11th Annual Northwest Teaching for Social Justice Conference

Rethinking Our Classrooms, Organizing for Better Schools
Saturday, October 20, 2018
8 am - 4:30 pm
Madison High School
Portland, Oregon

Keynote Speaker: Winona LaDuke

Sponsored by: Puget Sound Rethinking Schools, Social Equality Educators, the Oregon Writing Project at Lewis & Clark College, the Portland Association of Teachers, the Critical Educators Collective, and Rethinking Schools magazine
Teaching for Social Justice in the Pacific Northwest:
The folks who created this conference

Seattle Area: Puget Sound Rethinking Schools (PSRS)
Puget Sound Rethinking Schools is a group of educators, parents, and concerned community members from the Seattle area. We embrace the principles embodied in Rethinking Schools magazine. We have been working since 1997 to promote the education of the whole child, organize against high stakes testing, support social justice and anti-racist/multicultural education, and to share resources and provide support to one another. Contact PSRS by emailing Sarah Heller McFarlane: shmcfar@earthlink.net.

Social Equality Educators (SEE)
Social Equality Educators (SEE) is a rank and file organization of activist educators in Seattle. We seek to transform education in terms that empower students, teachers, and the communities that our public schools serve. As NEA members, we understand that the educators’ union has a vital role to play in creating an equitable education system. As educators, we understand the importance of using culturally relevant and holistic curriculum to empower our students. We have come together to fight against the corporate reform of our schools and to organize for a socially just education system. Contact us at info@seattlesee.org.

The Oregon Writing Project
The Oregon Writing Project at Lewis & Clark College offers workshops designed to improve writing, curriculum building, and critical literacy. See http://graduate.lclark.edu/programs/oregon_writing_project/ for more information.

Rethinking Schools
Rethinking Schools is a national publisher of educational materials — books like Teaching for Black Lives, Rethinking Multicultural Education, Reading, Writing, and Rising Up, and Rethinking Columbus, as well as the quarterly magazine, Rethinking Schools. It is committed to the vision that public education is central to the creation of a humane, caring, multiracial democracy. Rethinking Schools seeks to balance classroom practice and broader education activism. Rethinking Schools magazine articles are written by and for teachers, parents, and students. See www.rethinkingschools.org 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/

Critical Educators Collective
The Critical Educators Collective, based in Portland, serves a network of educators across the communities in which we serve and live. CEC is committed to teaching for social justice in our classrooms and advocating for social justice throughout our education system. For a more democratic, just, and equitable education system, we must critically examine and refine our teaching praxis within the classroom as well as organize within our wider communities. To achieve our vision and purpose, we hold accessible and regular meetings and workshops, and also use a variety of online resources to share and collaborate. Get more information by visiting criticaleducatorscollective.com, emailing criticaleducators@gmail.com, or finding us on Facebook.
Welcome to the
11th Annual Northwest Teaching for Social Justice Conference:
“Rethinking Our Classrooms, Organizing for Better Schools”

Saturday, October 20, 2018

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

Opening and Welcome: 9:00-10:00
Keynote Speaker: Winona LaDuke
Teaching Indigenous Rights: A Pathway to Social Justice

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

Special Sessions:

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

Clean up party for all post-conference

Notes:

A map of Madison High School is located at the back of this program.

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 final workshop to help us with general cleanup. Thank you!
Workshops
Session #1: 10:15-11:45

Please sign up for the workshops and attend only those workshops. Refer to the separate handout to determine where workshops will take place.

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

Tara Jardine is a Special Education teacher in Portland. She began her teaching career in New York City Public Schools. Joe Martin is an English teacher in Portland. He began his career as a Special Education teacher in an alternative high school that focused on high need behavior interventions.

At the Crossroads of Studenthood and Motherhood
The politics surrounding the education of pregnant teens/adolescent mothers has long served as an obstacle to effectively addressing the needs of not only these young women, but the children they raise. This workshop will help participants do the following: consider the social/educational impact of bias against adolescent mothers, craft solutions to effectively meet the functional literacy needs of parenting students and the emergent literacy needs of their children, and address concerns regarding SES performance gaps. ECE, Elementary, Middle, Secondary, Early College

Erin Baldauf is the Student Services Coordinator for an elementary school on Maui, with her primary focus on serving the needs of students with medical, emotional, and learning disabilities. She is working toward her PhD in literacy education, and has taught in a variety of settings including humanities at both the middle and high school levels, English at the college level, and private childbirth/lactation education.

Being an Open (and Out) Ally for LGBTQ Students
This workshop will explore the new identities that fall under the LGBTQ++ spectrum and discuss ways to create a conversation that is supportive in the classroom. A big part of the discussion will explain the difference between sexualities (gay, lesbian, queer, pan, asexual) and gender (gender-queer, trans, non-binary). There will also be materials available for starting an after school club like a high school GSA. This will be an opportunity to discuss the challenges and benefits of having a group on your school campus. ECE, Elementary, Middle, Parents, General

Shannon Perry has been an educator for 17 years and spent the last 10 years teaching middle school at a charter school in Forest Grove, Oregon. She teaches both Language Arts and Social Studies, allowing her many opportunities to embed social justice curriculum into her students’ day.

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

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

Educators in West Virginia, Oklahoma, Arizona, and other states have used the power of a statewide strike or walkout to pressure their state legislatures to make pro-education decisions. Oregon Public Employees United is organizing around a similar strategy. Come hear about our plan to pressure our legislature here in Oregon to finally provide our schools with adequate and stable funding. Discussion about goals, strategy, and tactics will follow. Participants will be encouraged to get involved. ECE, Elementary, Middle, Secondary

Stephen Siegel has been a school counselor and special education teacher for 19 years. Currently he teaches at Reynolds High School, is an active member of his union, and co-hosts Labor Radio on KBOO once a month. Jeffrey Fuller has been a social studies teacher for eight years. He teaches at Reynolds High School and is the organizing chair of his local (Reynolds Education Association). Alisha Chavez-Downing has been a special education teacher for four years. She is an executive board member and PAT Secretary, as well as a member of PAT’s Social Justice and Community Outreach Committee.

Class Matters, or, in the Words of Cornel West, “When ordinary people wake up, elites begin to tremble in their boots”

Social justice advocates bemoan the stark fact that working class people often vote against their own best interests. Why does this happen? Part of the reason is the invisibility or distortion of class struggles in school curricula and classroom practice. This workshop will address how educators and students might explore the diversionary and divisive techniques elites use to inhibit the development of class solidarity and action in order to counter them. Middle, Secondary

Elaine Harger is the library teacher at Washington Middle School in Seattle, active in the school’s Racial Equity Team and school learning garden. She has been a school librarian for 21 years, and for seven years worked at the Empire State College-SUNY School of Labor Studies in New York City. She is a co-founder of the Progressive Librarians Guild and author of Which Side are You On? Seven Social Responsibility Debates in American Librarianship, 1990-2015. Karen Stringer has been a Special Education teacher since 2006. She chose Special Education because many children from poverty and from communities of color are overrepresented in Special Ed. She has been a CASA volunteer for three years, fighting for positive outcomes for children in foster care.

Debunking and Reframing Immigration Myths

In this workshop, participants will break down stereotypes and myths about immigration and learn to reframe through the use of affirmative stories. General

Alejandra Favela is an Associate Professor at Lewis & Clark College in Portland, where she teaches courses in ESOL and Culturally Responsive Pedagogy. Her research focuses on bilingual education and immigration.

Decolonizing Curriculum: Transforming Your Course into Ethnic Studies

School boards are beginning to implement ethnic studies. Unfortunately, implementation has proven to be a long, complicated process, especially given the overwhelmingly white teaching force. But there’s no need to wait. Ethnic studies have well-documented benefits for all students and we can begin to transform our courses into ethnic studies. Learn from educators — representing all grade levels and various subject areas — who are leading the way for ethnic studies in K-12 Seattle classrooms. Workshop participants will receive tools and direction to begin decolonizing their curricula. ECE, Elementary, Middle, Secondary

Tracy Castro-Gill is an award-winning educator who has been recognized for her work on racial and social justice in Seattle Public Schools. She has been leading the fight for Ethnic Studies alongside educator activists in the Seattle Education Association and is a member of the leadership group working to develop a K-12 Ethnic Studies program. Alma Alonzo is a Filipina immigrant, raised in Hawaii, with a background in Early Childhood Development and Women Studies. She has taught in Hawaii, Saipan, and Seattle. Rogelio Rigor taught an Integrated Math/Science course during his years as one of two teachers who started The Ida B. Wells School for Social Justice at the University of Washington. Since the dismantling of the school in 2015, Rogelio has taught Math at Interagency Academy at the SE campus and this past summer at the Juvenile Detention Center. Jon Greenberg is an award-winning public high school teacher in Seattle and writer whose work has
been featured in NPR, Yes! Magazine, Teaching Tolerance, and more. To learn more, visit his website: citizenshipandsocialjustice.com

Discussing Reproductive Justice in Health Education
Students at Portland’s Roosevelt High School demanded Black Lives Matter content and examples of Black Excellence in all classes, so Health teachers introduced a lesson on Reproductive Justice. Students present on stories of women of color leaders and resistance to oppression that relates to women’s ability to control their rights to have abortions or children, and to raise children in healthy communities. Examples come from Oregon, Illinois, Texas, Peru, and Ethiopia. Come discuss and help evolve this lesson.

Middle, Secondary, Parents, General
Kheoshi Owens is the founder of Empress Rules, and has worked to promote equity with disadvantaged communities for close to 20 years, working with Step Up, Open School, and Prosper Portland. She uses her facilitation skills to lead equity trainings in Portland Public Schools, and with other public agencies. Barb Macon is a Health and ESL teacher at Roosevelt who has been striving to transform the health curriculum to be inclusive of many cultures and responsive to student learning needs.

Disrupting Misconceptions: Unleashing a Larger Truth
Unleashing the power of literacy means learning to read as an activist, to read to learn, but also to talk back to texts that don’t tell a fuller truth about our homes, our language, our religion, our identity. In this workshop, participants will examine two views of the Wind River Reservation — one from a journalist and one from a student at the reservation who tells a larger truth about his home. Middle, Secondary
Linda Christensen is a Rethinking Schools editor and the director of the Oregon Writing Project.

DIY: Build a Collaborative Teacher-Research Social Justice Reading & Action Group
Teachers across grades/contents gathering regularly for social justice research, theory, and pedagogy — issues far from and close to our campuses and communities — is powerful. Educators support each other in identifying needs, imagining solutions and possibilities, and growing inspired, collaborative ideas into IRL action. Co-facilitators of the 2018 Teaching for Social Justice Reading & Action Group (Central Arizona Writing Project at Arizona State University) share how (and why) they built the group. General
Tricia Parker is an ELA teacher of all levels of English language learners in an urban high school. Although she is committed to the teaching of writing and to her students’ acquisition of English as one language, she is more committed to the use of (any) language as a means of justice, beauty, peace, and righteous power. Monica Baldonado-Ruiz is a doctoral student in English Education at Arizona State University. She is a high school English teacher interested in educational equity that values all students’ diverse cultures, languages, and communities.

Each Kindness: Using Picture Books to Rehearse Theater of the Oppressed
Using the process of theater forum from Theater of the Oppressed, this workshop explores ways to work through moments of inaction and regret. What do you do when a colleague uses offensive slang in a conversation with you? What happens when a student says something that surprises you into nonaction? This workshop helps educators alter moments of silence to craft moments of action, all while using Augusto Boal’s acting techniques and collaborative processes. Elementary, General
Andie Cunningham teaches 3rd grade at a rural school outside of Canby, Oregon. Elizabeth Hoover teaches first grade at Siletz Valley Charter School and performs at her local theater.

Erosion and Vanport: Using Local Examples in Science Curriculum
This workshop will lead participants through the lessons developed for my 7th-grade Erosion Unit that connects the history of Vanport, Oregon, with maps, levee engineering, and river erosion and deposition. Middle, Secondary
Emily Armgardt is a third-year 7th- and 8th-grade integrated science teacher in Portland at Hosford Middle School and a member of PPS’s Climate Justice Committee.
The Future of School: Black Voices on Desegregation
This workshop emphasizes education as a site of struggle for power, identity, knowledge, and freedom. Too often the story of desegregation of U.S. schools is one-dimensional, a story of uncomplicated racial progress. In reality, desegregation was a far more complicated prospect for African American educators, thinkers, parents, and kids. This role play seeks to highlight the variety of positions held by a variety of African Americans about both the promise and peril of pursuing desegregation of schools as a route toward African American liberation.

Middle, Secondary
Ursula Wolfe-Rocca has taught U.S. history at Lake Oswego High School for 18 years and lives in Portland, Oregon. She is a regular contributor to Rethinking Schools and the Zinn Education Project. Her articles include, “My So-Called Public School,” “Standing with Standing Rock,” and “COINTELPRO: Teaching the FBI’s War on the Black Freedom Movement.” This year she is the Zinn Education Project organizer-curriculum writer. Natalie Labossiere is a social studies teacher and lives in Beaverton, Oregon. Her articles have appeared in Rethinking Schools magazine.

Highways and Race: The Story Behind the Interstates
This workshop will explore the connections between historic housing patterns, efforts at urban renewal, the placement of interstate highways, and racism. Through the use of role play, map reading, and statistics, participants will practice and reflect on what their students might do in a one- to three-day unit aimed at illuminating how governmental decisions lead to inequities in wealth. Middle, Secondary, General
Mike Radow recently retired after a 30+ year career teaching in Oregon, Kentucky, Morocco, and Washington State. He has taught most social studies subjects, including AP and IB History courses. He served numerous years as president of the Mercer Island Education Association and has bargained many educators’ contracts.

Home Language as a Human Right: Welcoming Students’ Languages into Our Classrooms
What does it look like to truly welcome our students’ home languages in our classrooms? So often, children get the message in school that the only important language is English, while teachers are encouraged to either ignore students’ native languages or to treat them simply as a bridge to English language acquisition. Yet our classrooms can be spaces where multiple languages are honored and explored, whether or not we teach in bilingual programs. This workshop will provide concrete strategies for inviting all our students’ languages into our classrooms in a variety of meaningful ways, thereby fostering family and community involvement and equity among students. ECE, Elementary, Middle, Secondary
Grace Cornell Gonzales worked as a bilingual elementary school teacher in California and Guatemala, and is now the submissions editor for Rethinking Schools magazine. She is the co-editor of Rethinking Bilingual Education.

Imagining What Is Possible
According to Analog B. Wells we must “remember to imagine and craft the worlds you cannot live without, just as you dismantle the ones you cannot live within.” In this workshop, participants will chart what worlds and systems need to be dismantled and then imagine what is possible by examining an Alexandria Ocasio-Cortez campaign speech. Middle, Secondary
Shannon Haywood teaches at Athey Creek Middle School in the Portland area. Alejandra Nava-Replogle teaches middle school at César Chávez K-8 in Portland Public Schools.
Making the Invisible, Visible: A Writing Workshop
Inspired by Sandra Cisneros’ short story, “Geraldo No Last Name,” students discover Cisneros’ unique use of narrative style and then brainstorm lists of people who are “invisible” in their lives and write narratives to make them visible. A weaving in of the lamprey eel as a way of addressing climate justice is also an element of this lesson. Middle, Secondary

Jacqueline Fitzgerald is an English teacher at Cleveland High School in Portland and has taught for eight years in both middle and high school. She believes stories have the power to transform hearts, minds, and the world.

Malala’s Magic Pencil and Empowering Our Students to Use Their Voices
As educators, through our book selection, we can empower our students to be active, participate, listen, lead, and love each other. This workshop is designed to inspire educators to teach their students the power of standing up for what is right using the children’s book, Malala’s Magic Pencil. You will participate in a lesson on Malala Yousafzai, an influential person and leader, as well as share in the experience of creating a group poem with the impact of your own magic pencil. Elementary

Amanda Jensen teaches 3rd grade in the Gresham Barlow School District, in Oregon, and facilitates professional learning that cultivates representation in the classroom.

Partner Poems: Building Bridges Across Communities Through Authentic Writing Tasks
Participants will engage as students to go through the process of writing another person’s story based on a questionnaire. This is done by centering empathy, risk-taking, and curiosity. By going through this process, teachers will practice a constructivist approach, creative writing tools, and a student-centered curriculum to use and adapt for their own classrooms. In the process, we support students to practice empathy and build relationships within a diverse classroom. Middle, Secondary

Emily Lee is a language arts teacher at Tyee High School in SeaTac, Washington. Aukeem Ballard is an educator at Summit Tamalpais in Richmond, California. Vivian Delgado is an educator and practices Nonviolent Communication.

Re-examining Lewis & Clark
Participants will work to develop and use a critical lens in examining the Lewis & Clark Expedition. Participants will read and analyze multiple perspectives in order to challenge the monolithic view of the “Corps of Discovery” that is so often portrayed in textbooks. Using the information uncovered in the activities, participants will write a letter to share their new understanding and push for the inclusion of more perspectives in the study of history. The activities in this workshop can be adapted to many different topics and grade levels. Middle, Secondary

Aarika Elwer teaches social studies at Hosford Middle School for Portland Public Schools and is a current Oregon Writing Project participant. Evan Tyler teaches 6th-grade social studies at Inza R. Wood Middle School in the West Linn-Wilsonville School District and he is a current Oregon Writing Project participant.

STEM Education for Social Justice
Building on a similar presentation from previous years, we will explore what STEM education for social justice can be. We will share work that we do with students to explore racism and implicit bias through physics and systemic sexism in chemistry 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 educators with whom to continue this work. Elementary, Middle, Secondary, Parents, General

Moses Rifkin is dedicated to integrating social justice into STEM education. He teaches and coaches at University Prep, an independent school in Seattle. Dana Hsi is a chemistry teacher in the Lake Washington School District.
Teachable Moments: Exploring Racial Differences and Similarities in the Classroom Setting

Studies show that as early as 9 months of age, children notice racial differences. In this Trump era of people outwardly making racist comments and implementing racist policies, we cannot ignore its impact on children. Why are we as adults and educators so afraid of talking about race? In this workshop, we will have interactive stations, focusing on effective ways to improve our conversation with children on racial differences and similarities in the classroom. ECE, Elementary, Middle, Secondary, Parents, General

Kimberly Early has more than 22 years of teaching experience and volunteering with community groups around issues of environmental and social justice. Kimberly is an early childhood educator, an activist and an adjunct college instructor at Highline and Seattle Central. She is the president of Black Child Development Institute (BCDI) - Seattle chapter and works at the City of Seattle in the Seattle Preschool Program as a coach with Family Child Care (FCC) programs. Holly Lafferty believes that foundational learning occurs in preschool, that everyone brings something to the table, and learning is a valuable exchange between students and teacher. She works as a substitute teacher in Seattle Public Schools.

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

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

Abby Rotwein and Elissa Dingus spent nearly a decade working in Portland Public Schools. Last year, Abby and Elissa won Oregon Elementary Social Studies Teachers of the Year for the Japanese American Incarceration curriculum they wrote and taught. Abby and Elissa have just begun new positions with Evergreen Public Schools in Washington, teaching Excel students and developing curriculum.

Telling the Untold Narrative: The Kahuku People’s Struggle

Writing can inform the world of one person or even an entire people’s story. Using a “lua” roleplay model featuring non-fictional people, participants will meet and interview the Kahuku people on their modern-day housing struggle. Video and photographs will provide participants a sense of place to put together the pieces of this puzzle. Finally, participants will create a persona poem about a Kahuku character. By sharing this piece with the group, participants will work to assemble the narrative. Secondary

Heather Barcan teaches at Centennial Park School. She has family members enduring the Kahuku village struggle. Valerie Schiller is in her second year of teaching in the Portland-metro area. She teaches social studies at Parkrose High School.

Trauma Informed Teaching: Cognition and the Long-Term Effects of Racism

When we think of trauma, we don’t often think of the impact from the daily racism many of our children and families experience. Recent brain research, along with the work of experts in the field of racial equity, report that the effect of racism is much more long-term and even permanent, when unchecked, than previously believed. Participants will explore what we can do differently to counteract this impact and change the narrative for our children. Elementary, Middle, Secondary

Anita Garcia has been a migrant farmworker across the United States. Living in depressing labor camps, doing all manner of field work, being the perpetual new kid in class, and sensing the “otherness” to which her family and ethnic group were relegated, were what shaped her racial, class, and cultural lens. Anita is co-founder of Racing to Equity, a consulting group. She is also a Courage & Renewal Facilitator, an Instructor for the Seattle Teacher Residency program, a Lead Trainer for Class Action, and a Certified Positive Discipline Associate for Educators and Parent/Guardians. Bernardo Ruiz is the former Director of the School Family Partnerships, Equity & Race Relations and Native American Education Departments for Seattle Public Schools. Bernardo, a co-founder of Racing to Equity, brings more than 20 years of experience working on issues of race and social justice as he facilitates training with community groups, foundations, companies, school districts, and government agencies dedicated to building a more just and democratic society.
Uncovering Human Trafficking
This workshop demonstrates a lesson that can stand alone or can be included in a unit about Human Trafficking or Modern Day Slavery. The activity raises awareness and gives voice to an epidemic that affects all layers of society. Participants will identify causes of and commonalities among those trafficked. The activity helps participants be aware of ways to identify a possible victim of human trafficking. We will share local and national resources. This lesson will explore empowerment, not oppression. Secondary Angela DiPasquale teaches Living in the U.S., Government/Econ, and coaches the Constitution Team at Grant High School in Portland. Anne St. Amant teaches Government/Econ and Living in the U.S. at Grant High School in Portland.

Un-Erasing Queer Portland & Reclaiming Space
Participants will walk through an introductory series of lessons that look at the presence and history of the LGBTQ community in Portland, with the intention of examining the diverse and particular struggles contained within it. The challenges for LGBTQTs of color to create visibility, community, and space are especially highlighted. Secondary Marta Repollet is a latinx veteran educator with Portland Public Schools. She teaches a multicultural history course, Living in the U.S., Ethnic Studies, and ELD. Lynn Yarne is a visual arts teacher at Grant High School.

White Women in Education: Accountability and “Power with Not Power Over”
Nationally, 80 percent of public and private school K–12 teachers are white women. To better serve our students and prepare them for a diverse world, white female-socialized educators must do identity work to support that goal. Working through an intersectional feminist lens, participants will uncover the relationship between white privilege, sexism, and implicit biases to better meet students’ needs. We can own our collective power and be accountable for our privilege to transform education. This workshop is geared toward white educators who would like to move beyond a surface understanding of diversity work and want to dive deeper into their own personal relationship to systems of dominance and oppression. We believe that all educators must have an understanding of how systems of oppression are at play, particularly in schools; as white female educators, we must see our roles through that lens, commit to serving all of our students, and increase our understanding of accountability. ECE, Elementary, Middle, Secondary, Parents, General Fleur Larsen works as a Seattle-based facilitator and educator. Her background is rooted in youth work for more than 20 years from pre-school to college-age in private schools to foster care. She is in accountable relationships with several colleagues of color who partner and collaborate on teaching and facilitation.

Winona LaDuke Discussion
In this session, participants will discuss themes and ideas from Winona LaDuke’s keynote. What did you learn that you will take back to your classroom? What do you want to discuss with other participants? What questions do you have? This open-format session will allow participants time to ponder with others. General Chelsea Hallam is an English Language Arts teacher for grades 9-12 at Nixyaawii Community School in Mission, Oregon. She is an enrolled member of The Klamath Tribes. Ian Twiss is an enrolled member of the Sicangu Lakota Nation. In his third year as a teacher at Madison High School in Portland, Ian incorporates Indigenous pedagogy into his social studies classes, in addition to teaching a year-long Indigenous Studies elective course. Theresa Smith is a member of the Confederated Tribes of Siletz Indians of Oregon. She is a first-generation college student and graduated from Portland State University with a dual major in Psychology and Child and Family Studies and a Minor in Native American Studies. In 2016 she attended Montessori Northwest and earned AMI Primary Certification. She teaches in the Dee-ni’ language and culture classroom at Siletz Valley Schools.
Zun Lee’s Father Figures
In this workshop, participants will explore a gallery walk of Zun Lee’s Father Figures, a photographic journey that talks back to the prevailing idea that Black fathers are absent in their children’s lives. Participants will use the photos to prompt their own stories of nurturing that tell a wider story of family love. **Middle, Secondary**

Kawanna Bolden is a first-year teacher, who will begin her teaching career at Jefferson High School in Portland as a Language Arts teacher. Ben Malbin is a former Language Arts and Social Studies teacher and currently teaches American Sign Language and Freshman Leadership and Inquiry at Lincoln High School in Portland.

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

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

Awakening Experiences and Embodying Ecojustice
How do present, past, and ancestral experiences impact our work as ecojustice advocates? What are the individual and collective intersections of these experiences? In a role play mixer, participants will embody an ecojustice advocate focusing on a character’s difficult or traumatic experiences. Afterwards, participants will individually reflect on the mixer and their personal experiences. The workshop concludes with a group discussion to bring together the activities. This workshop utilizes trauma-inspired and universal design pedagogy. **General**

Neera Malhotra and Veronica Hotton are Instructors at Portland State University in University Studies, which is an interdisciplinary general education program.

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

Roscoe Caron taught middle school for 25 years and is a co-founder of the Community Alliance for Public Education (CAPE) and the Oregon Public Education Network (OPEN). Mary Thamann taught for 34 years in public education. She is a founder of the Oregon Public Education Network (OPEN) and active in education issues in the Multnomah Democratic Party.

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Boots Riley: Essay Writing with a Critical Edge
In his *Vanity Fair* essay, “Our Town,” Boots Riley recounts growing up in Oakland, California. Harnessing the language of poetry and the analysis of essay, Riley explores the multiple ways Oakland authorized the push out of Black and Brown people. Using Riley’s essay as a model, participants will “raise the bones” and plumb their own histories for stories and poetry to create an essay with an edge. **Middle, Secondary**

Linda Christensen is a Rethinking Schools editor and the director of the Oregon Writing Project.

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Critically Examining the Paradox of Gender Representation in STEM Curriculum
While women’s participation in the STEM fields continues to increase, they are on the decline in computer sciences and engineering. According to Pew Research surveys, women report a “culture of masculinity” that reinforces previous cisgender, masculine, and hetero-normative power structures. If we as educators are
considering gender more dynamically, we need to reexamine the binary and static gender representation in STEM resources to move toward more inclusive representation within the curriculum. In this session, we critically examine the biases in pre-existing STEM curriculum with a focus on how educators can design and redesign STEM resources through the lens of gender equity. **Elementary, Middle**

**Keelan LoFaro** has worked as a science educator for more than 10 years in the San Francisco Bay area, New York City, and Washington, DC. She currently works as an assistant professor of education and is pursuing an EdD with a focus on culturally sustaining STEM curriculum and instruction. **John Spencer** is an assistant professor who previously worked for more than a decade in a Title One School in Phoenix, Arizona. He is an author and a speaker. **Donna Webb** is an assistant professor of STEM education at George Fox University who has worked as a science curriculum writer for Scholastic, Inc., with projects including SuperScience magazine and The Magic School Rides Again. She worked as a K–8 science educator for 20 years, equally dividing those years between Houston and Beaverton school districts.

**Empowering Girls Through Literature**

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

**Lauren Magee** is a bilingual educator who has taught elementary education around the world for nine years.

**Foundations of Critical Race Theory**

In this interactive session, educators will examine Critical Race Theory and ethnic studies instructional methods. Ethnic Studies research will be presented. Participants will deepen their understanding of Critical Race Theory in education, to in turn help students develop their racial and equity lens as a foundation to working with ethnic studies content and approaches. This session will focus on how ethnic studies is the core curriculum not a supplement to the curriculum. **Middle, Secondary, General**

**Zulema Naegele** is the Vice Principal for Academics at De La Salle North Catholic High School in Portland. She recently completed her Doctorate of Education in Learning and Leadership. Her research interests include ethnic studies curriculum, culturally responsive teaching, and social justice and equity in education.

**Gender and Reproductive Justice — A Key Part of Sexuality Education**

This workshop will share the Reproductive and Gender Justice Timeline created by Western States Center, and demonstrate how it has been incorporated into sexuality education classes at schools and community-based programs for high school, middle school, and families across Multnomah County. Participants will reflect and share ideas for using the timeline in their own contexts. **Middle, Secondary, Parents**

**Molly Franks, MPH** has worked as a health educator with the Multnomah County Health Department for the past 10 years. She has taught about sexuality for more than 20 years with youth and families in Oregon, Nicaragua, Ecuador, and New York City. She leads workshops for other white parents about talking about racism with kids. **Leti Ayala** is a Community Health Specialist for Multnomah County Student Health Centers. We believe in providing convenient high-quality health care for all school age youth.

**Grant High School’s Queer Straight Alliance Brings You Sexuality & Gender Acceptance Training**

While politicians, professionals, and teachers argue about the morality of gender variance, real children are disappearing in the classroom — figuratively and literally. Transgender students dropout of school and commit suicide at alarming rates. Schools need to seriously step up. In this workshop, a teacher and the Queer Straight Alliance (student-run group) at their high school share the workshop they taught to their staff members on sexuality and gender acceptance in the classroom. Participants will watch poignant videos, reflect and write on gender and sexuality, learn terminology, develop questions, discuss in small groups, engage in role plays, and participate in panel discussion with LGBTQ students, parents, and educators. Participants will walk away with an example of what a staff training on sexuality and gender acceptance could look like. **Middle, Secondary**

**Mykhiel Deych** teaches language arts at Grant High School in Portland.
Increasing Student Voice in School Communities
How do schools engage children in learning and ownership for their community? What are strategies to increase student buy-in, sense of belonging and feelings of support? As research has shown in recent years, increased student voice has a close correlation to improved student outcomes. Yet, there isn’t a consensus on what exactly this looks like in practice. This workshop aims to explore examples of eliciting student voice at a variety of levels. ECE, Elementary, Middle, Secondary

Danielle Woods has taught kindergarten and 1st grade for eight years at Leschi Elementary in Seattle. She became a National Board Certified Teacher in Early Childhood Literacy in 2017. Gerald Donaldson is a long time member of the Leschi and Seattle community. For more than 20 years he has served youth and families in Seattle in a variety of capacities including Family Support Worker, Foster Care Parent Trainer (and Foster Parent himself), and advisor to the City of Seattle and Seattle Public Schools on initiatives around race, education, and family needs. Reiko Dabney works with the Washington Education Association and the Seattle Education Association. Prior to her work with WEA and SEA, Dabney served as a paraprofessional working with high needs populations including Special Education. Dabney, has developed initiatives to increase equity within SPS, including rewriting the application questionnaire, and starting the first-ever K–5 Student Equity Team.

Kids, Climate, and Courts: Our Future Is a Constitutional Right!
Participants consider why people seek judicial relief and examine basic elements, goals, and strategies of a civil lawsuit, drawing on real examples from the youth-driven landmark climate cases in federal and state courts. Using interactive exercises, students explore “standing” in a court of law, how protected classes are determined, how new rights are recognized under the Constitution and the Public Trust Doctrine, and how people use their rights to defend what they love. Middle, Secondary, Community organizers, Parents

Riki Ott guest teaches from grades 5–12 through university to law school and communities, inspiring people of all ages to engage local government and community on practical problem-solving for critical social justice issues. In 2015, she received a Grace Lee Boggs award for her work in communities.

Lenses for Analyzing Power
Teachers will walk away equipped — and ready to equip students — with three lenses for analyzing power structures that operate in day-to-day life and at the macro scale of history. This workshop aims to be both empowering and practical, where teachers think through these lenses in various activities during the session, and consider how the activities themselves could fit into their existing practice. Elementary, Middle, Secondary, Parents, General

Chris Riser is the father of three rad young women and husband to a badass wife. He also has a passion for teaching middle school English Language Arts and Social Studies in Portland.

Making Social Justice Work for Students Who Are English Learners (ELs)
Do you struggle with how to teach difficult content when you have English Learners in your classroom? In this workshop, participants engage in a variety of discussion, reading, and writing strategies to teach social justice curriculum to English Learners, including new arrivals. Move beyond vocabulary and into rich, evocative content. Middle, Secondary

Kim Kanof is a Social Studies teacher at Madison High School in Portland, and a contributor to Rethinking Schools magazine. Katie Honeyman-Colvin is a Social Studies teacher in Portland Public Schools, teaching in the Portland International Scholars Academy (PISA), a program run on behalf of high school students who have recently immigrated to the United States.
Moving Beyond Gender Boxes

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. During this workshop, participants will reclaim any part of our lives that society has degraded, humiliated, or shamed, and raise it up, share it, and sing praises to that “unanimous blood/of those who struggle,” as the poet Roque Dalton wrote. Middle, Secondary, Parents, General

Camila Arze Torres Goitia is a social studies teacher at Madison High School in Portland, Oregon, and a contributor to Rethinking Schools magazine. Ellie McIvor-Baker is a language arts teacher at Jefferson High School in Portland. Both facilitators are Oregon Writing Project coaches.

Not Up for Debate: Using the Redress Movement to Teach About Japanese American Incarceration and Fighting for Justice

This workshop will introduce a unit on Japanese American Incarceration and Redress that emphasizes the real reasons for incarceration, including racism, wartime hysteria, failure of leadership, and economic pressures. The unit begins with the Redress Movement that helped bring about recognition of the unconstitutionality and injustice of incarceration; participants will act as members of the Commission on Wartime Relocation and Internment of Civilians to identify causes of and recommended remedies for the incarceration, using primary source documents and other resources. Participants will also have a chance to talk with each other about current connections and lesson extensions for today’s political times. Middle, Secondary

Sarah McFarlane teaches social studies at Shorewood High School in Shoreline, Washington, and is a founding member of Puget Sound Rethinking Schools and NWTSJ.

Nurturing Black Children: Black Mothers Speak About Raising and Teaching Black Lives in White Spaces

This session will feature a panel of Black parents who are also educators. Panelists will share their experiences on what it is like to raise, educate, and support Black children in mostly white spaces. Through storytelling and prose, these moms will provide glimpses into the conversations they have with their own children as well as Black students in their care. Participants will leave understanding the dilemmas these moms wrestle with as parent educators, and with insight into how to keep Black lives safe in schools. ECE, Elementary, Middle, Secondary, Parents

Dyan Watson is an editor for Rethinking Schools and an associate professor in teacher education at the Lewis & Clark Graduate School of Education and Counseling. She is also a co-editor of the Rethinking Schools books, Teaching for Black Lives, Rhythm and Resistance: Teaching Poetry for Social Justice, and Rethinking Elementary Education. Kara Hinderlie is an early elementary teacher in Portland Public Schools, and a member of the Oregon Writing Project. Her article “Black Is Beautiful” appears in the fall 2017 issue of Rethinking Schools. Natalie Labossiere is a social studies teacher and lives in Beaverton, Oregon. Her articles have appeared in Rethinking Schools magazine.

Place, Present, Political Nationhood, Perspectives, Power, and Partnerships: Orienting the Oregon Trail in the Elementary Classroom

Elementary students deserve a strong foundation in understanding the land they are on and the Tribal nations that they have a social responsibility to. Participants will examine a local case study of use of the “orientations of Indigenous studies curriculum” — Place, Present, Political Nationhood, Perspectives, Power and Partnerships — applied to an Oregon Trail unit. Workshop time will be dedicated for participants to collaborate on imagining creative uses of the orientations in their classrooms and practice. Elementary

Rina Miyamoto-Sundahl is a second-year student in the Master of Arts in Teaching Clinically Based Elementary AKA Teach for Beaverton program, and a Resident Teacher in Beaverton. Leilani Sabzalian (Alutiiq) is an Assistant Professor of Indigenous Studies in Education at the University of Oregon. Robin Fong is a 4th-grade teacher at Vose in Beaverton, Oregon. This is her 11th year of teaching elementary school. She is active in iiCadre and the Computer Science Task Force.
Rebels with a Cause: Poetry and Stencil Mini Unit
This workshop will walk participants through a mini unit that asks students to research, write poetry, and create spray-paint stencil images that celebrate a historical (or modern day) person who stood up to an injustice. Workshop participants will try their hand at writing poetry, see student examples of finished poems and stencils, and gain access to a number of online resources, so that they can customize the unit for their own classrooms.

Middle, Secondary
Gillian Sullivan-Bing teaches 8th-grade Humanities at Stoller Middle School in Beaverton, Oregon. She is entering her fourth year of teaching.

Revolution Mashup: Investigating the Language of Resistance Across Time and Movements
Language is the vehicle for revolution. Fiery words that invoke action against oppressive systems and regimes have been used for centuries to create change. This workshop will focus on speeches from across history and movements and the impact these words have on current students. We will find connections between speeches and use their words to create new documents that intertwine these sentiments to create new meaning. Middle, Secondary
Jayme Causey is a 9th/10th-grade Language Arts teacher at Jefferson High School and a Portland native. Donald Rose is an 8th-grade Language Arts and Social Studies teacher in Northeast Portland.

Self-advocacy, Cultural Awareness, Social Justice, and Student Empowerment: A Student-Led Conversation About Creating Positive Change in Our Schools and Communities
Students from Burlington-Edison High School in Burlington, Washington, will lead audience members through an interactive student-led presentation designed to bring about a discussion surrounding the power of diversity and recklessness of assumption. The diverse student membership will challenge audience members to begin conversations designed to bring about positive social change in our schools. ECE, Elementary, Middle, Secondary, Parents, General
The BEHS Recruiting Washington Teachers Program is in its 12th year and consists of diverse Juniors and Seniors from Burlington-Edison High School.

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

Elementary, Middle, Secondary
Liza Finkel is a former middle and high school science teacher. She now directs the Secondary MAT Program at the Lewis & Clark College Graduate School of Education and Counseling, and teaches science teacher candidates about teaching science and social justice in a year-long science teaching methods class. Alisun Thompson is a former middle school language arts teacher and current teacher educator at Lewis & Clark Graduate School of Education and Counseling. Alisun’s research and scholarship focuses on the contours of the teacher workforce and the conditions that attract, support, and retain teachers, particularly in high-need schools. Amy Lindahl is a STEM coach in Centennial School District. She previously taught biology in Portland Public Schools, worked as an Oregon Writing Project coach, and has published in Rethinking Schools magazine.

“Since Time Immemorial” (STI) Tribal Sovereignty Curriculum: Creative Ways to Infuse Tribal History into Your Classroom
Participate in interactive lessons from the web-based STI Tribal Sovereignty Curriculum aligned to the Common Core Standards in English and language arts and mandated through RCW 28A.320.170. Learn the guiding principles driving the curriculum, available resources including new Pacific Northwest tribal history inquiries developed with the National Museum of the American Indian for grades 9-12, new lessons/pathways for grades K–3 and early childhood, and strategies to energize the teaching of history, social studies, and
contemporary world issues, along with science, English, and other subjects. We will also navigate the website and discuss ideas for infusing Native history, culture, and government into classroom lessons with ease. ECE, Elementary, Middle, Secondary

Laura Lynn serves as the Office of Native Education Program Supervisor, OSPI/Washington State. She is the lead trainer/editor of the STI Tribal Sovereignty Curriculum.

Strengthening Our Continuing Journey: Educators of Color Creating Puentes (Bridges)

Today, fewer than 15 percent of teachers working in U.S. public K–12 system are teachers of color. Research suggests that teachers of color have a higher percentage of turnover than their white colleagues. Now an annual tradition at the Northwest Teaching for Social Justice conferences in Seattle and Portland, this workshop seeks to create a venue for sustained dialogue between educators of color working within the public K–12 system. It is an opportunity to talk about shared experiences, successes, and struggles through this work as people of color. A panel of currently working educators in both the Portland and Seattle regions will 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. A goal for this workshop is to provide a space where educators of color can voice candidly their thoughts on diversifying the teaching profession and supporting each other across the Northwest. All are welcome to this dialogue. ECE, Elementary, Middle, Secondary, Parents, General

Luis Escamilla is an English Language Development teacher in Tukwila, Washington, and is a student in the University of Washington’s Danforth Program for Principal Certification where he hopes to bring critical pedagogy and culturally centered mentoring into practice at the administrative level. His work revolves around the centering of students’ cultural backgrounds within the classroom and uses MesoAmerican concepts of reflection, knowledge, positive action, and transformation as a foundational part of teaching and learning in the classroom. A Longoria (they/them/their) is NTT faculty in the Secondary Education department and affiliated faculty for the Education and Social Justice minor at Western Washington University in Bellingham. They earned a PhD in Multicultural Education at the University of Washington, Seattle, where their research continues to focus on conceptualizing Queer immigrant youth presence and needs in U.S. K–12 schooling.

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 Labor History in a Time of Teacher Uprisings

There are important lessons to learn from labor history, especially now. But what exactly are these lessons? And how do they relate to both our classroom and union practice? Through both activities and discussion, we explore what’s most important to get across as we learn from the history of prior workplace struggles. Middle, Secondary, Parents, General

Norm Diamond is co-author of The Power in Our Hands: A Curriculum on the History of Work and Workers in the United States. He has written on labor history for such diverse publications as The American Educator and The Northwest Labor Press, and teaches Labor History for Labor Activists on behalf of Jobs with Justice, as well as making guest appearances in high school and college classes and for labor and community groups.

Theater for Transformation: Stories from Teachers Who Dare to Dismantle Oppression

This workshop is an introduction to applied Theatre of the Oppressed inside the classroom. Teachers are challenged to rethink their form of teaching to be inclusive and to interrupt oppression, racism. Participants are engaged in storytelling, creation of plays, and performance. The “audience” is guided to interact with “actors”
to become spect-actors to find solutions! Pedagogy and Theatre of the Oppressed theories and practices, the joker system, are explained as teaching tools for education justice. **ECE, Elementary, Middle, Secondary, Parents, General**

*Sandra Hernandes*, Ph.D., M.Ed., Critical Educator, psychologist, Theatre of the Oppressed Joker. Sandra consults on Equity, Diversity, and Inclusion; and facilitates workshops and training on topics such as intersecting oppression, race, class, gender, immigration, systemic change, organizing, and social justice movements. As a Theatre of the Oppressed Joker-Actress and playwright, she has created community events for more than 18 years, performing internationally. She co-founded and is Spect-Actors Collective Director.

**This Is America, a Student-Led Ethnic Studies Lesson**

Learn to examine media through an Ethnic Studies lens using Childish Gambino’s music video for This Is America. This is a student-led presentation supported by teachers from the Edmonds School District. **Elementary, Middle, Secondary, Parents, General**

*Jeff Stone* is an educator with 17 years of experience. He has coordinated the implementation of Ethnic Studies in the Edmonds School District (Washington). He recently began working toward a doctoral degree in Multicultural Education from the University of Washington. *Joseph Erikson* earned his MAT from Lewis & Clark College and an MLitt from the University of Glasgow. He teaches Social Studies and Leadership for the Edmonds School District. *Sharon Kriskovich* teaches Senior History and is the lead Ethnic Studies teacher in the Edmonds School District. Her teaching centers student voice at the core of all learning. *LaShaiah Dickerson* and *Adiam Woldu* are seniors at Edmonds-Woodway High School, community activists, leaders in their school’s BSU and Rainbow Warrior student organizations, and founding leaders of their own non-profit, *Monu-MENTAL* Momentum.

**Using Math to Calculate Arguments About Climate Change**

We’re still arguing about climate change? Let’s check the data. Mathematics, particularly one-variable statistics, is useful for comparing large amounts of data. Participants in this workshop will look at temperature data to formulate justifiable arguments for the existence of climate change. The calculation of straightforward measures of center (mean, median, and mode) and one measure of spread (range) allow us to make meaningful comparisons between weather data sets. There will be support for all non-math/science participants who might be nervous about calculating, graphing, and making comparisons. **Middle, Secondary**

*Susan Pfohman* teaches math at Grant High School.

**Welcome Poems: Using Poetry to Create Safe and Welcoming School Communities**

Many in our schools feel unsafe or unwelcome, particularly in this time of increased hate speech, xenophobia, and deportations. In social justice classrooms, we want to critique the world, but also take hopeful action to create the world students deserve. Participants will examine model texts and articles, write welcome poems to hang up in their schools, and mine poems for further action that can create safe, inclusive school communities. **Middle, Secondary**

*Jaydra Johnson* teaches high school English Language Arts in Portland. *Jessica Loomis* teaches high school English Language Arts in Portland.

**What Does “Whiteness” Look Like in Our Schools? How Do We Interrogate and Interrupt It?**

This session is for participants who have previously explored the system of racism and white supremacy in our society. We will build on that knowledge by exploring what “whiteness” looks like in our schools and classrooms. To unpack whiteness in education, we will look at the attributes, expectations, and cultural norms at our schools and discuss how closely they resemble white cultural norms. We will then use our experiences to deepen our skills as anti-racist leaders, discussing ways to both model and communicate anti-racist behaviors, which interrupt and mitigate whiteness in our educational settings. **General**

*Fran Partridge* is a white woman with 20 years of racial equity experience, specifically in instructional leadership, educational practices and educational policy change. Most of Fran’s work has been within the educational system, as a teacher, instructional coach and mentor, as well as, most recently, an equity and race
relations specialist. Fran is co-founder of Racial Equity Consultants. Alyssa Pagan (she/her/hers) is an Afro-Puerto Rican trans woman from New Jersey. A founding member of the Trans Justice program at the NYC Audre Lorde Project in 2009, she has been training herself and others to think strategically about how we build a future based on a solidarity that does not erase difference, but harnesses the creative potential that we all bring to the fight for justice. Now an organizer with Don’t Shoot Portland, she is one of the activists in the Movement for Black Lives who forges bonds of solidarity between racial and trans justice thought and direct action. This, paired with rank and file union strategy honed at Portland Jobs with Justice as Co-Chair, rounds out the bulk of her activist work.

When the Impossible Suddenly Became Possible: A Reconstruction Mixer
Participants will take part in a mixer that aims to introduce them to key individuals in the varied social movements that followed the Civil War and their attempts to build alliances. Each student takes on the role of a different person involved in the social movements of the time. Several roles focus on the close alliance and tragic split between the feminist and abolitionist movement; other roles emphasize the important efforts to break down racism and sexism inside the emerging labor movement; a few roles touch on alliances that abolitionists built with the movements against Indian removal and for Cuban independence; lastly, several roles focus on the incredible transformation of Black life in the South — the key example of the impossible becoming possible.

Middle, Secondary
Ursula Wolfe-Rocca lives in Portland and has taught high school social studies for many years and writes regularly for Rethinking Schools. This year she is the curriculum writer-organizer with the Zinn Education Project.

Writing for Justice — Writing for Change
Constructing social justice classrooms for children requires a curriculum that bends to students’ needs as issues about race, class, gender, and difference arise. In this session, we will attend to the nuts and bolts of narrative writing, but we will also use writing to understand and make sense of our lives and the world. Participants will discover how to help students uncover those moments in their lives when they participated in an act of injustice, and then to use those narratives to rehearse acting in solidarity with others to change the situation. Middle, Secondary
Kevin Marshall is a high school English teacher in the Franklin Pierce school district in Washington, and has been a volunteer for this conference for the past 11 years.

Session #3: 2:30-4:00

Breaking Bad: Allies, Gaslighters, and Saboteurs
In this interactive workshop, participants will discuss Helms’ model of White Racial Identity Development and use this model to contextualize behaviors of people identifying as social justice allies. Ally Identity will be problematized and we will engage participants in finding remedies to the problem. How gaslighting shows up in social justice contexts as well as ways to cope/overcome gaslighting will be discussed. Making mistakes will be normalized; building a growth mindset and resilience. The workshop is for anyone looking to strengthen their own understanding of allyship or anyone looking for strategies for working with problematic behaviors within social justice work. General
Jennifer Charlton identifies as Latinx, mixed person, reclaiming/decolonizing status. She has 14 years with Seattle Public Schools and is a parent of a future SPS student (class of 2034). Alma Alanzo identifies as a self-decolonizing Filipina immigrant raised in Hawaii. She has a background in Early Childhood Development and Women’s Studies. She has taught in Hawaii, Saipan, and Seattle.

The Drowning of Celilo Falls: A Role Play
This workshop is framed as a Congressional Hearing on the construction of The Dalles Dam and concurrent drowning of Celilo Falls, the oldest continuously inhabited place in the Pacific Northwest. During the role play,
participants will be assigned one of five group roles and together we will examine Indigenous rights, treaties, and the significance of land and place. **Middle, Secondary**

**Haverty Brown** teaches social studies at Clackamas High School. **Emily Armgardt** is a 7th- and 8th-grade science teacher for Portland Public Schools. She works with the Portland Public Schools Climate Justice Committee.

**Embodied Games for Critical Thinking: Theatre of the Oppressed Activities for the Classroom**
This interactive workshop will introduce participants to a range of kinesthetic activities based on Augusto Boal’s Theater of the Oppressed techniques. Specifically designed to build community among students and teachers in classrooms, draw attention to social justice issues, and model critical thinking approaches toward disrupting oppression in an accessible and fun way, these activities support educators in creating dynamic, interactive lessons. Participants will learn by playing; written instructions will be accessible online after the workshop. **Middle, Secondary**

**Debi Talukdar** is an instructor and Ph.D. candidate at the University of Washington College of Education. She is also an ensemble member of Theater for Change, a UW group that does Theatre of the Oppressed-based workshops in the Seattle area. **Elba Moise** is an Instructional Consultant at the University of Washington’s Center for Teaching and Learning, a Ph.D. candidate at UW’s College of Education, and an ensemble member of Theater for Change. **Sooz Stahl** is a former high school Language Arts teacher, an instructor and Ph.D. candidate at UW’s College of Education, and an ensemble member of Theater for Change. **Milly Arias** is the Project Manager at Organization for Prostitution Survivors. She teaches yoga, and advocates for mental and reproductive health.

**Ensuring Colorful Pages: The Spectrum for Multicultural Literature in K–5 Classrooms**
With current events in our nation, it is becoming more crucial to create an inclusive and empathetic K–5 classroom. In this interactive workshop, we will explore the use of multicultural literature to cultivate cultural empowerment and crosscultural empathy in our students. Participants will leave the workshop with a knowledge of how to select and use multicultural literature for the classroom based on The Spectrum for Multicultural Literature. **ECE, Elementary**


**Fighting Back: Discovering and Dismantling Gender Bias and Stereotypes Through Analysis and Slam Poetry**
This workshop demonstrates a slam poetry lesson, either as a stand-alone poetry lesson, or as a part of a novel unit that contains relevant themes. This workshop explores how societal views on gender can restrict and direct behavior of girls and boys growing up and how stereotypes are often used to reinforce norms. It is an example of how to incorporate the topics of gender and the sociological restrictions and damages we do to girls and boys using slam poetry as a vehicle through a lens of reclaiming power. **Middle, Secondary**

**Jenna Guertin-Davis** is an assistant principal at H.B. Lee Middle School in the Reynolds, Oregon, School District. Before becoming an administrator, she taught special education and language arts at Reynolds High School.

**Healing from Historical Trauma**
History can be really depressing. In addition to tools of empowerment, students need to understand how communities work to heal from historical harm. This workshop explores contemporary healing practices that address decades-, or even centuries-old, traumatic experiences. With specific emphasis on the Dakota, Native Hawaiians, and Chinese Exclusion, we create a framework for students to understand how the problems we face as a society today are being addressed with truth and compassion. **Middle, Secondary, General**
Ken Gadbow has taught secondary social studies for 14 years and currently teaches Modern World History, and Criminal Justice at Madison High School in Portland. Ian Twiss is an enrolled member of the Sicangu Lakota Nation. In his third year as a teacher at Madison High School in Portland, Ian incorporates Indigenous pedagogy into his social studies classes, in addition to teaching a year-long Indigenous Studies elective course. Brady Bennon is a veteran social studies teacher and has written for Rethinking Schools magazine.

Incorporating Social Justice Practices into the Experiences of the Young Child
After a brief background on peace education and an early childhood curriculum framework based on the “Four Pillars of Peace,” this workshop will focus on how the idea and reality of social justice can be incorporated into a young child’s experiences. You will have the opportunity to discuss and collaboratively create practical, real-life ways to include and develop social justice practices into your work with young children and families. ECE Stacey Alfonso has worked professionally in early childhood education with children and families for more than 12 years. She holds an M.S.Ed. in Early Childhood Education and a Graduate Certificate in the Foundations of Peace Education. Stacey is excited about Nature-Based Early Childhood Education and works to incorporate nature-based learning into her practice.

K-12 Ethnic Studies: Where Are We Now and Where Should We Be Headed?
There is a movement for K–12 Ethnic Studies sweeping the country, and classes and programs are being implemented across several states, districts, and schools. This panel and discussion will focus on the promises and perils of K–12 Ethnic Studies implementation in the Pacific Northwest, including reflections on where K–12 Ethnic Studies should be headed for the future. Elementary, Middle, Secondary, Parents Wayne Au is a Professor in the School of Educational Studies at the University of Washington Bothell, and is a long-time editor and author with Rethinking Schools. Most recently he is co-editor of Teaching for Black Lives (with Dyan Watson and Jesse Hagopian) and co-editor (with Christine Sleeter, Miguel Zavala, and Tolteka Cuahahtin) of the upcoming collection, Rethinking Ethnic Studies. Moé Yonamine is an Ethnic Studies teacher at Roosevelt High School in Portland, and an editor and author with Rethinking Schools. Kaiya Yonamine is an Ethnic Studies activist and student at Roosevelt High School in Portland.

Leading for Social Justice in Divisive Times: Creating Critical Race Counter-stories for Northwest Educators
This workshop engages participants in critical race counter-storytelling about their experiences under the current presidential administration. Participants will hear the stories of educators who encountered racism, xenophobia, and homophobia in their schools, and share their own experiences and brainstorm ways they can continue to advance social justice amid growing divisions and tensions across the Pacific Northwest, particularly among fellow staff and community members. These counter-stories are educative and transformative in the current sociopolitical climate today. ECE, Elementary, Middle, Secondary, Parents, General Katherine Rodela is an assistant professor in Educational Leadership at Washington State University, where she teaches courses on social justice leadership, community and communication, and culturally responsive education in WSU’s Ed.D., principal, and superintendent certification programs. She conducts research on equity leadership across diverse contexts, including the leadership practices and development of Latinx parent organizers, and administrators and educators of color and white allies.

Little Kids, Big Ideas: Teaching Social Issues and Global Conflicts with Young Children
Young children share the world we live in. Far too often, we underestimate their capacity and, in an effort to protect them, actually leave them without support to make sense of what is happening around them. Join us for a collaborative session to critically examine how we teach social and global issues with young students, break down barriers, share success stories, and brainstorm ideas for moving forward in this essential work. ECE, Parents Cami Touloukian has taught in a variety of schools across the country for the past 10 years. She currently works with future educators as a supervisor, mentor, and teacher for Portland State University’s College of
Education. Ruqayya Jarad has 24 years of teaching experience overseas and has taught in Portland Public Schools for the past nine years. Although she has taught in all grade levels, Ruqayya currently teaches Arabic language and culture at Lincoln High School in Portland.

**Love, Study, Struggle: Opening Community Inquiry and Collective Creation of Knowledge**
This workshop demonstrates a text-based lesson used in a civic discussion/building democratic community unit. The base text is an excerpt from Robin DG Kelley’s “Love, Study, Struggle,” which provides theoretical anchors, numerous examples, and opening questions for the creation of study groups. The lesson provides an example of how to use writing as a thinking tool, how to focus and track group trends in conversation, and the work to build critical community.  **Secondary, Parents**

Heather Robison is a teacher at Garfield High School in Seattle, committed to building transformative community through English Language Arts curriculum. She lives in Seattle with her partner and their two young children.

**The Need For — and Backlash Against — Social Justice Education in Our Schools**
This workshop explores the benefits of social justice education, drawing on recent research and the expertise in the room. Led by a teacher who recently survived attack against his social justice curriculum, the session discusses the recent attacks on such education, from Tucson, Arizona, to the Pacific Northwest, as participants search for patterns in the pushback. In addition to networking, participants develop concrete strategies to expand social justice curricula and protect themselves from potential resistance and backlash.  **ECE, Elementary, Middle, Secondary, Parents, General**

Jon Greenberg is an award-winning public high school teacher in Seattle and writer whose work has been featured in NPR, Yes! Magazine, Teaching Tolerance, and more.

**Pieces of Home: Object Poetry**
This workshop will use current events regarding immigration and displacement to help deepen our understanding about how everyday objects can have deep meaning for us, and can often be the only things that remind us of home and family. Using unique brainstorming techniques, participants will write a Object Poem about things that we would carry with us that symbolize home, family, and important moments.  **Elementary, Middle, Secondary**

Mariela Tyler is a 7th- and 8th-grade language arts teacher in Wilsonville, Oregon.

**Scripting It Themselves: Empowering Elementary Students to Create Science-Themed Plays**
How do we empower younger students to creatively and humorously use their own voices for justice? Elementary students in rural Oregon collaboratively wrote and performed the oceanic murder mystery “Who’s Killing the Coral Reefs??” in May 2018, and their teacher would love to share their experience through this hands-on workshop. Participants will “dive in” by collaboratively writing and performing a (very!) short science-based play.  **Elementary**

Kaci Elder teaches elementary at a Title I school in rural Southern Oregon. She is trained in Theatre of the Oppressed and Playback Theatre, co-organizes Whirlwind Theatre Festivals, co-coordinates SUN School Nature Day Camps every summer for low-income children, and runs Radical Roots publishing.

**Senate Bill 13: Tribal History/Shared History**
This workshop will provide an overview of Senate Bill 13: Tribal History/Shared History, legislation to mandate and develop curriculum on tribal sovereignty and history in Oregon public schools. Workshop participants will learn how the legislation was passed and review core components of the curriculum. Participants will also spend time developing a plan to create momentum for this movement in their own educational contexts, and educate their own administrators, colleagues, and communities about this important initiative.  **General**

Angie Morrill (Klamath Tribes) is the Director of Indian Education for Portland Public Schools. She holds a doctorate in Ethnic Studies. Leilani Sabzalian (Alutiiq) is an Assistant Professor of Indigenous Studies in
Education at the University of Oregon. Shadiin Garcia is Chicana and Laguna Pueblo from New Mexico. She has worked in the educational arena for more than 20 years as a teacher, public school administrator, researcher, policy analyst, and a consultant. She received her Doctorate from the University of Oregon and is currently an Indian Education Specialist at Education Northwest and runs her own company, Shoreline Consulting.

Somali Student Voice in a Social Studies Classroom — The Power of Using Student-Generated Artifacts to Write Interior Monologues
This workshop celebrates Somali culture and explores the challenges Somali refugees face. Using a student-created culture box, video, photographs, articles, and student perspectives, participants will write interior monologues exposing the challenges Somali refugees face. We will model Oregon Writing Project protocols and will encourage participants to include facts, imagery, and a call to action in their interior monologue writing. Secondary
Kim Kanof is a Social Studies teacher at Madison High School in Portland and had Faisal as a student in 9th-grade Modern World History/Global Studies. Faisal Osman is a Somali student at Madison. He is part of the Muslim Student Alliance.

Story Exchanges for Deeper Empathy
Participants will learn how to listen deeper to promote empathy within the curriculum. High School students will demonstrate the process of setting up story exchanges, facilitating, sharing, listening, storytelling, and reflecting. Be prepared to share your story in a unique way. Ideas will be shared on various ways schools around the world are using the Narrative 4 model to build bridges and change their communities. Secondary, Parents
Debra Tavares is a Sheltered Language Arts and English Language Development educator, who is in her seventh year of teaching at a large high school in Oregon with a diverse population. David Peterson del Mar teaches courses on U.S. social and cultural history for the Department of History and University Studies at Portland State University and partners PSU students with Portland- and East County-area classrooms to tutor refugees and other immigrants for service learning. His seven books address intimate violence, other aspects of family history, environmentalism, Oregon history, and, most recently, U.S. views of Africa.

Sugar Subterfuge
In this workshop, we will present an overview of our “Sugar Subterfuge” unit. The goal of this unit is to connect a high school biochemistry unit with issues pervasive in students’ lives: their health and nutrition. In addition to learning about the four macromolecules, students examine the choices they make on a daily basis with regards to the food they eat to obtain these biological molecules. This unit examines how hard it is to prevent the consumption of sugar and the onslaught of “lifestyle” diseases, such as Type II Diabetes and Obesity. In addition, this unit examines how these societal diseases disproportionately affect low SES families that have fewer food choices available to them. Secondary, Science
Amy Polzin is a high school science teacher at Grant High School in Portland. She has taught science for 18 years. Amy Lindahl is a STEM coach in the Centennial School District. She previously taught biology in Portland Public Schools, worked as an Oregon Writing Project coach, and has published in Rethinking Schools magazine.

Supporting LGBTQIA+ Students on the Path to College and Beyond
In this workshop, educators will discuss and learn around how to best support their LGBTQIA+ students in their path toward a higher education and an affirming adulthood. Led by two first-gen, queer, nonbinary educators and college access advocates, this workshop will employ a research-based intersectional student development theory lens to discussions on students coming out and the resources you should have to support them along their journey to healthy, fulfilling, and vibrant futures. Middle, Secondary
Kenton Westerfield (they/them pronouns) is a higher education and student affairs practitioner originally from Aurora, Colorado, and a first-gen college graduate with their B.A. from the University of Northern Colorado.
They are currently pursuing their M.Ed. in Student Development Administration from Seattle University and work as a Lead AmeriCorps College Coach for College Access Now where they serve as the 12th-grade Coach for Lindbergh High School in Renton, Washington. Bev Chan (they/them pronouns) is a first-generation college graduate of The Evergreen State College with a degree focus in creative writing and postcolonial theory. Most recently, they served as an AmeriCorps College Coach with College Access Now at Mount Rainier High School in Des Moines, Washington.

Teaching Artists as Change Agents
As classroom outsiders and visitors, teaching artists wield a unique power to positively disrupt the learning environment. In this interactive panel/workshop, three community-based artists who work in schools will share how they leverage this role in collaboration with classroom teachers to address social-justice issues through the arts. ECE, Elementary, Middle, Secondary

Tony Fuemmeler is the Professional Development Coordinator of Young Audiences of Oregon & SW Washington, the region’s primary provider of in-school artist programs. Guided by our mission “to inspire young people and expand their learning through the arts,” Young Audiences connects community-based artists with students to bring powerful, creative learning experiences to more than 70,000 young people each year.

Using Math to Calculate Arguments About Climate Change
We’re still arguing about climate change? Let’s check the data. Mathematics, particularly one-variable statistics, is useful for comparing large amounts of data. Participants in this workshop will look at temperature data to formulate justifiable arguments for the existence of climate change. The calculation of straightforward measures of center (mean, median, and mode) and one measure of spread (range) allow us to make meaningful comparisons between weather data sets. There will be support for all non-math/science participants who might be nervous about calculating, graphing, and making comparisons. Middle, Secondary

Susan Pfohman teaches math at Grant High School.

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

Monica Baldonado-Ruiz is a doctoral student studying English Education at Arizona State University. She is also an English Teacher who is dedicated to equity in K-12 education that values students’ communities, heritage languages, an unique contributions to society.

We Are the Union: Forging Our Path Forward in the Aftermath of Janus
The Janus Supreme Court Decision is seen as a huge win for anti-union forces. On the other hand, the clear hostility toward workers creates the possibility of a re-awakened labor movement in this new era. In the workshop, participants will learn how this decision impacts unions, hear from union leaders how locals are impacted and how they are adapting, and brainstorm actions and strategies to forge a path forward for teacher unions and the labor movement. General

Elizabeth Thiel has been an English and Social Studies teacher in Portland Public Schools for 15 years. She currently serves as Vice President of the Portland Association of Teachers. Sara Shmitt is president of the Beaverton Education Association. She has taught in Beaverton Public Schools since 2005. Joyce Rosenau is an elementary English Development teacher starting her 23rd year of teaching. She is president of the East Multnomah County UniServ and was formerly president of Reynolds Education Association. She heads membership and new teachers for Reynolds EA.
Wealthcare: Diagnosing the Sickness that Plagues Healthcare in the United States and Searching for a Cure

The United States spends more on healthcare than any other country for results that are appalling. This workshop will engage participants in an exploration of what ails U.S. healthcare and the potential cures. Through writing, discussion, and role play, participants will take part in activities that are designed for high school students to unpack the myths and complexities of this crucial part of our political economy. Secondary Alex Stegner teaches Social Studies at Lincoln High School in Portland.

Some Thank Yous!

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

For making the space happen:
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Thanks to our community and national partners:
Thanks to OEA and PAT for printing. Thanks to Kevin Marshall for maintaining our conference website www.nwtsj.org. 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 Winona LaDuke, for her brilliant social and environmental justice work, and for traveling to Portland to educate and inspire us.

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

Special thanks to businesses who donated food, drinks, or supplies, and/or supported us with reduced prices so that we could nourish our bodies and spirits throughout the day: Equal Exchange Coffee and Tea, Hot Lips Pizza, and Grand Central Bakery.

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

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

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: