

# 9th Annual Northwest Teaching for Social Justice Conference



## Rethinking Our Classrooms, Organizing for Better Schools

**Saturday, October 29, 2016**

**8 am - 4:45 pm**

**Madison High School**

**Portland, Oregon**

**Keynote Speaker: Kevin Kumashiro**

**Sponsored by:** Puget Sound Rethinking Schools, Portland Area Rethinking Schools, Social Equality Educators, the Oregon Writing Project, the Portland Association of Teachers, 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 and visit our tables in the Resource Fair.

### **Portland Association of Teachers**

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

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

**Saturday, October 29, 2016**

<b>Check-in, workshop sign up, Resource Fair, food &amp; drink</b>	<b>8:00-9:00</b>
<b>Opening and Welcome: Keynote Speaker: Kevin Kumashiro “Troubling Social Justice Education: Five Reframings”</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 Organizing Local Networks for Teachers of Color</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>“Education Activism: Where Do We Go from Here?” and “Reframing Social Justice Education” (for-credit Lewis &amp; Clark Class)</b>	<b>4:10-4:45</b>
<b>Clean up party for all</b>	<b>post-conference</b>

*Please help us leave Madison 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.*

### **Borders and Walls: Stories that Connect Us to Palestine**

Because teaching about Palestine/Israel is so often silenced, it can be hard to figure out how to integrate it into curriculum. In this interactive workshop, we use first-person narratives—mostly by youth—to explore the impact of walls and borders in students’ lives, at the U.S./Mexico boundary, and in Palestine, as a way to bring Palestine into your classroom. You’ll leave with a wealth of resources, ideas, and confidence. Led by Palestinian and U.S. educators. **Middle, Secondary, Parents, General**

*Ziad Abbas, program manager for cross-cultural program at the Middle East Children’s Alliance, is a Palestinian refugee from Dheisheh Refugee Camp in the West Bank. Jody Sokolower, managing editor of Rethinking Schools, is a long-time political activist and teacher.*

### **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 a world of violence and exploitation, La Vía Campesina is a tremendously hopeful development. 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.*

### **White People and Their Role in Schools: Allyship 101**

Well-intentioned white people often unknowingly bring racist attitudes with them when they enter diverse schools and communities. This workshop will provide the both necessary and uncomfortable space for white educators, students, and community members to both be honest about their experiences and learn to be allies for racial, gender, and class justice. While everyone is welcome to attend, this workshop will likely be most useful for white people. **ECE, Elementary, Middle, Secondary, Parents**

*James Boutin is a national board certified teacher who works at the Academy of Citizenship and Empowerment in Seatac, Washington.*

### **Revolutionary Mashups: Investigating the Language of Resistance Across Time and Movements**

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

**Secondary**

*Jayne Causey is a Portland native who is in his first year teaching at Jefferson High School in Portland. Donald Rose is an 8th-grade teacher at Beaumont Middle School in Portland. He is also an Oregon Writing Project Coach.*

### **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.

### **Secondary**

*Jessica Classen is a Language Arts teacher at David Douglas High School where she has served the entirety of her 11-year teaching career. She is also an Oregon Writing Project coach.*

### **Building a Strong Classroom Community by Establishing Authentic Relationships**

In this workshop, participants will learn effective ways to establish relationships with students and families, see students as capable learners in the classroom, and develop inquiry around identity. Come and learn how to implement strategies to build a strong classroom community. This workshop is designed for, but not exclusive to, new teachers to the profession. **Elementary**

*Juan Córdova is a second year teacher of 5th grade. He completed his Masters in Teaching at University of Washington, where he learned about Community Teaching, creating authentic relationships with students, families, and the corresponding community to enhance the lives of everyone in contact with the classroom.*

*Vesna Lam Danh grew up in White Center, Wash. She attended the UW, where she completed her Masters in Teaching in 2013. She is a second-year teacher, teaches 2nd grade. Jenni Flores, second-year teacher, teaches 1st grade. She strives to be a Community Teacher by making connections with families through positive phone calls, family visits, and school events and celebrations.*

### **When Gender Is at Stake: Creating an Educator's Creed for Welcoming All Genders**

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

*Mykhil Deych teaches 9th-grade English and Writer's Workshop at Grant High School in Portland. Shannon Pate teaches 3rd grade at Sauvie Island School.*

### **Social Justice Inquiry Projects in Early Childhood and Elementary**

Quality social justice teaching requires children to engage in authentic learning experiences with real-world connections. Students must develop the ability to notice inequities and take concrete action to address them. In our youngest learners, Inquiry Projects provide an ideal opportunity for students to wrestle with social justice topics in a developmentally responsive format. Come learn with us as we look at sample projects and explore how to support children who will change the world. **ECE, Elementary**

*Rachel Donnelley is the Director of Teaching and Learning at Giddens School in Seattle, a school focused on the intersection of high academic learning and deep understanding of social justice.*

### **Strength for the Journey/Fuerza para la jornada: Keeping Educators of Color in Classrooms (Conducted in both English and Spanish)**

Today, less than 15 percent of teachers working in the nation's public K-12 system are Educators of Color. Research suggests that Educators of Color have a higher percentage of turnover than their white colleagues. This workshop seeks to create a venue for Educators of Color working within the public K-12 system to talk about experiences, successes, and struggles. They will also be introduced to the Frayer Model, a powerful classroom tool to decipher critical and complex concepts. A panel of currently working educators will be featured and share their experiences from the field. From there, the facilitators will collaborate with attendees to

come to a consensus on strategies or shared work that Educators of Color specifically can engage in to continue to be successful in their respective classrooms and schools. This workshop also continues the conversation and work undertaken during the last few years at Northwest Teaching for Social Justice conferences both in Seattle and Portland. All are welcome to this dialogue. **ECE, Elementary, Middle, Secondary, Parents, General** *Luis Escamilla is an ELL/Humanities teacher at Middle College in Seattle. He also serves as a clinical mentor to teacher candidates at Seattle University. Anthony Longoria is a PhD candidate in multicultural education and Social Studies coach at the University of Washington, Seattle. He is a former high school humanities teacher.*

### **Hot Spots: Handling Racially Charged Topics in the Classroom**

Discussions of race and in particular, racially charged topics, can be difficult to address in a classroom setting. This workshop provides guidance to teachers who want to learn best practices in addressing contemporary race related issues (e.g., #BlackLivesMatter, multiraciality, gentrification) and their historical contexts (e.g., old Jim Crow and new Jim Crow; segregation). We discuss variations in race identity with regard to the African American, African, and Latino/Caribbean populations in the United States. **Secondary** *Pedro Ferbel-Azcarate, Roberta Hunte, Shirley Jackson, and Ethan Johnson have written and taught extensively on topics of race, class, and gender, and currently teach in the Black Studies department at Portland State University.*

### **Feeding the Roar: Growing a Discussion-Oriented Classroom for Social Justice**

Discussion is one of the most often mentioned, least understood, and ill-used pedagogic practices. Reduced to recitation or sparring, it is assumed that good discussion just happens rather than being grown. This is especially true around justice-oriented content addressing issues of race, class, gender, LBGTQ, and power dynamics. Using three specific discussion types (Group Interview, the Sort, and Socratic Seminar) this session will focus on how justice-oriented discussions can be used to foster student voice by recognizing and developing student agency. **Middle, Secondary, General** *Brian Gibbs taught social studies in East Los Angeles for 16 years. He is currently an assistant professor of education at the University of North Carolina at Chapel Hill.*

### **Interior Monologue: Talking Back to the Legacy of Stereotypes of African American Women in Literature**

Talking Back to the Legacy of Stereotypes of African American Women in Literature, is a lesson designed to disrupt disparaging, historical portrayals of African American women in literature and history. This lesson was crafted for the Language Arts and Social Studies classroom to help students examine stereotypes that emerge and overflow from history and literature into current events. **Secondary** *Shawnté Hines is a high school Language Arts teacher at Franklin High School in Portland. Natalie Labossiere is a high school Social Studies teacher at Westview High School in Beaverton, Oregon.*

### **Teaching Social Justice Through Role Play and Character Exploration**

In this session you will participate in an active lesson that leads you through a story about factory workers in the early 20th century. Through active role playing, group collaboration, subject integration, and decision making you will learn how to engage your students in learning about social movements throughout history and how they are reflected today. **Elementary, Middle** *Michael Koopman teaches 4th and 5th grade at Trillium Public Charter School in North Portland.*

### **Racial Microaggressions: The New Face of Racism in Academia**

This workshop will investigate the phenomenon of microaggressions in white academia. It will address how North American academic institutions, despite aspirations towards diversity and multiculturalism, still maintain a tight grip on Eurocentric frames of references that devalue the existence and experiences of people of color. While working to confirm the prevalence of racial microaggressions in academic institutions, the workshop will

also provide students and scholars a forum to express their experiences of racial microaggressions. **This workshop is only open to participants of color. Post-Secondary students/faculty**

*Victoria Lam* received her Bachelor of Environmental Studies degree in International Development at the University of Waterloo. She is a Masters of Education Candidate in the Equity Studies in Education program at Simon Fraser University in British Columbia. *Halimah Beaulieu* received her Bachelor of Arts degree in English and Communications at Simon Fraser University. She is currently an MA Candidate in the Equity Studies in Education program at Simon Fraser University.

### **When Ally Goes Anti: Being a True White Ally to Colleagues of Color**

Many well-meaning white teachers try their best to be allies to their colleagues of color who are systemically marginalized on a daily basis. Oftentimes those “ally” actions yield unintended “anti” results—leaving colleagues of color to bear even more of the burdens of racism on the job. Through self-examination via writing, analyzing data, and problem solving, this workshop will provide a place to work on being a white ally.

#### **ECE, Elementary, Middle, Secondary, Parents, General**

*Chrysanthius Lathan* is a Mentor Teacher with Portland Public Schools, specializing in Language Arts and Social Studies. She is a writing coach for the Oregon Writing Project and a Rethinking Schools-published author. After 11 years teaching middle school and serving as a secondary literacy coach, *Jessica Thompson* became a director at the Portland metro area’s only non-profit furniture bank, Community Warehouse. She has spent the past two decades living and learning in NE Portland with her husband, Chris, and son, Akeke—who will be a Jefferson freshman this fall.

### **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 unit plan, and some of your own writing inspired by the young people we’ll hear. **Middle, Secondary, Parents, General**

*Dylan Leeman*, parent, slam poet, and 13-year teacher at Grant High School in Portland is an Oregon Writing Project Coach and a Portland Association of Teachers Coach & Advocate. *Russ Peterson* is a 17-year English and history teacher, a veteran of Jefferson HS in Portland, and an Oregon Writing Project Summer Institute alumnus. *Ellory Schrepel* is a senior at Portland’s Grant High School. He is an actor and slam poet who represented Grant at Verslandia, the city-wide poetry slam last year with powerful poems about LGBTQ issues.

### **Why Culturally and Linguistically Sensitive Positive Behavior Support Matters**

Positive student behavior in the classroom and throughout the school supports a conducive learning environment. School-wide behavior management systems such as PBIS are challenged when children’s behaviors and learning are mediated by cultural and linguistic factors. This workshop seeks to re-construct PBIS through a cultural and linguistic lens in order to better support ELL students and students of color. **Elementary, Middle, Secondary**

*Jeannie London*, Ed.D., received her doctorate from the University of San Francisco in International Multicultural Education. She was an ESL Specialist/Teacher in the Hillsboro School District for more than 10 years, working with culturally and linguistically diverse students in elementary and middle school. She is now ELD Coordinator at Neil Armstrong Middle School in Forest Grove, Oregon.

### **A Model of Bi-Cultural Latino Middle School Leadership Development**

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

***Fernell Lopez** is a Bilingual Instructional Assistant and Family Liaison. Since the beginning of Ganas, he has been a fervent promoter with students and parents, and became a Ganas coordinator in 2012. **Leah Barrera** is a junior at the University of Oregon. Leah helped found a MEChA chapter at her high school, is a former Ganas student, and this is her second year as Ganas Director.*

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

This workshop explores nonviolent direct action as an alternative 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, as opposed to the institutional channels that are normally taught in social studies classrooms. **Middle, Secondary, General, Activists, Organizers**

***Sylvia McGauley** has taught social studies near Portland for 25 years. She has been an active member of Portland Area Rethinking Schools since 1992. Before becoming a teacher, she was staff at War Resisters League/West in San Francisco. **Alex Stegner** teaches social studies at Lincoln High School in Portland.*

### **Dear Matafele Peinam: 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, General**

***Patricia Montana** is a Spanish Language Arts and Social Studies Teacher at Alder Creek Middle School for the North Clackamas School District, Milwaukie, Oregon. **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, and has written for Rethinking Schools.*

### **Queering Elementary Education**

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

***Olivia Murray** is a professor at Portland State University. Author of Queering Teacher Education, Olivia's scholarship focuses on queer inclusive pedagogy.*

### **Youth Organizing for Ethnic Studies**

ALLY (API Leaders for the Liberation of Youth) is the youth-led organizing arm of APANO (Asian Pacific American Network of Oregon). Recently, ALLY youth won a campaign that would implement at least one ethnic studies class in all Portland Public Schools high schools. Join this youth-led workshop to learn how they went about this campaign, and build with youth to plan what a strong ethnic studies program in the Northwest could look like. **General**

***Karn Saetang** currently serves as the Lead Organizer for the Asian Pacific American Network of Oregon. He has also organized in Chicago and San Francisco on issues ranging from immigration reform to the school-to-prison pipeline. **Karina Autar** is 15 years old and a sophomore at Benson High School in Portland. She is a member of ALLY, which works to uplift the voices of API youth in the Portland community. **Kaiya Yonamine** is 14 years old, and a freshman at Grant High School in Portland. She trains in martial arts as a 2nd-degree black belt, and is an ALLY leader.*

## **Place, Present, Politics, Perspectives, and Power: Recalibrating the Lewis & Clark Expedition**

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

### **Elementary**

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

## **Classroom Simulations to Confront Privilege and Internalized Stereotypes**

Social justice work in our classroom has evolved to create awareness of and action around systems of oppression and dominance in our society and how we benefit from, perpetuate, and are generally affected by them, but also what we can do to challenge these systems and patterns. You will experience two interactive activities that you can take back to your practice. You will also engage in one way to set up the foundation for a classroom community dedicated to social justice work, pushing to recognize and challenge privilege and bias in our society and ourselves. One activity highlights internalized stereotypes, and the other simulates the effects of privilege conferred by race, gender, and wealth (and more). **Elementary, Middle, Secondary, Parents,**

### **General**

*Nina Sethi is a 5th-grade Homeroom teacher at Sheridan School, in Washington, DC. Her background is in elementary education and teaching English to Speakers of Other Languages. Gabby Arca is a 5th-grade Homeroom teacher at Sheridan School. She also coaches basketball.*

## **Classroom Assessment Through an Equity Lens**

Our classroom assessment practices greatly impact the way students see themselves as either learners or losers. This workshop will help you view your assessments through an equity lens and consider these key questions: How can we use our classroom practices to get kids off of losing streaks and on to winning streaks? How do we help students see themselves as capable of learning? How can we increase student ownership of their learning progress? **ECE, Elementary, Middle, Secondary, Parents, General**

*Andrea Shunk has worked in and around education since 2002 in various capacities. She taught high school English in an alternative school for seven years and now works for the Center for Great Public Schools in the Oregon Education Association. Kathleen Alexander teaches 2nd grade at Lewis and Clark Elementary School in the St. Helens School District. Jenna Schadler teaches in the North Clackamas School District where she works as a middle school ELD instructor and leads the district's Collaboration Grant project.*

## **Embodying Activist Ally Perspectives: Using Theater of the Oppressed in Not-So-Diverse Classrooms**

In less-diverse classrooms, how can we safely open windows onto unfamiliar content and experiences, without teaching problematic attitudes to students from dominant social groups, and without expecting marginalized students to educate their peers? This workshop uses Theater of the Oppressed to investigate how students in not-so-diverse classrooms often respond to anti-oppressive curriculum. Facilitated by two classroom teachers, and students from a mostly-white high school, the workshop demonstrates embodied strategies for supporting all students in cultivating activist ally perspectives. **Secondary**

*Lisa Sibbett taught Social Studies at Issaquah High School and is pursuing a PhD in critical citizenship education at the University of Washington. Sooz Stahl teaches Language Arts at Ballard High School in Seattle and is pursuing a PhD in Multicultural Education at the University of Washington. Abby Larkin, Bryn*

*Cameron, Charlie Niewert, Graciella Blanco, Kiki Callan, and Miriam Saavedra (class of 2019); Kaitlyn Lechmann and Skyler Neuen (class of 2018); and Sophia Wiskerchen (class of 2017) are students at Ballard High School. Their social identities include such aspects as Mexican, Dominican, Indigenous, white, trans, bisexual, and asexual; their talents and interests include gymnastics, singing, volleyball, reading, facepainting, goats, writing, art, lgbtq community, racial equality, justice for minorities, peace and harmony.*

### **Planning to Teach Math for Social Justice**

Teachers interested in connecting mathematics to social justice have access to an increasing number of resources with ready-to-use lessons. However, it is important that educators develop their own mathematics lessons that can uniquely address issues relevant to them and their students. In this session I will describe how I create my social justice-based lessons and share some examples, and we will complete a lesson planning activity in small groups. **Middle, Secondary, Teacher Educators**

*Ksenija Simic-Muller is a teacher educator at Pacific Lutheran University in Tacoma. She develops social justice-based curriculum for mathematics content courses for preservice K-8 teachers.*

### **Resisting Deficit Pedagogy: Using Democratic Deliberation in High School Science and Social Studies Classes**

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

*Lisa H. Weasel is an associate professor in the Departments of Biology and Women, Gender, and Sexuality Studies at Portland State University. Liza Finkel is an associate professor and Director of the Secondary MAT Program in the Graduate School of Education and Counseling, Teacher Education Department, at Lewis & Clark College in Portland.*

### **Teaching COINTELPRO: Using Documents to Understand the FBI's War on the Black Freedom Movement**

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

*Ursula Wolfe-Rocca is a graduate of Portland Public Schools and teaches history and government at Lake Oswego High School, in Lake Oswego, Oregon.*

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

### **Organizing Local Networks for Teachers of Color**

Do you identify as a teacher of color? If so, you are invited to attend this meeting to begin conversations about how we can organize, network with each other in our respective locations, and attend to the issues facing us as teachers of color. Note to our white allies: While we appreciate and value our white allies, we ask them to support their colleagues of color by respectfully refraining from attending this meeting. **Teachers of Color**

*A former public high school teacher, Wayne Au is an editor for Rethinking Schools, and an Associate Professor in the School of Educational Studies at the University of Washington Bothell.*

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

### **Storytelling as a Form of Resistance: Promoting Student Voice & Identity Through a Critical Pedagogy Curriculum**

Academia becomes a colonizing space when students' voices are silenced, their experiences unacknowledged, their cultures neglected, their histories erased, and their dreams turned into somebody else's dreams. Attendees will learn about the impact of storytelling in the development of students' voice and identity and storytelling as a means of resistance for students of color, particularly those of migrant and seasonal farm-working backgrounds. **Elementary, Middle, Secondary, Higher Education**

*Ray Acuña-Luna is a Retention Specialist for the College Assistance Migrant Program and Cultural Studies and Social Thought in Education doctoral student at Washington State University. Callie Palmer is a doctoral student in the Cultural Studies and Social Thought in Education program at Washington State University.*

### **Teaching Microaggressions Through Concept Mapping: A Tool for Antiracist Classrooms**

This workshop serves a twofold purpose: 1) to present a concept-mapping tool that social justice educators can use in the classroom, and 2) to deepen participant understandings of racial microaggressions. As racial microaggressions are a tool of white supremacy, we will workshop strategies to interrupt microaggressor thought and behavior patterns through concept mapping, a culturally responsive teaching tool. **Elementary, Middle, Secondary, General**

*Emily Affolter is a Ph.D. candidate in Multicultural Education at the University of Washington. She taught preschool and elementary school for eight years and now works as a research associate for equitable schools. Suzie Hodges, Ph.D., has been in education for 18 years. She has taught in elementary and middle school, public and private school, general and gifted education, and has worked in teacher education as a coach for teacher candidates and as a mentor teacher in her classroom.*

### **Getting Students Ready to Engage with a Social Justice Curriculum**

Come learn methods to get to know your students' "reading of the world" that you might use before introducing a new concept, unit, or course. We will practice three student engagement strategies aimed at assessing your students' social justice mindset in order to meet them where they're at before you challenge their thinking with a social justice curriculum as well as reflect upon how you might modify these instructional practices to meet the needs of your students, school, or course. **Middle, Secondary, Parents, General**

*Alexandra Baker teaches social studies at Mercer Island High School and is a peer educator with Facing the Future in Seattle.*

### **High Stakes Testing, Social Justice, and Resistance**

What are the social justice impacts of corporate high-stakes testing on students, educators, and families in their schools, school district, and communities? What are the ways in which students, parents, teachers, unions, politicians, school boards, and community groups are resisting? What are the specific challenges and opportunities for the resistance movement in 2016-2017? **Elementary, Middle, Secondary, Parents, General, Students**

*Roscoe Caron worked in the woods for years, 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 U of O College of Education Kathleen Jeskey is a 6th-grade teacher in a Spanish dual immersion program, a cofounder of Oregon Save Our Schools, an Oregon union activist, and a member of the Board of Directors of the Badass Teachers. Pat Eck is a founder of Angry Grandparents Against High Stakes Testing (AGAHST) and Parents Across America Oregon. He is a former school teacher, counselor, director of special education, and principal.*

## **Social Justice Unionism: Transforming Educators' Unions**

In this session we will discuss how to bring an activist focus into our educators' unions as well as methods for defending public education and partnering with nonprofit/parent groups. Participants will discuss challenges in their districts and begin planning next steps to organize in their locals. **General**

***Matt Carter** has been a public school teacher for 21 years, and is starting his 16th year teaching in southeast Seattle, currently at Franklin High School. He is on the steering committee of the Social Equality Educators (SEE), and has been a union building representative for his entire career.*

## **Foursquare aka Warsquare**

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

***Bryan Chu** teaches in Portland Public Schools at Hosford Middle School. **Teresa Raiford** is the lead organizer of the people-powered #Don'tShootPDX, a grassroots civil rights organization that has been on the frontline in solidarity with the larger #BlackLivesMatter movement since the Ferguson uprisings. Raiford is known for her willingness to put her body on the line and place herself on the cutting edge of the modern civil rights movement in the Pacific Northwest. **Chris Riser** teaches in Portland Public Schools at Ockley Green Middle School.*

## **The Taboo Topic of Race: Finding Entry Points to Talk with Students About the Social Construction of Race**

For more than 200 years, the U.S. Census Bureau has defined race through an extensive data collection process, and yet this social construction of race remains minimally understood amongst educators and students. Through this interactive workshop, participants will have the opportunity to see a lesson modeled about the U.S. Census, learn about the construction of racial categories, and most importantly, take away examples of how to integrate the often-taboo topic of race in their own classrooms. **Elementary, Middle, Secondary**

***Kelly J. Cutler** was a public school teacher for 12 years, working with both special education and mainstream students. Currently, she is an instructor in the Graduate Teacher Education Program and doctoral student at Portland State University. **Cleann Brewer** has worked in public education as a special education teacher and a teacher on special assignment. For the last two years, she has been an administrator in Portland Public Schools. **Maureen Fitzgerald** is a 6th-grade language arts and social studies teacher, working in a middle school in Portland Public Schools.*

## **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, New York, 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 challenging long-held beliefs about racism. Facilitators will share the #BLM Gallery and activities to facilitate courageous conversation around #BLM and context for healthy and productive engagement with the topic of racism, police brutality, and structural inequality. Facilitators will also briefly address the planning, curriculum, resistance met, and the long-term commitment to personal and institutional transformation that can result when teaching that #BlackLivesMatter. This workshop will provide tools to those educators seeking ways to connect the #BlackLivesMatter movement to the continuum of the struggle for civil rights and justice in the United States. **Secondary**

***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 Lane Community College.*

### **Analyzing Young Children’s Picture Books with an Anti-Oppression & Anti-Bias Lens**

Children love books and learn from them. They take in messages conveyed in picture books about who is valued and who is important. Through discussion, critical analysis and collaboration, we will strengthen our ability to consider what messages picture books convey about race, gender, class, ability, sexuality/family structure, and culture/language. We will share resources and build skills to assess books for equity. We will develop classroom library lists that reflect and affirm every child in our classrooms, and represent the much larger community and world we live in. **ECE, Elementary (K-2)**

*Susan Eisman is an early childhood educator, parent educator, and Director of Hawthorne Family Playschool. Laura Czarniecki is a Pre-K teacher at Shaver Elementary in Portland.*

### **There Are Other Kids in the World: Yo Ghana! and Exchanges for Transformation**

American society tends to be highly insular and insulated. The nonprofit Yo Ghana! promotes knowledge of and empathy for children in West Africa by facilitating letter exchanges between roughly 36 schools and 2,000 students in the Pacific Northwest and Ghana. This workshop will explore the potential of letters from Ghana for helping our students to go beyond themselves to consider the cultures and personal perspectives of children who are both similar and different from them. **Elementary, Middle, Secondary**

*Harriette Jackson Vimignon is the Principal of Beaumont Middle School and is working on her dissertation on successful African American male high school students. David Peterson del Mar is an Associate Professor of history at Portland State University and the author of the forthcoming African, American: From Tarzan to Dreams of My Father—Africa in the U.S. Imagination. Both are Yo Ghana! board members.*

### **Living History Through Personal Narrative**

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

*Willow McCormick is a 2nd-grade teacher in West Linn, Ore. She is an Oregon Writing Project Consultant, a Library of Congress Civil Rights Institute Fellow, and a Rethinking Schools contributor.*

### **Breaking out of Gender Boxes**

In this interactive workshop, we will reflect on the role of gender in our lives. Through experiential activity and discussion, we will build a greater understanding of the impact of “gender boxes” on our self-image, self-esteem and relationships with others. Participants should be ready to engage in the work on a personal level so that we can continue to engage in this important conversation in our own classrooms and communities. **Middle, Secondary, Parents, General**

### **Secondary, Parents, General**

*Lisa Meersman is the Lead Step Up Advocate at Madison High School/Open School in Portland. She has worked with youth in Portland since 2013. Blair Hennessy is a Social Studies teacher at Lincoln High School in Portland. She has worked as an educator since 2009.*

### **Revisionist History of Muhammad Ali**

Fighter. Talker. Champion. Albeit accurate, these words tell but a small portion of what truly made Muhammad Ali “The Greatest.” Yet time and time again, his pro-justice, anti-oppression expressions are boiled down to feel-good quotes about inspiration and determination. In this workshop, we will examine how civil rights activists get reframed posthumously to become digestible to the people they often were fighting against and use the Louisville Lip’s own words to talk back to those attempting to claim him. A 90-minute lesson that focuses

on revisionist history using Muhammad Ali as a case study. Using Ali's words to understand his stance and his response to these revisions. **Middle, Secondary, Parents, General**

*Eric Mirsepassi teaches Language Arts and AVID at Cleveland High School, and serves as Cleveland's Activities Director. He grew up in Eugene and moved to Portland 10 years ago. Jayme Causey is a Language Arts teacher at Jefferson High School, and is a Portland native who grew up in Northeast Portland.*

### **Houseless Experience, Impacts, Systemic Causes, Solutions**

This lesson will explore the problems in housing injustice, houselessness, and gentrification, using a 10-minute documentary film, a mixer lesson to explore issues, and a discussion with film makers and community groups advocating for housing justice with a focus on the roots of the problem, rather than the typical framing of the issue as "homelessness" and charity. We'll explore these issues in ways that intersect with others such as racism, poverty, inequality, and gentrification. The film and workshop will be in collaboration with Sisters of the Road (a community nonprofit addressing houselessness, poverty and social justice), NW Film Center and the Oregon Historical Society. The film maker, Trip Jennings is an activist and photographer/film maker who has worked for National Geographic as well as many other organizations. We will be giving away free copies of the new film and additional lessons that can be used for a more extended unit. The film will premiere in the fall, so this will be part of major publication and release. **Middle, Secondary, Parents, General**

*Hyung Nam teaches social studies at Wilson High School in Portland and is a former member of the Rethinking Schools editorial board.*

### **A Neighborhood Study: Introducing 2nd-Grade English Language Learners to Justice Fighters in Their Community**

In this unit, 2nd-graders in Rigler's dual-language immersion program recognize the justice fighters in their own community as they learn about the creation of the first park in Portland's Cully neighborhood, affordable housing projects, and Cully neighborhood history. The unit fosters students' ability to see themselves as change agents who can make their school and neighborhood a better place, and culminates with writing a letter to the mayor. **Elementary, General**

*Jill Nicola is currently an ESL teacher at Rigler Elementary School in NE Portland. She has 15 years of experience working with multicultural children and families, eight of those years were as a K-2 teacher in a dual-language immersion classroom.*

### **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. **ECE, Elementary, Middle, Secondary, Parents**

*Abby Peterson, Aubrey Pagenstecher, Margaret Peoples. This dynamic trio of ladies has visited hundreds of families in the Portland area, increasing family engagement every year. From Pre-K to high school, their experiences highlight the importance and value of building relationships with families.*

### **The Numbers Behind *The Absolutely True Diary of a Part-Time Indian***

This workshop explores integration of reading, writing, and mathematics. The lesson incorporates data to create background knowledge for Sherman Alexie's novel. Some language arts students connect immediately with any text while others find their way into a story through different avenues. Equity in our classrooms relies on equitable approaches to access and engagement. **Middle, Secondary**

*Susan Pfohman is a math teacher from Portland who designs lessons that integrate math and English. She is also an Oregon Writing Project writing coach. Cesar Ramirez teaches 9th-grade English and 11th-grade English at Benson High School in Portland. He also co-designed and co-teaches a Film & Literature class.*

### **STEM Educating for Social Justice**

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

*Moses Rifkin has taught high school physics at University Prep, a private school in Seattle, since 2005.*

### **Restorative Justice in Schools**

We will explore why and how Restorative Justice can be an alternative to current exclusionary discipline practices in schools while paying attention to equity issues. Restorative Justice is not a prescribed program but a philosophy based on community building and repairing harm. We will discuss the components that can make the approach successful, such as circles, restorative inquiries and dialogues, community service, and mediation. We look at possibilities for implementation that are open to classroom teachers and others. **ECE, Elementary, Middle, Secondary, Parents**

*Gabriele Ross is a Restorative Justice Trainer/Coach with Resolutions Northwest. She brings with her two decades of working as counselor and advocate with marginalized populations in public schools in Seattle and in Vancouver, Wash. Mariah Cooper has come up through the ranks of youth involved in restorative justice in schools. She now works at Resolutions Northwest as an Administrative Assistant while finishing her undergraduate degree in Social Work at Warner Pacific College. She interns as a Restorative Justice Coordinator at Rigler Elementary School in Portland.*

### **Self-advocacy, Cultural Awareness, Social Justice, and Student Empowerment: Rethinking Diverse Students in Our Schools**

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

*Michael Sampson works with students from Burlington-Edison High School. The BEHS Recruiting Washington Teachers program (formerly known as Latinos In Action) is in its 10th year and consists of diverse juniors and seniors from Burlington Edison High School, in Burlington, Wash.*

### **Social Justice, Diversity, and Equity: Create a Relevant Classroom Library for 2017, K-5**

In our workshop, we will look at how to make sure books are mirrors, windows, or bridges for your students using a diverse set of resources. We will explore cultural relevancy and other stories so we are inclusive and responsive to the students we serve. We will also look at how the majority of best-selling and award-winning books add to the “whiteness as normal” paradigm and how we can intentionally create a broader view.

#### **Elementary**

*Michelle Schardt has been a classroom teacher and reading specialist, mostly in Spanish immersion programs, for 22 years. As a white woman, she works to be more intentional about using books that represent her students' experiences, as well as other stories besides those of the dominant white culture. Quynh Nguyen has developed an equity lens through her life experiences as a Vietnamese refugee and a special education educator. She brings perspective and clarity to ensure that equity becomes possible for students.*

### **Rethinking Lewis & Clark with the Doctrine of Discovery**

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

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

### **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. **General**

*Katy Swalwell is an Assistant Professor in the School 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).*

### **Spoken Word: The Power of Slam Poetry in the Classroom**

Spoken Word/Slam Poetry helps students build confidence as they face the most intimidating poets of the canon, take them apart and reinvent them in ways that connect to their personal world. Students become compelling writers as they learn to analyze themes, express ideas, and communicate feelings through this vibrant, captivating, and academic approach. This workshop will explore how to connect the academic structure of writing to students’ voice through the powerful medium of Spoken Word. **Secondary**

*Kyana Wheeler is a published Spoken Word artist and a passionate advocate for racial justice. She is co-owner of Racial Equity Consultants, a consulting firm that supports communities and organizations in building their capacity to challenge internal and external systems of oppression in order to create transformational, systemic and sustainable change. Fran Partridge has more than 20 years of racial equity experience, specifically in instructional leadership, educational practices, and educational policy change. She is co-owner of Racial Equity Consultants.*

### **“We Will Not Drown, We Will Fight:” Teaching Climate Change, Island Solidarity, and Indigenous Rights**

This workshop will demonstrate activities for teaching about climate justice with the resistance of indigenous Pacific Island peoples at the forefront. Participants will explore both historical and recent experiences of different island territories and nations through engaging in role play and in connecting with the Pacific Climate Warriors movement through poetry. **Middle, Secondary**

*Moé Yonamine teaches Social Studies at Roosevelt High School in Portland and is an editor for Rethinking Schools.*

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

### **Decolonizing Science Education: Taking Science Back from the Old Dead White Guys**

This workshop offers ideas, resources, and sample activities that push back on the Eurocentric, patriarchal, neoliberal narratives all too pervasive in science education. The aim is to empower educators and other stakeholders in science education to decolonize both the content and the practice of teaching science. Discussions and shared consciousness will be encouraged to share community knowledges in an effort to work together to undo the colonialism entrenched in current models of science education. **General**

*Jean Aguilar-Valdez is a science educator, former middle school science teacher in a Title 1 school, and Assistant Professor at Portland State University.*

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

We will explore the experiences and feelings of people living under occupation by creating a persona, drawing Occupation Game cards and writing in journals. We will also read about soldiers' experiences enforcing an occupation. **Secondary**

*Linda Bevis has been a high school social studies teacher and an international human rights lawyer. She created the Palestine Teaching Trunk—a box of free materials also available online—to help teachers introduce their students to a key modern conflict.*

### **Engaging Mixed Race Students, America's Fastest Growing Youth Group**

On the 2010 Census more than 9 million people identified as “2 or more races.” Today, Multiracial is the fastest growing youth group. The future of social justice will rest in the hands of these mixed race young people and yet little is done to affirm who they are and include them in equity work. We cannot afford such shortsightedness. This workshop is about engaging multiracial youth in becoming critically conscious adults invested in transformative change. **General**

*Sharon H. Chang is award-winning author of Raising Mixed Race: Multiracial Asian Children in a Post-Racial World (2016). She is on the planning committee for the Critical Mixed Race Studies Conference and is currently writing her second book looking at Asian American women, sexism, and gendered racism.*

### **The Politics of Language: Teaching About Language and Power**

This workshop will focus on activities to help students understand the politics of language, from the ways colonizers attempted to destroy mother tongues across the globe to the resistance as Indigenous people fought back. Using mixers, readings, and poetry, participants will come away with ideas to trouble the premise of a standard language. **General**

*Linda Christensen, a Rethinking Schools editor, is the Director of the Oregon Writing Project at Lewis & Clark College.*

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

The journey to becoming a culturally responsive teacher begins with intensive self-reflection to arrive at a deep sense of awareness of the “who” embodied in the educator examining the impact of the culture of both students and teachers and designing learning experiences that capitalize on the connection between culture and cognition. Culturally responsive teaching is not a bag of tricks, working in the classroom with students. Culturally Responsive Teaching is not what we do, it is who we are. In this interactive session, participants will be introduced to neuroscience and cultural frames of reference in relationship to Culturally Responsive Teaching, will explore how *structural racialization* impacts Culturally Responsive Teaching, and will deepen their understanding of the dimensions of culture and social-political context and how they influence Culturally Responsive Teaching. **General, Educator (K-12)**

*Anita Garcia Morales is a community activist in the Seattle area and has been doing anti-racism/anti-classism work for many years locally and nationally. She recently retired from her position as a Equity & Race Relations Specialist with Seattle Public Schools. Abraham Rodriguez-Hernandez is an Equity & Race Relations Coordinator for Seattle Public Schools. Bernardo Ruiz is the Director of Equity & Race and Family & Student Engagement for Seattle Public Schools.*

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

Through an interactive presentation, participants will explore the benefits of social justice education, drawing on research and the expertise in the room. Participants will then explore recent attacks against social justice education, from Tucson, Arizona to the Pacific Northwest, searching for patterns in the assaults. Finally, participants will receive concrete strategies to expand social justice curricula at their schools, as well as ways to protect themselves from potential resistance and backlash. **Elementary, Middle, Secondary, Parents, General, Students**

*Jon Greenberg is an award-winning public high school teacher in Seattle and Contributing Writer for Everyday Feminism.*

## **Racism and Racial Identity Development of K-5 Students: A Way Forward**

How do children develop their racial identity? What does developing a positive racial identity look like in a classroom? This workshop will provide an overview of research, balanced with real life application for classrooms and school communities. Educators and community members will collaborate and discuss topics related to racial identity development, racism, and create an action plan for implementation in their own school community. **ECE, Elementary, Parents, General**

*Danielle Guzman is a K/1 teacher at Leschi Elementary in the Seattle Public Schools. She assisted with an initiative to desegregate her school, and has developed a course at University of Washington for educators to further their practice with race and racism. Cai Wren Barber has taught in Argentina, South Korea, and at Leschi Elementary in Seattle. She has taught grade levels K-5, as well as adult education.*

## **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 voice. **Secondary**

*Kimberly Hoffman Kanof and Camila Arze Torres Goitia are both Social Studies teachers at Madison High School in Portland.*

## **Exchange to Engage**

Learn how a simple program has the potential to improve communication between diverse groups and transform school culture. Hosting an intercambio, or language exchange, promotes bilingualism, holds space to develop relationships, and encourages opportunities for meaningful parent involvement. Parents and educators join together to practice language in a safe and encouraging setting that leads to partnership, mutual respect, and trust. You will experience an intercambio in Spanish and English, analyze parent engagement efforts at your school and learn how this program has been implemented with success at several schools in Portland. **ECE, Elementary, Middle, Secondary, Parents, General**

*Rachel Kimbrow is a public school educator, adult ESL teacher, and Spanish learner. She has taught emergent bilingual students English for more than 10 years in the Portland Metro Area. She developed Exchange to Engage to promote communication and bilingualism between diverse school communities. Martha Sandstead is a language development specialist for David Douglas school district and adjunct professor at Lewis & Clark College. Martha has facilitated a bilingual intercambio for three years at Ventura Park Elementary.*

## **Translanguaging for Social Justice: Moving Beyond the Same Old Strategies for English Language Learners**

“English Language Learners” are often viewed from a deficit lens, seen in terms of what they lack instead of what they bring to the classroom. Translanguaging acknowledges all the linguistic practices of multilinguals. Participants will practice translanguaging strategies in three areas and develop a plan to include one in their classroom. Participants will contribute to a shared resource for how to use translanguaging strategies in their classrooms and ideas for the future. **Elementary, Middle**

*Carrie Larson is a doctoral student in Educational Leadership and Curriculum and Instruction at Portland State University and a Graduate Assistant for the Bilingual Teacher Pathway Program. A long-time bilingual Spanish/English speaker, she has taught ESOL and Language Arts in K-8 public schools as well as Spanish as a Foreign Language in college. Her research centers on educational equity for bilingual learners and bilingual teacher preparation. Kelly Cutler was a public school teacher for 12 years, working with Special Education students, English Language Learners, and mainstream education students. Currently, Kelly is an instructor in the Graduate Teacher Education program and a doctoral student at Portland State University. Suzanne Scarboro was a dual language, Spanish/English, early elementary educator for many years and an ELD teacher K-8. She currently teaches Middle School ELD and Spanish.*

## **Infusing Tribal History into Classrooms Utilizing the “Since Time Immemorial” Tribal Sovereignty Online Curriculum**

Washington State law requires that when a district reviews or adopts its social studies curriculum, it will incorporate curricula about tribal history/culture/government utilizing the STI Tribal Sovereignty Curriculum. But why wait and why limit this to just social studies? This updated curriculum features interactive lessons, resources, strategies, and discussion around sovereignty issues. **Elementary, Middle, Secondary, General**  
*Laura Lynn* is contracted by the OSPI Office of Native Education (ONE) as the lead trainer to facilitate “Since Time Immemorial” tribal sovereignty curriculum trainings throughout Washington. She has been involved with the tribal sovereignty curriculum project for several years. *Laura* also serves as the Education and Equity Evaluation consultant with the Puget Sound Educational Service District (PSESD), a regional education agency charged to support all districts in King and Pierce counties. **Michi Thacker** taught at Lincoln Elementary School in Olympia, Washington for 23 years. She currently serves as adjunct faculty in the Masters in Teaching Program at the Evergreen State College. She is a trainer for the Since Time Immemorial: Tribal Sovereignty in Washington State curriculum.

## **EdTech—The Future of Education?**

EdTech—known by terms such as personalized, student-centered, mastery, and competency-based learning—is being touted as the latest education innovation. The concept is not new, but the delivery structure being quietly put into place represents a paradigm shift that will change *everything*, including the concept of school and opportunities for future employment. Should we increase student screen time, replace teachers with packaged lessons delivered by digital devices, and continuously test students while data-mining the results? The massive and growing use of EdTech is displacing valuable elements of schooling without providing clear benefits, and threatening our children’s right to a healthy and educationally appropriate school environment. What is our role in determining how our children learn? **ECE, Elementary, Middle, Secondary, Parents, General, Policy Makers**

*Deb Mayer* is a parent, retired educator, and education activist. She is the founder and director of Great Schools for America, a co-founder of Oregon Save Our Schools, and on the board of Portland Parent Union, Parents Across America, and Parents Across America Oregon. **Catherine Carroll** is a parent, retired teacher librarian with a Masters in Education/Special Education. She is a co-founder of Oregon Save Our Schools, a member of Parents Across America Oregon and Ending the New Jim Crow, a social justice group founded by First Unitarian Universalist Church of Portland.

## **ELL Math Classroom Practices: Creating a Bi-cultural and Critically Conscious Classroom Community**

Mathematics is inherently part of our world, our culture, and our stories. It can be taught in a way that has students investigating, forming opinions, critiquing and challenging injustices and oppressive systems that are currently in place. This workshop focuses on cultivating an elementary or secondary math classroom that engages linguistically diverse students in problem solving, complex, meaningful and cognitively demanding problems. **Elementary, Middle, Secondary**

*Saraswati Noel* is a math educator at Seattle World School, a public middle and high school that primarily serves recent immigrant and refugee students. **Maria Elena Guzman** is a 4th/5th grade Spanish Immersion Math and Science teacher at Beacon Hill International School, a dual-language immersion school.

## **Interrupting Implicit Racial Bias in Our Classrooms**

In this session participants will engage in personal exploration of implicit racial bias: where it comes from and how it manifests in each of us, in our classrooms, and in our schools. Learn how to interrupt unconscious beliefs and practices that disproportionately affect our students of color. Participants will leave with a personal plan of action for interrupting implicit racial bias. **Elementary, Middle, Secondary**

*Julie Palmer and Jody Rutherford are Teachers on Special Assignment in the Equity Department of Portland Public Schools where they facilitate the development of racial equity leaders.*

### **Future Educator Meet Up**

In this closed session, students enrolled in Introduction to Education at Grant High School and Roosevelt High School will meet and start collaborative work. They will engage with questions about educational reform and activism, and will make plans for future meet-ups. **Open to students at Grant High School and Roosevelt High School Intro to Education classes**

*Daniel Ramirez teaches Introduction to Education at Roosevelt High School. Amy Lindahl teaches Introduction to Education at Grant High School.*

### **Lotería—Celebrating the Trans-Border Collaboration of Juan Felipe Herrera and Artemio Rodriguez**

This workshop explores the poetics of our poet laureate Juan Felipe Herrera and artwork of Artemio Rodriguez, as they reinvent the magical world of La Lotería, a popular Mexican game of chance. **Middle, Secondary** *Charles Sanderson teaches at Wellness, Business, and Sports High School in Woodburn, Oregon. Susanna Matveev is a bilingual sophomore attending Wellness, Business, and Sports School. Mikaela Foster, a scholar at Wellness, Business, and Sports, is very active in her church and has a deep love for sports. Kevin Cruz is a student athlete at the Wellness, Business, and Sports School. He currently plays football and basketball.*

### **Do We Need a Radical Caucus in the Oregon Education Association?**

What is a radical caucus? Come learn about the history of radical caucuses in teachers' unions and participate in a discussion that focuses on whether or not we (OEA) would benefit and should move forward with the idea. This is an ideal workshop for teachers who are frustrated with their union and want to do something about it! Time is reserved for planning next steps. **ECE, Elementary, Middle, Secondary, Parents, General** *Stephen Siegel has worked in three states as a school counselor and teacher. He teaches special education math at Reynolds High School. Dominic LeFave is a long-time special education teacher in Portland Public Schools, now teaching at Cleveland High School. Evan Selby is a long-time social studies teacher and teaches at Reynolds High School.*

### **Sex Education: Sex-Positive and LGBTQ-Supportive**

How do you respond when a child asks: "Can a girl turn into a boy?" How do you teach birth control without excluding lesbian students? How do you help youth know what a healthy sexual relationship looks and sounds like? Using specific classroom activities, we will explore approaches to sex education rooted in a social justice framework, and based on being sex positive and inclusive of all gender identities and sexualities. Included: creating a safe space, laying groundwork, curriculum and activities, dealing with issues as they arise. **Focused on middle and high school, but applicable to all grades.**

*Jody Sokolower, co-editor of Rethinking Sexism, Gender, and Sexuality, taught social living at Berkeley High School in Berkeley, Calif. She is the managing editor of Rethinking Schools.*

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

This workshop will focus around a role play, written in collaboration with Naomi Klein's book and film, *This Changes Everything*, that highlights the hopeful struggles of anti-fossil fuel activists around the world fighting extraction on Indigenous lands in North America, struggling for fairer and cleaner development in India and China, leading the divestment movement on college campuses, and building clean, community-controlled energy systems in Germany and the United States. **Secondary**

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

### **Philosophical Inquiry for Social Justice Education**

Philosophical inquiry is a pedagogy for encouraging critical thinking and personal reflection. It fosters an intellectually safe community, active listening, and encourages participants to develop and evaluate a range of

perspectives on a range of topics concerning social justice issues. Through this workshop, we will demonstrate how teachers can use philosophical inquiry in their classrooms by using simple prompts like picture books and games. Topics: (1) Refugee politics, (2) Inequity and fairness. **Elementary, Middle, Secondary**  
*Debi Talukdar is an instructor and Ph.D candidate in the College of Education at the University of Washington, Seattle. She has also been a Fellow with the UW Philosophers in the School program for the past two years, working with a diverse range of young people.*

### **Keeping the DREAM Alive: What Teachers Can Do to Support Students Without Papers**

This workshop immerses participants in the lived experiences of our students who are undocumented—addressing the challenges they face, the civil rights and policies that provide them educational opportunities, and what *you* can do as an educator, advocate, and activist to support them. Come prepared to share experiences and resources, and to work with others to think through multiple strategies to support them. **General**  
*Maria Timmons Flores is a professor at Western Washington University in ELL/Bilingual Education. Her students and families have taught her a great deal about the realities of living in the shadows in the United States and her own research addresses the rights and strategies that can protect them.*

## **Special Sessions—4:10 – 4:45**

### **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, community and education activists will convene conversations to focus on key questions: What are the main challenges facing education in each of our areas of interest and influence? How can we concretely support one another's work? What kind of cooperation and organization makes the most sense? See list of topics and room numbers below:

B-30	Elliot	Community Activists and Education
Lib	Czarnieki	Early Childhood Education
B-31	Hansen, McCormick	Elementary Education and Social Justice Teaching
B-32	Causey, Kulak	Language Arts and Social Justice Teaching
B-33	Jensen	English Language Learners and Social Justice Teaching
B-34	Dyste, Johnson	Middle School and Social Justice Teaching
B-35	Hines, Lathan	Race & Equity
B-36	Labassiere, Wolf-Rocco	Race & Equity in Privileged Settings
B-37	King	Restorative Justice
Lib	DiPasquale	Social Studies
Lib	Guertin-Davis, Jardine,	Special Education
Lib	Lindahl, Pfhoman	STEM
Lib	Thiel	Union

### **“Reframing Social Justice Education” CEED 866**

**Lewis & Clark College: One semester credit**

**For those taking the NWT SJ conference for Lewis & Clark credit, meet with Linda Christensen in B-39 from 4:10 to 4:45. For this course, you must sign up in the morning, and attend the keynote and all three workshops. (Cost: \$100)**

# Some Huge Thank Yous!

## **Special thanks to the dedicated volunteers who helped make this conference happen:**

Folks from Puget Sound Rethinking Schools, Portland Area Rethinking Schools, Seattle Social Equality Educators, the Oregon Writing Project at Lewis & Clark College, Portland Association of Teachers, and *Rethinking Schools* magazine.

## **For making the space happen:**

A huge thank you to the folks at Madison High School (MHS), including MHS Principal Petra Callin for her support of the conference and the use of this site. Thank you to head custodian Cindy Shepard for her assistance, and to the MHS educator volunteers — especially Camila Arze, Santha Cassell, Ken Gadbow, Tara Jardine, Kim Kanof, and Nancy Sullivan.

## **Thanks to our community and national partners:**

Thanks to the Oregon Education Association for printing. Thanks to Kevin Marshall for maintaining our conference website [www.nwtsj.org](http://www.nwtsj.org). Thanks to Blair Hennessy for being volunteer coordinator. Thanks to *Rethinking Schools* magazine for co-sponsoring this conference and for the incredible work they do to keep social justice teachers connected.

Thank you to our keynoter Kevin Kumashiro, for traveling from San Francisco to educate and inspire us.

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

Special thanks to those who donated food/drink and/or supported us with reduced prices so that we could nourish our bodies and spirits throughout the day: Hot Lips Pizza, Equal Exchange, Grand Central Bakery, Cherry Sprout Produce, and New Seasons Market.

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

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

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

**We hope to see you next year in Seattle!**

## **NOTES:**

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