quarterly magazine, *Rethinking Schools*. It is committed to equity and the vision that public education is central to the creation of a humane, caring, multiracial democracy. 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 charter schools. See www.rethinkingschools.org for more information. Please subscribe.

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

Saturday October 2, 2010

Check-in, workshop sign up, Resource Fair, food & drink	8:00-9:00
Opening and Welcome: Keynote Speaker: Sonia Nieto	9:00-10:00
Workshop Session #1	10:15-11:45
Lunch/Regional Meetings (if interested), Resource Fair	11:45-12:30
Workshop Session #2	12:45-2:15
Workshop Session #3	2:30-4:00
Education Activism: Where do we go from here?	4:00-4:30
Clean up party for all	4:30 +

Please help us leave Madison High School in beautiful condition, and move the classroom back to its original seating arrangement at the end of the day. The map of the 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*

Are We Doing Enough to Keep our Girls Strong and Safe? Let's Empower Middle School Girls to Be Strong and Confident!

This session will explore some of the safety concerns and self-defense strategies covered in the GirlStrength program. Participants will engage in discussions surrounding facts and myths, participate in GirlStrength activities and role play healthy and unhealthy behaviors in relationship to sexual assault and dating violence.

Middle

Carolyn Haycraft is the Coordinator for the GirlStrength program and has taught self-defense and martial arts to children for over 10 years. Since the inception of the program, Haycraft has developed and infused GirlStrength with drama games and activities to engage and empower middle school learners. She has an MFA in Theater from UW-Madison and a BA from Nepean University in Australia. Sara K. Johnson is the Director of the WomenStrength program and founder of GirlStrength. She has been a self-defense instructor for over 10 years and has led workshops and trainings on personal safety, street smarts, sexual assault, dating violence, and domestic violence prevention throughout the Portland area.

Black History: More Than a Month—An English Language Development Lesson Focusing on Influential African American Women

Out of the mouth of a student: “Teach that lesson you taught us last year, you know, the one on African American women.” Joel, a student I taught this lesson to over a year ago, encouraged me to share this lesson with you. Isn't it amazing how one lesson can impact a student's life? Join us for engaging, use-on-Monday ideas, for incorporating social justice in your ELD lesson. **Grades 6-12**

Lisa Aguilar is currently an English language development teacher at Forest Grove High School. She has been a classroom teacher from the kindergarten to high school level, ELD facilitator, ELD TOSA, Systematic ELD trainer, presenter, and lead teacher of the Summer Success Academy. Laura Mannen-Martinez is an English language development teacher/facilitator at Cornelius Elementary. She has been a mentor teacher, G.L.A.D. trainer, Systematic ELD trainer, presenter, classroom teacher and a special education teacher with experiences ranging from kindergarten to the university level. Jose Joel Cazares is a former English language development student. He currently holds a 3.4 GPA and will graduate from Forest Grove High School in 2011.

Bringing Current Events to Life: Role Playing the Arizona Immigration Debate

This workshop explores the current debate over the Arizona immigration laws. Participants will take part in a role-play over the proposed legislation, SB 1070, and offer testimony at a simulated subcommittee hearing of the Arizona senate. The purpose of this activity is to help students build a persuasive argument using multiple perspectives. **Secondary**

Michelle Kenney teaches 11th and 12th grade English at BizTech High School in Portland. Amy Schuff teaches social studies at the International School of Beaverton.

Building Social Justice Bridges

According to Nikki Giovanni, “Empathy enables us to collapse the dualistic structures that polarize our world into ‘us’ and ‘them.’” As teachers, part of our social justice duty is to complicate students' understanding of the *other*. Participants will be challenged to take risks and write first-person poems from the perspective of another. This will illuminate the responsibility all writers have to the individuals and the communities that are being written about while building empathy, compassion, and affinity through poetry. **Grades K-9**

Bryan Wai-Ming Chu is a teacher of 8th Grade Social Studies at Lane Middle School in Southeast Portland. **Charles Sanderson** teaches at St. Helens Middle School in St. Helens, Ore.

Children Are Not Color Blind: Talking about Skin Color in the Classroom

This workshop will explore the general discomfort most adults have with talking to children about skin color differences and provide many tools and strategies for promoting more comfortable conversations about this topic. We will look at a great selection of children's books and other classroom activities that facilitate positive identity development for all children. **ECE/Elementary**

Katie Kissing, *ECE Consultant*, is the author of the children's book: *All the Colors We Are: The Story of How We Get Our Skin Color*.

Closeted Silence: LGBTQ Educators and Students in Secondary Schools

Being an LGBTQ educator or ally can be difficult for many teachers. This workshop begins with an examination of our own bias and privilege, moves to information about what LGBTQ students face everyday in our schools, then offers resources to educate staff and students about LGBTQ issues. Finally, teachers look at how to address the statement, "That's so gay," and make a personal action plan to effect change in their schools.

Secondary

Sarah Nainby is a high school ESL teacher in Lakewood, Wash. She has a degree in Sociology and is completing a master's thesis on critical literacy in the ESL classroom.

Confederate History Month: Teaching about Historical Memory and Ideology

This hands-on session will explore methods for teaching about how historical memory is often distorted to serve ideology. Participants will compare the vision of the American Civil War embodied in the recent Virginia declaration of Confederate History Month with Southern secession statements leading to the Civil War and discuss other methods for helping students use historical documents to better understand the present. **Grades 6-12**

Richard Christen (history) and **Peter Thacker** (language arts and literacy) are both veteran teachers, now professors of education at the University of Portland. **Matt Karlsen** is a former history teacher who administers a Teaching American History grant for SW Washington schools.

The Education Shock Doctrine: Building Resistance to the Neoliberal Attack on Education

Education should be at the center of a national debate on social priorities, led by a president who promised "change." Instead, the economic crisis is being used to dramatically accelerate a neoliberal agenda for education. The administration has aggressively promoted using test scores to evaluate teachers, shutting down schools deemed to be failing, and expanding privately run, non-union charter schools. Come discuss what teachers can do to resist and build our own vision for education reform. **General**

Jesse Hagopian is a middle school teacher in Seattle, co-founder of *Educators, Students and Parents for a Better Vision of the Seattle Schools (ESP Vision)*, and a founding member of the progressive union caucus *Social Equality Educators (SEE)*. His writing has appeared in *The Progressive*, *Counter Punch*, *Socialist Worker*, and *commondreams.org*. **Adam Sanchez** is a recent graduate from the teacher education program at *Lewis & Clark College*, a labor union and social justice activist, and a journalist. He is the author of the recent article, "Disaster Schooling: The education shock doctrine" in the *International Socialist Review*.

Enacting Just Sustainability at the Al Kennedy High School

The Al Kennedy High School in Cottage Grove, Ore. immerses students in classroom and out-of-classroom experiences that focus on five aspects of sustainability: forests, water, agriculture, architecture, and energy. Teachers strive to marry social justice and environmental issues as they and their students raise vegetables for low-income families, learn skills tied into forestry management, design "green" housing kits, write grants for invasive species removal, or teach one another about how they can respond locally to crises that occur elsewhere in the world. **Secondary**

Greg Smith is a professor in the Graduate School of Education and Counseling at Lewis & Clark College. **Tom Horn** is the principal at Al Kennedy High School in Cottage Grove. **Stefan Aumack** is a teacher at Al Kennedy High School. **Clint Shepherd** is a student at Al Kennedy High School.

Graphic Content: Using graphic novels to foment change

Tired of using the same novels and reading strategies? Annoyed by grading things without pictures? Bored with your black and white curriculums? Get a crash course in graphic novels as literature, how to use this genre to cultivate discussions around social justice topics, and how to get students to create their own graphic novels.

Grades 6-12

Hope Teague is a 2006 Evergreen Master's in Teaching graduate, member of Tacoma Coalition X, and a community activist. She currently teaches at Crossroads Prep Freshmen Academy at Clover Park High School in Lakewood, Wash. **sweet pea Flaherty** has been a bookseller for 10 years and is currently the manager of King's Books in Tacoma, Wash. He is the coordinator of the Graphic Novel Book Club in Tacoma.

Hidden Gender: Improving Gender Equity in Your Classroom

In this workshop we will explore the messages our education system gives students based on students' gender. Using research data as well as participants' observations, we will explore how boys and girls are heard, expectations based on gender, how students are labeled, and how we respond to students based on gender.

Participants will develop goals and strategies to interrupt gender bias in their classrooms. **General**

Frances Partridge is a professional development coach with Seattle Public Schools. She has been an advocate for anti-bias teaching for 27 years as a teacher, administrator, and instructional leader. She has facilitated equity PD for instructional coaches, teachers, and child care providers. **Jacque Ensign** is currently an instructional coach with Seattle Public Schools. Having taught in university teacher education programs in Washington, Connecticut, and Virginia, she has numerous publications on culturally relevant teaching.

The Hidden Story of Japanese Latin American Internment: Teaching Diverse Middle School Students Empowering Ways to Explore Racism in History

This workshop will introduce the hidden story of the U.S. government's orchestrating and financing of the internment, removal, and deportation of Japanese descendents from Latin America during WWII. Participants will engage in interactive activities to uncover history from different perspectives. Teaching strategies presented will also deal with recent legislation seeking justice for survivors. Curriculum materials provided. **-Grades 6-12**

Moé Yonamine recently finished her teacher education program at Lewis and Clark College in Portland, Ore. She continues to work with students in East Portland.

Indigenous Peoples Confront the Climate Crisis

The world's indigenous people are the least responsible for climate change yet are suffering the most from its consequences. How should they respond to this injustice? This workshop will introduce participants to a classroom-tested role play that focuses on how indigenous peoples around the world are being affected by and responding to the climate crisis — recently updated after the World People's Conference on Climate Change and the Rights of Mother Earth, in Bolivia in April 2010. **Grades 6-12**

Julie O'Neill and **Tim Swinehart** teach Social Studies at Lincoln High School in Portland. They also participate with the Portland area "Earth in Crisis" curriculum group and recently co-wrote the article "Don't Take Our Voices Away," for Rethinking Schools magazine.

Label Explosions and Free Rice: Empowering Disempowered Students as Mathematicians and Citizens

This workshop will explore one teacher's approach to the dilemma of trying to activate mathematically disempowered students to take risks as problem-solvers in the math classroom. Opportunities to reflect on the experiences of mathematically disempowered students and to engage in activities from a middle school dimensional analysis unit will be provided. Participants will walk away with a solid foundation for a unit and

project they can use to teach dimensional analysis, problem solving, and communicating mathematical reasoning. **Grades 9-12**

Lorri DeFoor is a middle and high school math teacher in a small rural district in southwestern Washington.

Literacy in Our Global Community: Connecting Children from Different Cultures

This session will utilize children's literature depicting stories about children of Central Asian and Middle Eastern heritage. Participants will meet in small group "book clubs" to read and explore their connections with the main characters. K-3 student work will be shared, showing examples of reading and writing connections in global literacy development. **Elementary**

Susan Milan is a K/1 teacher at South Whidbey Elementary School. She has been developing and implementing learning experiences that promote nonviolence and sustainability since the late 1970s.

Screening Reading Materials for Anti-Bias Qualities and Multicultural Content

Have you ever thought about the subtle negative messages your child might be internalizing about their racial identity through the books they read? Are curricular materials that he/she is exposed to socializing them to believe the stereotypes about the group(s) to which they belong? What can you look for to support a healthy ethnic identity development? This workshop teaches participants how to identify and counteract stereotypical messages by teaching strategies for screening children's books. **General**

Caprice Hollins is co-owner of Cross Cultural Connections. She spent four years as the Director of Equity and Race Relations for Seattle Public Schools. She has over 15 years experience working with ethnically diverse populations, providing mental health services, facilitating workshops and teaching graduate courses.

Supporting Students of Color: Becoming Culturally Proficient and Tapping Community Assets

In this session, educators will analyze the impact of complex factors such as culture, race, and ethnicity on schools and communities and access the tools and community resources to support their minority students. Strategies include best practices, critical self-reflection, community asset mapping, and establishing supportive networks to nurture our work. **General**

Alejandra Favela is a bilingual teacher and researcher and is a professor at Lewis & Clark College where she directs the ESOL/Bilingual Endorsement Program. Danielle Torres is a counselor and researcher with experience in a variety of educational settings and is a professor at Lewis & Clark College in the School Counseling Program.

To High School and Beyond: Avoiding Ability Tracking During High School Articulation

This session discusses current issues related to high school articulation policies and course selection restrictions as they affect linguistically marginalized students. Participants will be able to share their own experiences with high school articulation and explore methods of getting students involved in advocating for change. **Grades 6-12**

Mae S. Chaplin is a Distinguished Teacher in Residence for the College of Education at California State University, San Marcos. She also teaches 7th and 8th grade Social Studies and Language Arts in the San Diego area.

Transforming Teacher Education through Grassroots Political Organizing

This session critically examines contemporary ideas about teacher education reform. It will engage participants in a discussion of what an ideal teacher education program would look like. It continues this discussion through a reflection on the recent transformation of the University of Oregon's Education Studies department, which occurred as a result of grassroots community organizing. **General**

Jerry Rosiek, Edward Olivos, Alison Schmitke, and Jeff Edmundson are faculty members at the University of Oregon. Julia Heffernan is a doctoral student at the University of Oregon. Roscoe Caron was a 25-year middle school teacher and a co-founder of the GANAS program. Jim Garcia is a doctoral student at the UO and the Chicano/Latino Student Program Coordinator at Lane Community College.

What is Transformative Multicultural Education?

The phrase *multicultural education* describes a wide range of teaching practices. In this interactive workshop, small groups critically examine examples of multicultural education and create their own criteria for evaluating the effectiveness, or “transformativeness,” of different strategies. Additionally, participants discuss personal experiences teaching multicultural education. They develop evaluative criteria to apply to their own work and receive an introduction to the standards created by James Banks. **General**

Laura Czarniecki is a graduate from the Masters in Teaching program at The Evergreen State College. She recently moved back to Portland after spending several months volunteering with Chicago-based Teachers for Social Justice. Stephen Karmol is an early childhood educator at Wild Lilac Preschool in Portland.

What You Need to Know about Helping Your Undocumented Students Go to College

Would you know what to say if one of your undocumented students asked for advice about going to college? Unfortunately, most educators are uninformed about the process that undocumented students must go through to access post-secondary education. This workshop will provide practical information about how to mentor and assist undocumented students to gain college access. We will also explore the challenges undocumented students face and areas to advocate for systemic change. **Grades 6-12**

Corrie Rosasharn teaches Humanities at Clover Park High School in Lakewood, Wash. She also taught at Barbara Jordan High School for Careers in Houston, Tex. and with high school drop-outs and homeless youth.

Writing for Change

In this session, participants will experience a writing unit around the simple techniques of debate and persuasion. I will model the process of moving from a whole-group discussion around contentious issues, through a smaller-group collaboration on expressing a common belief, to the individual work of identifying core beliefs and backing them up with personal experience. **Elementary**

Mark Hansen is a 4th grade teacher in Portland Public Schools. He is co-director of the Oregon Writing Project and the father of a Kindergarten student.

Session #2 12:45-2:15

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 that 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 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

Carol Campbell is a high school principal in Newberg, Ore., and was a Biology teacher for 25 years.

Dianne Leahy has taught Language Arts at Marshall Campus in Portland, Ore. for 10 years.

Challenging Ableism in the Word and World

This workshop will give teachers practical help to challenge ableism (prejudice by able-bodied, able-minded people) in the P-6 classroom. Participants will:

- receive a set of guidelines to evaluate children's literature for ableism;
- tour an exhibit of Caldecott award-winning books to survey and analyze portrayals of disability in popular children's literature;
- explore positive portrayals of disability in recently published picture books;
- leave the workshop with language and literacy activities designed to raise awareness about disability and promote understanding and tolerance in the classroom. **ECE/Elementary**

Chloë Hughes, an associate professor at Western Oregon University in Monmouth, Ore., teaches literacy and diversity classes in the Division of Teacher Education. Hank Bersani, Jr. is a professor in the Division of Special Education at Western Oregon University and teaches graduate classes in special education.

Comics and Social Justice: A Dynamic Duo of Content and Style

Comics are a perfect tool for teaching for social justice. From their inception they have provided visual punch and artistic freedom to portray compelling issues in unique ways. Graphics are the original "Hi/Lo readers" delivering issues in a format that draws readers along with content that goes POW! This workshop will provide historical overview, artistic insight and bibliographic suggestions galore and invite participants into a lively discussion of possibilities at every grade and reading level. **General**

Larry Reid is curator for Fantagraphics Books, a leading (and local!) publisher of graphic novels. Reid's breadth of knowledge and irascible style mix well with Craig "Bookman" Seasholes' 20 years experience as a teacher-librarian determined to provide meaningful content to readers of all ages.

Ecojustice: Teaching toward Renewal of the Commons

Much thinking and teaching about the environment is focused on immediate issues and short-term solutions. Ecojustice education focuses on looking at the deep cultural assumptions that underline our unsustainable society. This workshop invites participants to look at the ways we reproduce that unsustainability in our language, look at ecojustice education in contrast to environmental education, and look at education for renewal of the commons, which suggests a more fundamental transformation of society. **Secondary**

Jeff Edmundson was a social studies teacher for 25 years in Portland and now teaches at the University of Oregon.

Everyday Heroes: Using Writing to Develop Students' Awareness of Leadership Qualities within Themselves

Our students deserve to see heroism and leadership as traits within their grasp. This workshop uses shared experiences, reading, and writing to expand students' ideas of heroes and leaders. **Grades K-8**

Kara Hinderlie teaches 1st grade in Portland. Elizabeth Schlessman teaches 5th grade in a Spanish dual immersion classroom in Woodburn, Ore.

From “Imagined” to “Real” English Language Learners

This session pursues three purposes. First, participants will be provided with two snapshots of learning another language. Experiencing this process will give attendees a glimpse of some “real” English language learners’ (ELLs) needs. Second, they will reflect on their ELLs’ learning processes and on how this population may not be served well. Finally, data gathered from three questions will be shown to deconstruct some ideas about “imagined” ELLs. **General/non-ELL teachers**

Carmen Caceda is a Peruvian native who has lived in three states in the United States. She is currently an Assistant Professor at Western Oregon University, ESOL/Bilingual path.

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

Ganas is an after-school program for Latino students designed to develop bi-cultural leaders: students who possess the skills, knowledge, and drive to become leaders in the larger community without surrendering their cultural integrity. This workshop will present the history and the day-to-day operations of Ganas for educators who may want to start their own Ganas program in their community. **Middle**

Saul Rodriguez is a University of Oregon student planning to go into education, and a current Ganas Co-Director. Larry Hernandez is a student at the University of Oregon, majoring in Psychology and French. He is the Co-Director of Ganas after being a tutor last year. Colleen Young is a language arts and social studies teacher. This is her second year coordinating the Ganas program.

Gulf Oil Spill on Trial

The recent Gulf of Mexico Oil Spill is an egregious example of environmental and social injustice. It is important for students to think critically about this catastrophe beyond the notion that it is just another “disaster” to befall the unfortunate people of the Gulf states. In this role play, the people, corporations, elected officials, and institutions that caused this crime are on trial for causing the devastation. Participants take on the role of a group directly or indirectly responsible for the spill as they work to defend their innocence. **Secondary**

Brady Bennon teaches Social Studies at Jefferson High School in Portland. Amy Lindhal is in her seventh year as a science teacher at Portland’s BizTech High School, and recently completed the Oregon Writing Project’s Summer Institute.

“I didn’t know what to say so I didn’t say anything.” Teaching and Learning to Combat Homophobia and Heterosexism in Schools

Surveys consistently indicate that nearly 75 percent of all lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth experience daily sexual and gendered harassment at school. A preponderance of studies also conclude that well over 50 percent of girls regularly experience sexual and gendered harassment at school. This session addresses how teachers can disrupt homophobia and heterosexism through a proactive anti-oppressive curriculum. The session will also offer educators some tools for disrupting homophobic and sexist comments and arguments. **General**

Alison Schmitke is the Undergraduate Degree Curriculum Coordinator for the Department of Education Studies at the University of Oregon. She has taught high school social studies for eight years and teachers for three years. Julia Heffernan is a doctoral student in Education Studies at the University of Oregon. She taught middle and high school humanities for 15 years, and is currently teaching pre-service teachers courses on patriarchy and homophobia in education. Kate Shrum, Katie Hill, and Paige Moyer are graduate students in Education Studies at the University of Oregon. They have each developed and implemented a variety of anti-oppressive activities during student teaching placement.

Keeping a Critical Classroom Hopeful

Critical pedagogy can become fixated on the harsh realities we seek to get our students to understand, leading to student cynicism. This workshop focuses on how Humanities teachers create space for hope and action within a critical classroom. We will discuss strategies to empower students with action, voice, and agency in the face of challenges. Heather and Sarah will share examples from their teaching: the concept of the “Cultural Eye” as an anchor in Language Arts and “Anatomy of a Social Movement” in U.S. History. Participants will have a chance to share and develop ideas and resources for creating hopeful threads in their own classrooms, and leave the workshop with: specific strategies to implement into lessons and/or units; reflection on how to think meta-cognitively about creating a year-long arc with an underlying message of hope; an action plan for new ways to build more hope and action opportunities for students in their curricula. **Grades 7-12**

Heather Robison teaches English Language Arts at Fife High School in Fife, Wash., and has taught for eight years. Sarah Heller McFarlane has taught Social Studies for the past 20 years; she currently teaches U.S. History, AVID and ELL Goal Setting at Shorewood High School in Shoreline, Wash.

Place-based Education and the Teaching of Regional Tribal History and Culture

Place-based education is a means of connecting children to the world through the natural and human history of their place. Educators often struggle to find resources for teaching about Native American issues accurately and honestly. Learning about the history and culture of the Indigenous peoples of our own regions through members and representatives of local Tribes and their recommended resources connects Native and non-Native children to the history of their place with meaning and relevance. **General**

Michi Thacker teaches in a 4/5 multi-age classroom at Lincoln Elementary School in Olympia, Wash. She participated in the development of “Since Time Immemorial: Tribal Sovereignty in Washington State,” a new curriculum from the Washington State’s Office of the Superintendent of Public Instruction and the Tribal Leaders’ Congress.

Queer Activism in Public Schools

This session details the presenters’ activist journey as queer and out educators in an urban public high school. Students also share their perspectives on having out educators and school climate. Participants will reflect on their own fears and thoughts about coming out, share in small groups, and develop an action plan for queer activism in their buildings and districts. **General**

Hannah Chin Pratt and Nan Leiter teach Spanish and ESL, respectively, at Lincoln High School in Tacoma, Wash. They co-advise the GSA. Tajee Jones, Jonni Montgomery, and Kenny Rudnick are Lincoln H.S. GSA students.

Restorative Listening in Education

The Restorative Listening Project is based on the principles of Restorative Justice, which says that only when those most impacted are heard and acknowledged, and efforts have been made to repair the harm, can the community be made whole again. Once the following questions are answered, we can identify ways to move forward: What happened? Who was harmed? How were they harmed? How can the harm be repaired? This workshop is an opportunity to use the restorative listening model for parents and teachers to tell their stories and to be heard. **Grades 6-12**

Sheila Warren is a parent advocate in Portland Public Schools and founder of the Portland Parent Union. Linea King has been an ESL teacher in Portland for 15 years. She is a certified speaker in damali ayo’s “I Can Fix It” Speakers Corps and is a facilitator for Portland Public School’s Courageous Conversations about Race: Beyond Diversity Seminar. Donna Maxey is a Portland teacher and a member of its Beacon Schools Courageous Conversations about Race cadre, while serving on the Portland Human Rights Commission.

Safe Spaces to Learn from Our Stories: Early Childhood Teachers Use the Power of Their Personal and Classroom Narratives to Explore Cultural Relevancy Issues

Explore issues of cultural relevancy and social justice in the early childhood classroom by listening to the stories of other teachers. The five principles of Early R.E.A.C.H. (Respecting ethnic and cultural heritage) professional development are explored in activities that could be used by participants in a teacher professional development group in their school or program. **Birth – Grade 3**

Marilyn Chu is an assistant professor of early childhood education at Western Washington University (WWU) in Bellingham, Wash. She frequently works with Barbara Yasui (Shoreline CC) and Kristen French (WWU, Center for Education, Equity and Diversity) to support culturally and linguistically relevant education programs for adults and children.

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 among 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 in activities that support students to work collaboratively with tasks that have high cognitive demand. **Grades 8-12**

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 the Complex Instruction method.

Supporting the DREAM: What Families Without Papers Want Teachers to Know

This workshop highlights key issues of access and equity for undocumented students and families through stories told by these families and their teachers. 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 development for ELL. **Secondary/General**

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

Understanding and Uprooting Racism in Schools

By examining racial micro-aggressions, 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. **General**

Isa Govan has over 15 years experience as a teacher and anti-racist community organizer, including co-coordinating WEACTION (The Work of European Americans as Cultural Teachers), which encourages white educators to challenge and support each other with cross-cultural interactions. She co-founded Cross Cultural Connections, LLC after working as an Equity and Race Specialist for Seattle Public Schools.

UnMasking Unconscious and Hidden Bias: Challenging the Bigots in Our Heads

Biased attitudes and beliefs are often developed without any personal exposure to or contact with people from other ethnic or racial groups. This session’s content and activities will help participants understand how their beliefs, attitudes, and values have been shaped by their socialization and education and deal with the bigots in our heads: unconscious and hidden bias. **General**

Pamela Taylor is an associate professor in the Curriculum and Instruction program at Seattle University. She teaches courses focused on social justice for professional practice and foundations of curriculum and instruction. She is the founder/president of Washington Educators for Social Justice (WE4SJ).

“We don’t need no education”: A Close Look at Black Male (10-14 years) Failure Rates

Participants will look at local and national statistics of the failure rates for Black/other groups of males aged 10-14, read and respond to narratives written by males from this age group, and view several youtube clips that highlight the urgency of why we need to teach/reach this group. As a group, we will practice some reading and writing strategies that address these issues. **General**

***Gloria Canson** taught high school language arts at Roosevelt High School in Portland for years before retiring. She returned from retirement and currently teaches middle school students at King K-8 School in Portland. She was a founding member of Portland Area Rethinking Schools and the Black United Front.*

Why Teachers Should Be Concerned about Military Access Policy at Your School

This workshop will encourage teachers to consider what is necessary and what is possible in terms of restricting and regulating military access to their school. This is especially an issue for those who work in schools in high poverty/low income neighborhoods and are concerned about equity between “rich” and “poor” schools. Participants will be encouraged to describe the military presence at their school, to trade notes, and develop strategies for mitigation and resolution of problem issues. **General**

***John Grueschow** has served as Coordinator for the Military & Draft Counseling Project (War Resisters League) for 22 years. His day job involves working as a contracted social services provider in Portland elementary and middle schools. **Marian Ward** is the founder and president of Washington Truth in Recruiting. She is a retired accountant and has been a peace activist in Seattle and Vancouver for eight years.*

Session #3 2:30-4:00

Addressing Wealth Inequality with Students in Affluent Communities

This session explores the successes and struggles that arise when teaching about wealth inequality with students in an affluent, private high school. Participants will engage in two high school social studies classroom activities designed to address historical and contemporary issues of wealth inequality. The session will conclude with a discussion of student outcomes from these lessons and an analysis of the broader challenges of social justice education with this population of students. **Secondary**

Jeanne Barr is the Chair of the Department of History and Social Studies at Francis W. Parker School in Chicago. She has been teaching social studies for 15 years in both public and private high school settings. Katy Swalwell is finishing her PhD in Curriculum & Instruction at the University of Wisconsin-Madison. Before entering graduate school, Katy taught social studies for three years in a public, rural high school.

The Arts as Tools for Social Justice: Sharing the Stories of Somali and Iraqi Middle School Students

Recent refugees from the war-ravaged countries of Iraq and Somalia are culturally and linguistically cut off from the classroom and the greater community. Their silence is often met by increased academic work, yet the arts provide a powerful social justice tool that helps these students share their stories and regain their voices.

This session explores how the arts, movement, and storyboards can be used in an ESL classroom to help traumatized refugee students become vibrant and powerful participants in their own learning. **Grades 6-12**

Brynna Hurwitz has taught Language Arts, French, and Movement to middle and high school students in the Portland and Seattle areas for over 20 years. She currently teaches at Lewis and Clark College where she is the instructor and coordinator of the undergraduate education program.

The Basics on Implementing a Culturally Relevant Anti-Bias Education Approach with Children Ages 3–8 Years Old

This workshop will use the four goals of the anti-bias curriculum to provide the framework for classroom strategies in the implementation of a culturally relevant anti-bias education approach. The workshop will include experimentation with hands-on materials, looking at children’s literature, discussion, and lots of room for questions and exploration of this critical topic and its application for preschool through 3rd grade.

ECE/Elementary

Hadiyah Miller is an ECE faculty member at Portland Community College. Lorraine Barton was Division Director for Children’s Programs at VOA for nearly 20 years. Katie Kissinger is an ECE Consultant. All three presenters have worked with children and adults to implement the culturally relevant anti-bias education approach for more than 20 years.

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 OK 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. **Grades 6-12**

Dyan Watson taught secondary social studies and is now an assistant professor of education at Lewis and Clark College in Portland.

Civics Applied Math Lab: Social Justice Issues in the Math Curriculum

The session will focus on math applications in decision-making scenarios. Participants will engage in several activities that are part of a trimester-length “town hall” simulation, making data-based arguments in support of decisions for social justice. We will also collaborate on a proposal supporting social justice education in the math curriculum. **Secondary**

Rebecca Timson is Dean of Faculty at Billings Middle School in Seattle, where she currently teaches Integrated Human Sciences, Civics Applied Math Lab, and an elective called Oppression, Resistance and Justice. She also works with the UN Decade of Education for Sustainable Development.

Empowering Children Through Reading and Writing Children’s Books that Celebrate Children Making a Difference

Children’s literature focusing on social justice, particularly the Jane Addams Award winners, can be used to inspire students to write their own “Jane Addams” winner. A number of great examples of children’s books that promote peace and social justice, especially books that portray children who have made a difference, will be shared—then participants will get a chance to brainstorm and collaboratively do some writing of their own.

Grades K-12

Barb Ruben taught in elementary and middle school in Portland Public Schools for 17 years. She currently teaches in the Graduate School of Education at Portland State University. She teaches a range of teacher education courses including literacy methods and children’s literature.

Just an Environment or a Just Environment?

How and why does racism and inequality persist? This workshop examines the causes and profound impacts of residential segregation and how it perpetuates racial inequality. Participants will engage in a mock tribunal in which they research, interpret, analyze, and apply historical data. This evidence will be considered as we examine today’s racial segregation and disparity in the United States. **Grades 9-12**

Hyung Nam teaches Global Studies and U.S. History at Wilson High School in Portland and is active with Portland Area Rethinking Schools.

Latinos in Action: How Service Can Create Positive Change

This session shows the positive changes a high school group of students, Latinos In Action, have had on the Burlington, Wash. 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 has taught ELL and English at Burlington Edison High School for four years, working on creating a positive relationship between the bilingual Latino community, the high school, and school district.

Learning about the History of Japanese American Incarceration During WWII

This session examines resources and methods that may be used in learning about the experience of Japanese Americans during and following World War II. Participants will be exposed to primary accounts as well as engage in role playing activities that allow them to take on the persona of characters portrayed in literature written by and/or about internees. **Grades 4-9**

Katie Baydo-Reed is a 6th grade teacher at Olympic View Elementary in Lacey, Wash.

Learning Israel- Palestine: Connecting with Palestinian Youth and Uncovering the 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 U.S. students with youth in the Palestinian territories. **Secondary**
Ken Gadbaw is a high school social studies teacher in his fifth year at Trillium Charter School in Portland. He has been facilitating live conversations between U.S. and Palestinian students through the Mercy Corps Why Not program since 2007.

Making Learning Compelling

This session will focus on helping teachers think about how to take required content and present it in a way that is compelling for students. This session will give examples of how teachers have adhered to requirements while

teaching in a socially minded and engaging manner. Time will be provided for teachers to brainstorm how to do so within their contexts. Through talking and sharing with one another, new ideas and ways of thinking can emerge. **Grades K-8**

Maxine Alloway has taught elementary school in a variety of settings, including schools focused on both service and project-based learning. She is currently a graduate student at the University of Washington, studying issues of teacher learning.

Power Play: Exploring Ideas of Power through Interactive Theatre

Through interactive theatre games and exercises, this session offers participants the opportunity to access and explore experiential understandings of power, privilege, and oppression. Participants will deepen their awareness of different kinds of power, and learn simple theatre games to use in the classroom to increase awareness of power. Techniques are based on the work of Augusto Boal, Brazilian activist and theatre director/educator, author of *Theatre of the Oppressed*. **Secondary**

*Tamara Wallace is founder of TheaterChange * TeatroCambio, (www.teatrocambio.org) a bilingual project committed to the use of interactive theatre as a form of community dialogue, reflection, and action. She has trained with Brazilian artist/activist Augusto Boal, and has traveled and rehearsed with the theatre brigades of the MST, Brazil's Landless Movement.*

Recognizing and Addressing Micro-Aggressions in a School Setting

In this workshop, participants will enact scenarios to practice recognizing multiple perspectives and micro-aggressions in given situations and identify ways to keep communication open across cultural and racial lines. Micro-aggressions are the recurrent and consistent slights, insults and dismissals that people of color endure, living in this society. They are often perpetrated without intention or malice, but serve to shut people of color down and create feelings of being unwelcome and/or unheard. When this happens in a school setting it is detrimental to the school community and to students' success. **General**

Linea King has been an ESL teacher in Portland Public Schools for 15 years. She is a certified speaker in damali ayo's "I Can Fix It" Speakers Corps and is a facilitator for Portland Public Schools' Courageous Conversations about Race: Beyond Diversity Seminar. Donna Maxey is a Portland teacher and a member of the Beacon Schools Courageous Conversations About Race cadre, while serving on the Portland Human Rights Commission. She has over 40 years experience in education, community action agencies, and government.

Sharing the Power of Practice: Writing About Teaching for Social Justice for *Rethinking Schools*

Participants in this workshop will work with *Rethinking Schools* editor and author, Wayne Au, on how to share the power of their teaching practices by writing for *Rethinking Schools* magazine. Through an analysis of *Rethinking Schools* articles, participants will develop a better understanding of the magazine's expectations regarding tone, style, audience, evidence, and politics. The goal of this workshop is for participants to not only come away with a better understanding of *Rethinking Schools*, but also to have several ideas for potential articles to write and submit for consideration for publication in the magazine. **General**

Wayne Au is an editor and regular contributor to Rethinking Schools magazine. He has published numerous academic and popular articles and is currently an Assistant Professor of Secondary Social Studies at University of Washington—Bothell Campus.

Storytelling in Education: Voices for the Voiceless

One key aspect of social justice is allowing voices to be heard that have formerly been silenced and/or ignored. The practice of oral storytelling can bring silenced voices of both the past and present to the forefront of children's learning about the world, about each other, and about themselves. In this workshop, three storytellers present and model their work in education from early childhood through elementary grades. **ECE/Elementary**
Norm Brecke is an elementary school teacher in Renton, Wash., who tells a different folktale in his classroom every school day. He also performs as a storyteller and serves on the board of the Seattle Storytellers Guild. Avery D. Hill is a recent graduate of the University of Washington, where she studied storytelling in education.

*She now focuses her teaching on the emergent curriculum, and is on the board of the Seattle Storytellers Guild. A professional storyteller working in Portland since 1999, **Anne Rutherford** is a teaching artist in the schools with Young Audiences of Oregon and Southwest Washington and with Oregon's Right Brain Initiative.*

Successful Inclusion from the Student's Point of View

Through personal testimonies and shared stories, we will explore the effects on students with disabilities of stereotyping and social isolation. 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. **Grades 7-12**

***Stephanie A. McBride**, Portland State University, is the co-founder of the Oregon licensure program combining general and special ed for secondary teacher candidates. **Ann Donaca-Sullivan** is a teacher educator and an advocate for people with disabilities.*

To Dam or Not To Dam: A Role Play on the Three Gorges Dam, China

This session will explore, through writing and debate, the controversial building of the Three Gorges Dam in China. Participants will engage in lively debate on this issue and write from the perspective of an interest group affected by the dam. Participants will be encouraged to reflect on how dams have historically affected cultures and communities. Participants will receive all materials and handouts from the lesson. **Grades 6-12**

***Kristen Schjoll** teaches Humanities to 6th graders in Beaverton, Ore. She is an Oregon Writing Project Teacher Consultant.*

Transgender Youth 101

This workshop will provide information about transgender and gender non-conforming children and youth (elementary, middle, and high school age), their needs and obstacles. We will also share details about anti-bullying policies, respectful school atmospheres, and state laws that are specific to this population. **General**
*An advocate on behalf of transgender and gender non-conforming children and youth and recipient of the 2010 Equality Champion Award from Basic Rights Oregon, **Jenn Burleton** is the founder and executive director of TransActive Education & Advocacy, based in Portland. **Zena Britadesco** is the Community Education Program Manager for TransActive Education & Advocacy. She teaches K-8 students in Portland Public Schools as part of the SUN Community Schools Program, and has been an activist in the Portland LGBTQ community since 2006.*

"You're gay!" Sharing Experiences and Tactics for Interrupting Homophobia and Gender Stereotypes in Elementary School

Our students deserve safe classrooms free from homophobia. Teachers need strategies to deconstruct gender stereotypes and address GLBTQ issues with elementary school students. This workshop will include sharing our real-life stories and participating in role-plays. Participants will receive book and song lists, contact information for local community organizations, and have the opportunity to join a group to continue this work.

Elementary

***Jess Firestone** teaches 2nd grade in a Spanish immersion classroom in Woodburn, Ore. **Lynelle Gamage** teaches 4th grade in Vancouver, Wash.*

4:00 – 4:30 in the library

Education Activism: Where do we go from here?

This is a critical time to organize and have our voices heard in the debate to shape the future of education in this country. There are pockets of teacher and educational activism popping up in all corners, and the struggles over the direction of public education only continue to intensify. In this closing session, after some brief remarks, Rethinking Schools editor Wayne Au will convene a conversation based around the following questions: How can we concretely support each other's work? What kind of regional cooperation and organization makes the most effective sense?

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