

12th Annual Northwest Teaching for Social Justice Conference



Rethinking Our Classrooms, Organizing for Better Schools

Saturday, October 19, 2019

8 am - 4:30 pm

Chief Sealth International High School

Seattle, Washington

Keynote Speaker: Barbara Madeloni

“Why Social Justice Educators Need to Be Union Organizers”

Sponsored by: Puget Sound Rethinking Schools, Social Equity Educators, the Oregon Writing Project at Lewis & Clark College, the Portland Association of Teachers, and *Rethinking Schools* magazine

On behalf of the Northwest Teaching for Social Justice Conference, we acknowledge that the land on which we stand today is the traditional home of the Coast Salish peoples, the traditional home of the Muckleshoot, Duwamish and Suquamish tribes since time immemorial. Without them, we would not have access to this gathering and to this dialogue. Please join us in expressing our deepest respect and gratitude for our Indigenous neighbors for their enduring care and protection of our shared lands and waterways.

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 Equity Educators (SEE)

Social Equity 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*, *The New Teacher Book*, *Rethinking Multicultural Education*, *A People's Curriculum for the Earth*, *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 also coordinates the Zinn Education Project, www.zinnedproject.org, with Teaching for Change. 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/

**Welcome to the
12th Annual Northwest Teaching for Social Justice Conference:
“Rethinking Our Classrooms, Organizing for Better Schools”**

Saturday, October 19, 2019

Check-in, workshop sign up, Resource Fair, food & drink	8:00-9:00
Opening and Welcome: Keynote Speaker: Barbara Madeloni “Why Social Justice Educators Need to Be Union Organizers”	9:00-10:00
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:

The library will be available for ethnic studies and other affinity groups that want to gather from 4:15 to 4:45. If you would like to propose/organize an affinity group meeting or are interested in being part of a group, please create an affinity group heading on the chart paper outside the library or list your name under an existing group. (Note: We will also send a message via the conference app to announce groups that will be meeting toward the end of the day.)

Clean up party for all **post-conference**

Notes:

A map of Chief Sealth International High School is located at the back of this program.

Please help us leave Chief Sealth International High School in beautiful condition by moving the classrooms back to their original seating arrangements at the end of the day. A map of each classroom should be taped to the classroom wall near the door. Please consider staying a few minutes after the 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.*

Ethnic Studies Block: Learn, Listen, Act

This series of three consecutive sessions on ethnic studies provides a detailed overview of ethnic studies, the need for teachers to decolonize their learning space, and lessons learned from educators and administrators already bringing ethnic studies into their systems. Each session is a mix of learning and application. Participants will gain the most from participating in all three sessions, but is not required. Session I: Ethnic Studies 101. Session II: Decolonizing Your Classroom. Session III: Ethnic Studies Panel.

Ethnic Studies 101 (#1 of 3)

This session focuses on dispelling common misconceptions about what ethnic studies is by looking at what it isn't. Participants will be given conceptual frameworks they will use to evaluate lesson plans and start to think about how they can decolonize their curriculum. **Elementary, Middle, Secondary, General**

***Norman V. Alston** is a non-profit mathematician, founder of Engageable Designs Unleashed, founder of eMode Learning Foundation, founder of Zeno Math, and Seattle Public Schools (SPS) Ethnic Studies Advisory Board member. **Tracy Castro-Gill** serves as the SPS Ethnic Studies Program Manager and is a PhD student. Tracy is an award winning educator, activist, and writer, with her work recently featured on Medium.com. **Flordelrio Correa** is a Seattle Public Schools ELA educator at Interagency Academy, SPS Ethnic Studies Advisory Board member, and SPS ethnic studies curriculum writer. **Bruce Jackson** is a parent, educator, and author of Growing Up Free Free in America. **Savanna Jamerson** is an SPS social studies educator at Interagency Academy, SPS Ethnic Studies Advisory Board member, and SPS ethnic studies curriculum writer. **Terry Jess** is a BSD ethnic studies educator, activist, and vlogger. **Alma Ramiro Alonzo** serves as an Elementary Academic Interventionist in Seattle Public Schools. She serves as a member of the SPS Ethnic Studies Advisory group as well as a Racial Equity Coach for SEA's Center for Racial Equity. **Rogelio Rigor** is a retired SPS high school science educator, co-founder of Ida B. Wells Social Justice School, SPS Ethnic Studies Advisory Board member, and SPS ethnic studies curriculum writer. **Shraddha Shirude** is a Math teacher at Garfield High School, Center for Racial Equity Coach, and member of the SPS Ethnic Studies Advisory Board. **Justin Vinson** is a Seattle Public Schools educator, SPS Ethnic Studies Advisory Board member, SPS ethnic studies curriculum writer, and Social Equity Educators steering committee member.*

Empowering Communities Through Conservation Psychology — Developing a Strategic Environmental and Social Justice Movement

In this interactive session, we will examine how conservation psychology may be a crucial component to engage our communities and learners to conserve natural resources, improve the overall quality of life for humans and other non-human species. We will use an interactive role-play game session to examine environmental and social justice issues regarding air pollution in highly populated areas. Within this context, we will explore the possible physical and mental health effects air pollution may cause, uncover how people's behavior and thought patterns are influenced by social situations, study the formation of personal beliefs regarding personal biases, social conditioning, and how these factors influence our decision making on environmental issues that could lead to social injustice. The goal is to ignite educators, students, and community members to be actively engaged in fostering actions that would create a just society for public health. **General** ***Algie Au** is a biological sciences educator in Seattle. She is an advocate for using active learning techniques to engage people to learn. She is working on her Ph.D. in Sustainability Education at Prescott College, where her research interests include conservation psychology, public health, air quality, and related environmental and social justice issues.*

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 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. **Early Childhood, Elementary, Middle, Secondary, Parents, General**
The BEHS Recruiting Washington Teachers Program (formerly known as Latinos In Action) is in its 14th year of existence and consists of diverse Juniors and Seniors from Burlington Edison High School.

The Intersectionality of Climate Justice and LGBTQ+ Resistance

Our group chose to focus on the ways in which the LGBTQ community is uniquely impacted by climate change and how LGBTQ movements throughout history have prepared activists for climate justice action. Our main goal is that students will come away from the lesson recognizing the ways in which these two movements overlap, both in the way people are negatively impacted, as well as how resistance movements are linked.

Secondary, General

Rosie Blanton received her MAT from Lewis & Clark College and teaches U.S. History, Government, and Psychology at Lake Oswego High School, near Portland. *Deirdre Banning-Shaughnessy* received her MAT from Lewis & Clark College and teaches U.S. History at Wilson High School in Portland. *Jake Guth* received his MAT from Lewis & Clark College and teaches Modern World History and AVID at Benson Polytechnic High School in Portland.

Teaching the Syrian Civil War: Finding Hope from the Revolution in Rojava

Rising from the devastation of the Syrian Civil War is a beacon of hope that we should be teaching about in our classrooms. The Democratic Federation of Northern Syria, or what is popularly referred to around the world as Rojava, has planted their seed and is growing a society emphasizing women's liberation, social ecology, and direct democracy through an intricate system of communes. In this workshop, participants will engage in a mixer activity to learn about the Rojava project — a grassroots vehicle designed to magnify the voices of women in the Middle East and create a more democratic, ecologically focused, and communal economy.

Secondary

Chris Buehler is a teacher at Lincoln High School in Portland.

Critical Literacy: Reading, Writing, and Rising Up

The mass media machine, especially cartoons aimed at young children, continues to promote a vision of society fueled by the worship of wealth, the standardization of beauty and whiteness, and the glorification of those at the top at the expense of everyday people. In this workshop, we will explore a number of participatory activities to help students develop critical lenses about race, class, and gender that they can use in any academic context. The lessons will also demonstrate how to get students to write with passion about critical issues that impact their lives. **General**

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

Home Language as a Human Right: Strategies for Welcoming Students' Languages in Our Elementary and Early Childhood 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. **Early Childhood, Elementary**

Grace Cornell Gonzales is the submissions editor for Rethinking Schools magazine, and co-editor of Rethinking Bilingual Education. She worked as a bilingual elementary school teacher in Oakland, San Francisco, and Guatemala City. Teddi Beam-Conroy, PhD., is the Director of the Elementary Teacher Education Program at the University of Washington. A former bilingual classroom teacher, Teddi brings more than 30 years of experience in public education to her role as director.

Disability Comix!: An Iterative Praxis to Support Self Advocacy and Solidarity

Students who receive SPED services are often told to self-advocate for the supports in their IEPs. However, this can be difficult for students who communicate differently than many of their same-age peers. In this workshop, Lillie Crow (who received SPED services as a K–12 student) and Rachel Cermak will facilitate activities that teach participants how to help students with disabilities create comix that reflect their concerns and daily lived experiences. Participants will also learn how to use these student-created comix to increase students with disabilities' access to the general education curriculum and help build a school culture of disability visibility and solidarity. **General education teachers are welcome and very much encouraged to attend.**

Lillie Crow is a special education teacher at Fir Ridge (additional ELA endorsement). Rachel Cermak is a math teacher at Fir Ridge (additional SPED endorsement). Fir Ridge is the public alternative campus of David Douglas High School in Portland.

A Restorative Approach from Theory to Practice

What does it mean to have a restorative approach in your classroom, or school? How can we better shift our practice to do things *with* students and others, instead of *to*, as the traditional punitive school model. This workshop takes the time to reflect and better understand conflict. The hope of this workshop is to help better understand what a restorative approach can look like in our schools. **Early Childhood, Elementary, Middle, Secondary, Parents, General**

Emily Crum has recently completed a Fulbright Distinguished Award in Teaching in New Zealand 2019 researching whole-school implementation and professional development of restorative practices. She has worked in Reynolds School District in Oregon for more than 10 years — in early childhood, as well as bilingual and English Language development, and is a past union president for Reynolds Education Association.

The Power of Op-eds: Expanding Your Message to the General Public and Elected Officials

Participants will learn how to quickly (in less than two hours) write compelling social justice op-eds using current editorial conventions and significantly increase their likelihood of publication. Op-eds are an opportunity for advocacy, wider audience visibility, and are an effective low cost/high yield media tool when used strategically. The presenter is formerly of *The Progressive Magazine*, where for eight years she worked weekly with more than 400 domestic and international newspapers to publish op-eds from underrepresented perspectives. **General**

Andrea Dolan-Potter is Director of Resource Development, Communities in Schools of Tacoma; formerly of The Progressive Magazine and the Progressive Media Project.

Reproductive and Gender 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 12 years. She has been teaching about sexuality for more than 20 years with youth and families in Oregon, Nicaragua, Ecuador, and New York City. In her extra-curricular time, she leads workshops for other white parents about talking about racism with kids. Stacie Balkaran, MPH, CPH, is a multi-sectoral public health professional and data visualizer. She is committed to empowering and making space for youth voices and choices, especially for Black and Brown youth.

Social Justice in a Primary Classroom

Social justice is alive in elementary classrooms. Our youngest learners have powerful voices to stand up to injustice. This workshop introduces vocabulary (rights, justice, injustice) for concepts that students already know through their lived experiences. Armed with these new words using drawing and words to convey ideas, students will envision a just future where each person's rights are respected. **Early Childhood, Elementary, Middle**

Kira Hamilton is a 2nd-grade teacher in the North Clackamas School District outside of Portland. Kira is social justice teacher who uses mentor texts and writing to teach social justice and activism in her classroom.

Kym Condron is a 1st-grade teacher in the Portland Public School District. Kym is a social justice teacher and activist who prioritizes the lives of her students to drive her teaching and helps them stand up for their rights.

Facilitating Conversations About Race with PreK–8 Children for Classroom Teachers

In this interactive think-tank workshop, participants will share their concerns about facilitating conversations about race and racism with children, consider recent research findings about how young children learn about race and racism, and gain skills for facilitating conversations about race and racism (with their students in mind). Educators will share strategies and advice about how to establish trusting, identity-safe spaces for students and families to partner in talking about race. **Early Childhood, Elementary, Middle, Parents**

Uti Yamassee Hawkins is a mother, daughter, and granddaughter; citizen of the Kiowa and Muscogee Creek Nations. As an educator in public schools for eight years, she works as a Racial Equity Consulting Teacher for Seattle Public Schools Department of Racial Equity Advancement, which focuses on implementing Policy #0030, Ensuring Educational and Racial Equity. She serves on the Board of the Seattle Education Association Center for Race and Equity. Her teaching practice centers on ensuring underrepresented and historically impacted communities have access to and receive high quality education working in community advocacy, racial equity in education, school leadership/design, and education policy reform. Usana Jordan is an elementary school ELL teacher. She has worked for Seattle Public Schools for the six years. She is a coach with SEA Center for Racial Equity. Alma Alonzo is Filipino American and has taught in Seattle Public Schools for 15 years. She is a Reading Specialist at Van Asselt Elementary. She holds a Master's degree in Human Development from Pacific Oaks College and a Certificate in Women's Studies from the University of Hawaii.

In Our Backyards: Amplifying Student Voice in Defense of Healthy Communities

In Our Backyards offers an entry point into community activism by exemplifying a way that students can amplify their voices and engage in meaningful social change. This workshop will offer a process for engaging student experience and perspective in environmental and social justice issues happening in their own backyards. Using an example of the Jordan Cove pipeline, a current fossil fuel pipeline proposal in Southern Oregon, this workshop will teach participants how to utilize strategic goal setting, persuasive devices, and rhetoric to advocate for change in their local communities. **Secondary, General**

Rebecca Krop teaches social studies and language arts at a project-based learning arts school in Springfield, Oregon, and is co-founder of the Red Fern Education Collective. Her specialty is in building communities that extend beyond the classroom by collaborating with local resource networks and community organizers.

Samantha Krop is an educator and environmental organizer based in Eugene, Oregon. She has taught humanities, writing and civic engagement at the high school and college levels and co-founded the Red Fern Education Collective, an organization dedicated to bridging the gap between education and community activism.

Creating Counterspaces for Family- and Community-Engaged Teaching: Lessons Learned in a School-Based Teacher Pathway Program

This workshop shares work in a middle school after-school program where undergraduates learn about critical praxis, spatial understanding, relationship-building, and engaging families and communities. Faculty and students collaborated to build a teacher pathway program called Family and Community Engaged Teaching (FACET). We encourage student inquiry and co-equal construction to dissolve traditional hierarchies. Students

co-facilitate alongside university faculty and staff to share artifacts of our story. Attendees will dialogue and envision applications to their own contexts. **Middle, Parents, General, Teacher Educators**

A Longoria, Ph.D. (they/them; Longoria) is an assistant professor of secondary education at Western Washington University in Bellingham, Washington.

“Running Start”: Dual Enrollment Programs and the Rightwing Agenda: Building Solidarity Between High School and Community College Teachers

What are your experiences with the Running Start program at your workplace? This workshop explores the neoliberal logic of Running Start and seeks to find connections between two groups of educators who share students but don't often get to talk to one another: community college and high school teachers. We will initiate a discussion that explores shared working conditions and builds connections for future organizing. **Secondary, Parents, General, Community College**

*Laura Martin studied labor and urban history at UC Santa Cruz. She has been a community college instructor of history for 10 years, both in California and in Washington. She is a Professor of History at South Puget Sound Community College in Olympia, where she teaches Running Start students taking U.S., World, and Women's History. Michael Reagan is a historian who works in early entrance and “gifted education.” He has experience teaching Running Start students at multiple community colleges. He is the author of the forthcoming book *Of Ourselves: Intersectional Class Struggle* from AK Press.*

Learning from Indigenous Women Changemakers in Elementary Civics

In this workshop, participants will learn how students in grades 3-5 can learn about and from Indigenous women changemakers — their professions, communities, and Native nations, as part of elementary civics/social studies education. **Elementary**

Following Quechua scholar Sandy Grande's call to “commit to collectivity,” we write as a scholarly collective under the nom de guerre Turtle Island Social Studies Collective. We are (in alphabetical order): Meredith McCoy (Turtle Mountain Band of Chippewa descent), Carleton College; Lakota Pearl Pochedley (Citizen Band Potawatomi), Nottawaseppi Huron Band of the Potawatomi; and Sarah B. Shear, University of Washington-Bothell.

Structural Racism: Understanding Our Housing and Education Roots

Why is school segregation worse 60 years after *Brown v. Board of Education*? What is the history of housing segregation that has shaped our neighborhoods today? In order to address educational disparities, we must first understand our history and the systemic practices of the housing and education institutions we've inherited. In this session, you'll participate in an interactive discussion that will help us deeply understand structural racism and develop our decision-making through a racial equity lens. **Early Childhood, Elementary, Middle, Secondary, Parents, General**

Kathlyn Paananen is the Housing and Education Manager for Seattle Public Schools (SPS). She connects SPS with Seattle Housing Authority (SHA) and other affordable housing providers to build cohesive communities, supportive of children's educational success both at school and at home. Kathlyn has devoted her 15 years of public service within a variety of fields from youth homelessness, transportation, housing, and now education.

Rivka Burstein-Stern is the Partnership Alignment Manager for Seattle Public Schools. She works to build systems that help the district work more effectively with community partners. She has done partnership work for Oakland Unified School District, and worked as an informal educator in after-school and summer programs.

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. Most of Fran's work has been within the educational system, as a teacher, instructional coach and mentor, as well as an equity and race relations specialist. She is co-founder of Racial Equity Consultants LLC and has experience co-developing strategic planning for racial equity work; analyzing data, developing assessment tools, providing guidance, and designing and facilitating high quality culturally responsive professional development based on adult learning principles. Melia LaCour is a biracial Black woman who is Founder and Executive Director of Becoming Justice, an organization committed to facilitating and igniting transformational leadership and systemic change to create racially liberated systems. She served as the Executive Director and Director of Equity in Education for more than 10 years at PSESD, with a staff that provides expert consultation, professional development, and systems change support to over 20 school districts, community colleges, non-profits and other organizations across the state focused on eliminating racial inequities in education.

Let Us Succeed: Student College & Career Aspirations

Student voice, especially from youth of color and first-generation students, is essential to strengthening equity. Creating feedback loops between students and school staff uplifts information for change. "Let Us Succeed: Student College & Career Aspirations" is a youth-centered report built from focus groups, a cross-district survey of 7,059 students, and a multi-year continuous improvement effort. This workshop will cover how to develop and implement a youth-voice process to drive systemic change in college and career supports.

Secondary

Alejandra Pérez leads college and career readiness initiatives as the college and career success manager at the Community Center for Education Results. Julie Feng is committed to elevating community stories and working toward narrative shifts in the education system as the communications coordinator for the Community Center for Education Results. As a research analyst, Annia Yoshizumi provides measurement and research support for South Seattle and South King County community members, K–12 districts, colleges, improvement networks, and other education partners.

STEM Educating for Social Justice: Exploring Racism and Sexism in Science Classes

Building on a similar presentation from previous years, we will explore what STEM education for social justice can be. We will share work we do with our students to explore racism in physics and sexism in chemistry, respectively, 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. **Middle, Secondary**

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.

Building Power for Students of Color Within the Classroom

Students of color have been silenced within the education system. How would things change if they were finally heard? To move toward an anti-racist institution, we must first center voices of those harmed by racism. In this engaging, interactive, and conversational workshop led by three high school students of color, we will dive in ways to intentionally empower and welcome students of color. We will work together for everyone to discover and leave with their own action items to improve their practices as educators. Inspired by the book *You Failed Us: Students of Color Talk Seattle Schools*, you will hear from the author and students quoted in the book.

General

Azure Savage is a Black trans man in his senior year in high school and has been in Seattle Public Schools since Kindergarten. He has been involved in different leadership roles and anti-racist organizing groups throughout high school, which inspired him to write a book explaining racism in the education system. Savannah Blackwell is an 11th grader at Franklin High School and has been part of the Seattle Public School system for nine years. Her mother is an SPS educator and her sister is a 5th grader in SPS. Diego Binuya is a young queer Filipino artist and community organizer from the Seattle area. A senior at Garfield High School, Diego has built and held space with other young folks in their school and community in order to realize the kinds of worlds that only seem possible in dreams.

Gentrifying Paradise: Kahuku’s Untold Narrative

Writing can inform the world of one person or even an entire people’s story. Using a luau role-play 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**

Valerie Schiller is in her third year teaching in the Portland metro-area. She teaches English Language Arts at Reynolds High School. Heather Barcan has been an educator for nearly 20 years in California and Oregon and teaches Languages Arts and is the Evening School Coordinator at Centennial Park School in Portland. She has family who have been displaced from their homes in Kahuku.

Teaching Empathy Through Classroom Community

This workshop will demonstrate the effectiveness of culturally responsive teaching strategies — specifically circles and identity activities to create classroom community. Having established these practices as part of *any* classroom, teachers can incorporate more specific lesson plans around social justice. In this workshop, the lesson will focus on César Chávez and the United Farm Workers Union with an emphasis on race and privilege. **Secondary**

Maria Serka is a high school Spanish teacher, advisor for Latinx Student Union, and co-leader of the equity committee at Meadowdale High School, in the Edmonds School District in Lynnwood, Washington.

Warm-up Routines for an Anti-racist Mathematics Classroom

Currently, popular warm-up routines such as “I notice, I wonder” promote more equitable participation, but can also be used to bring issues of power and oppression into mathematics classrooms in an authentic and easy-to-implement manner. In this session, participants will engage with some examples of “I notice, I wonder” prompts that specifically deal with race, discuss how these can be developed into larger mathematical investigations, and begin to create their own. **Elementary, Middle, Secondary**

Ksenija Simic-Muller is a mathematics teacher educator at Pacific Lutheran University in Tacoma.

Addressing a Crisis of Disrupted Learning Through an Equity Lens

Dive into the Oregon Education Association’s report, “Crisis of Disrupted Learning,” to more closely examine the report’s 10 key recommendations to support safe, welcoming, and inclusive classrooms. Using an equity lens, consider how changes to policies, instructional practices, and educator mindsets can decrease extreme behaviors, increase learning, and promote an inclusive community. **General**

Leah Starkovich has been an educator for more than 16 years as an instructional coach and elementary school teacher. She joined OEA in 2018 in the Center for Great Public Schools as the Professional Practice Organizer bringing a wealth of experience and knowledge in professional learning, teacher leadership, learning designs, and content expertise in reading, math, and professional educator standards.

Making Sense of Disaster: Seeing Past the “Natural” in Katrina, Harvey, Florence, and Beyond

Sandy, Katrina, Harvey, Irma, Maria, Florence, Michael. Much attention is given to the increasing frequency and power of these devastating storms — with good reason. Thousands died, even more displaced, and the places that people call home are forever changed. But are the storms themselves to blame for the disasters that they cause? This workshop invites participants to look beyond the “natural” of these disasters to identify the real drivers of suffering in the wake of disaster. **Middle, Secondary**

Tim Swinehart teaches at Lincoln High School in Portland, and co-edited A People’s Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis. Matt Reed teaches at Lincoln High School in Portland.

How to Make Amends: A Lesson on Reparations

In this mixer role play, students learn about more than a dozen different examples of reparations — ranging from cash payments to land settlements to state apologies. Students meet advocates of reparations, those who

received them, and those who did not. They walk away from the activity with a greater understanding of the horizon of possible reparative policies and enough examples to begin to analyze and articulate their own beliefs about the appropriate context, goal, and form of reparations. **Middle, Secondary, Parents, General**
Ursula Wolfe-Rocca has taught high school social studies since 2000. She is on the editorial board of Rethinking Schools, teaches, and works as an organizer and curriculum writer for the Zinn Education Project. Alex Stegner teaches Ethnic Studies and Political Economy at Lincoln High School in Portland.

Lunch: 11:45-12:30

Session #2: 12:45-2:15

Using Projects to Build Community in a Math Classroom

In most math classrooms the predominant narrative describes mathematics as a predetermined system of algorithms written by white men. In fact, mathematics is a logical system established by community discussion and agreement which determines the axioms of the systems and the theorems that follow. The projects we share require students to work collaboratively at the social, intellectual, and physical levels. The projects create and celebrate intellectual student communities around mathematics that transcend traditional divisions of power. Participants will see how their students can use creative and rigorous mathematical ideas in a process that disrupts divisions of power based on race, class, and gender. **Middle, Secondary**

Masha Albrecht has been a math educator for 30 years. She is an active union member and was a guest violinist in the Oakland strike band. Ashley Daly is a math fanatic and kid at heart who specializes in student engagement in the math classroom through projects, real-life connections, and the beauty and symmetry in mathematical art. She strives to cultivate curiosity, collaboration, and fun in the math classroom.

Positive Disability Identity: Shifting Cultural Narratives Around Disability

Conversations about disability and institutionalized ableism are often forgotten as issues of social justice. While schools are fraught with deficit narratives about disability, this workshop presents an asset-based framework that centers the voices of people with disabilities and presents practical classroom takeaways. We will lead with student voice videos, explore the history of disability across social movements, specific events within the Disability Rights and Disability Justice movements, and the importance of intersectionality and solidarity.

Elementary, Middle, Secondary, Parents, General

Sarah Arvey is an avid educator and PhD candidate in Special Education. After teaching special education for eight years, she is excited to be exploring education at the intersection of disability justice and racial justice.

Adina Rosenberg is a fourth-year special education teacher in the Bellevue School District in Washington. She is excited to empower other educators on ways to center student voices in conversations around disability.

“It’s Not Enough: Bringing Women Back Into American History”

My student, Emma, wrote a brilliant poem titled, “It’s Not Enough” that captures how I feel about my previous U.S. History curriculum. Like our textbooks, I merely gave a cursory nod to women who made America. But now I’m building women’s perspectives back in. This session explores some of the many women whose contributions to America truly made a difference: the woman behind the New Deal, Civil War soldiers & spies, and force-fed suffragists. **Middle, Secondary**

Brady Bennon is beginning his 13th year of teaching history at Madison High School in Portland, Oregon. He is active in the Rethinking Schools community.

Let Them Eat Profits: Hunger, Capitalism, and Peasant Agriculture

The global small farmers movement, La Vía Campesina, has 200 million members in its affiliated organizations. It has articulated a vision of “food sovereignty” to challenge the market-driven policies favored by corporations and Western governments. In a world of violence and exploitation, La Vía Campesina offers a blast of hope. In this workshop we’ll explore several 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. **Middle, High School, Teacher Education**

Bill Bigelow taught high school for almost 30 years, and is now the curriculum editor

of Rethinking Schools, and author or editor of numerous books. He co-directs the Zinn Education Project.

Beyond the Educator as Rescuer: Identifying Educator Needs In Order to Create More Authentic Learning Environments

Public educator narrative defines educators as rescuers. As presenters, we are thinking through some of these questions: How does my ego play into my role as educator? How do I focus on meeting my own needs so I can decenter myself and instead center students in the classroom? We offer time to process the way we’ve internalized this story because we believe that identifying our needs is key to undoing harmful educator-as-rescuer model. **Early Childhood, Elementary, Middle, Secondary**

James Boutin is a national board certified language arts and social studies teacher. Maile Valu is a high school counselor at Tye High School in Seatac, Washington. Emily Lee is a high school teacher in SeaTac.

The Power of Protocols: Facilitating Student-Centered Conversations for Racial Justice and Equity

In this interactive workshop participants will learn how to use protocols as a resource to support critical dialogue about race and social inequities in schools. A protocol serves as a tool to root conversations in a more productive, student-centered conversation. These can be easily implemented in PLC spaces that currently exist in school and human services settings to support existing work while placing an explicit emphasis on reflection for equity and racial justice. **Early Childhood, Elementary, Middle, Secondary**

Megan Daley is pursuing a masters in Educational Administration at Western Washington University, teaches 4th grade and is an Equity Lead in the Mount Vernon School district. Kaitlenn Morin is an early career educator in Mount Vernon, Washington. She teaches 3rd grade and is beginning the graduate program at Boston College in Educational Leadership and Policy. Madison Wolter is a 3rd-grade teacher, Mount Vernon School District Equity Lead, and an Educational Leadership and Policy graduate student at Boston College.

Queering the Contract: Report Out from the NW LGBTQ+ Summit

On June 21, 2019, the first ever Queer Union Summit was held in Portland, with the enthusiasm and support from unions large and small. We developed proposals for adding greater protections for trans, non-binary and queer members around issues of trans health care, intersectional discrimination, and providing timely accommodation for disabled members. Come get a copy of our proposals, learn about the Summit, and be a part of brainstorming even more terrific contract proposals we can share. Leave with cutting-edge contract language to use for organizing and energizing your local’s civil rights agenda. **Union leaders and organizers, LGBTQ+ union members**

Barbara J. Diamond is a union lawyer and equity consultant specializing in implicit bias and micro-aggression theory, and the founder of Diamond Law Training’s No Micro Project. She consulted with WEA to create its equity plan and frequently presents on issues of the intersection of labor law and civil rights. Most recently, she organized the first-ever LGBTQ+ Union Summit in Portland, in 2019.

Ethnic Studies Block: Learn, Listen, Act

Decolonizing Your Classroom: Students and Teachers United (#2 of 3)

Building off of the Ethnic Studies 101 session, participants will learn from current students and ethnic studies teachers necessary and decolonizing shifts in practice and content that educators need to take in order to bring

ethnic studies to their students. Students will share pedagogical changes they see as key, while teachers will share ethnic studies frameworks from several districts. Both will lead participants through some examples and non-examples of ethnic studies lessons. **Elementary, Middle, Secondary, General**

Student leaders from the Edmonds School District and the NAACP Youth Council, a coalition of antiracist students in the greater Seattle area representing 12 schools. Edmonds students: Mae Cramer, Asia Barnett, Mwangi Payton, and Dagy Alemu. NAACP Youth Council: Arwen Blazier, Mia Dabney, Thomas Foster, Nabbil Hassan, Rena Mateja Walker Burr, Milad Mesbahi, Israel Presley, Angelina Imany Riley, Natalina Shega, Julie Tan, Meklit Tesfay, and Viviana Williams. Sharon Kriskovich is a founding member of the Edmonds School District Ethnic Studies program and teaches 12th-grade Ethnic Studies at Lynnwood High School. Jeff Stone is the Social Studies and Ethnic Studies Lead for the Edmonds School District. He is pursuing a doctoral degree in Multicultural Education through the Banks Center for Educational Justice at the University of Washington.

Sharing Our Journeys: Black and Brown Educators Building Solidarity Through Testimonios

Today, about 20 percent of teachers working in the U.S. public K–12 system are Teachers of Color and Black Teachers. Research suggests that they 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 sustainable dialogue among Educators of Color and Black Educators working within the public K–12 system. It is an opportunity to talk about shared experiences, successes, and struggles through this work. A panel of working educators in the Seattle area will share their experiences from the field. From there, the facilitators will collaborate with attendees on strategies and shared work that Educators of Color and Black Educators 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 participants can voice candidly their thoughts on sustaining and growing the diversity within education and supporting each other across the region. All are welcome. **Early Childhood, Elementary, Middle, Secondary, General**

Luis Escamilla (he, him, his) is a recent graduate of UW Danforth Educational Leadership Program, Early Career Teacher Mentor and ELD Secondary Coach in Tukwila, Washington. His current work revolves around the centering of culturally responsive classroom practices and uses MesoAmerican concepts of reflection, knowledge, positive action, and transformation as a foundational part of this work with early career teachers. A Longoria (they/them/theirs) is NTT faculty in the Secondary Education department and affiliated faculty for the Education and Social Justice minor at Western Washington University in Bellingham. Longoria has a PhD in Multicultural Education at the University of Washington, Seattle where their research focused on conceptualizing Queer immigrant youths' presence and needs in U.S. K–12 schooling.

Cypher Club: Building Community in School with Freestyle Rap

Do your students make beats on the desk? Do your students have headphones in with their favorite rap artist soundtracking their day? Harness the energy and knowledge that exists in our young people into community-building expression by creating Cypher Clubs at your school. This workshop is with two Hip Hop artists and educators Jesse Gardner and Desmond Spann, and promises to be an expanding experience for all involved. We will share experience of the Cypher Clubs we help facilitate, take a dive into what a Cypher is — a circle of people sharing knowledge and stories through freestyle rapping — and outline how to start a Cypher Club at your school. Of course, we will have a Cypher, so come ready to participate at your 100 percent. **Secondary, General**

Jesse Gardner is an English teacher at Madison High School in Portland, and will be teaching Hip Hop Literature this year and advising the Cypher Club. Desmond Spann is a teaching-Hip Hop poet, currently teaching English at Franklin High School with more than a decade of experience in teaching freestyle rap.

Colorful Pages: Using Diverse Books to Enhance PreK-5 Social Emotional Learning

It is crucial to develop cultural empowerment, cross-cultural empathy, and social emotional skills in the future leaders of our world. Too often, students of color are underrepresented in our SEL lessons that build these skills. At this workshop, we will provide resources for educators and families to overcome this. You will be

introduced to Colorful Pages and The Spectrum of Multicultural Literature to help you select diverse books and craft SEL lessons for PreK–5 students. **Early Childhood, Elementary, Parents**

Kaitlin Kamalei Jenkins, born in Hawa‘i, is a K/1 Teacher, Ethnic Studies Curriculum Writer for the Seattle Public Schools, and Coach for the SEA Center for Racial Equity. In 2018, Kaitlin Kamalei founded Colorful Pages, a website that aims to help educators, families, and librarians explore the use of multicultural literature to cultivate cultural empowerment and cross-cultural empathy in students.

(STI) Tribal Sovereignty Curriculum and Native Knowledge 360: Creative Ways to Infuse Tribal History into Your Classroom

Participate in interactive lessons from the web-based STI Curriculum aligned to the ELA Common Core Standards and mandated through RCW 28A.320-170. Learn about the guiding principles driving the curriculum, available resources including new Pacific Northwest tribal history inquiries within the Native Knowledge 360 Curriculum 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. **Early Childhood, Elementary, Middle, Secondary, General**

Laura Lynn is currently the Program Supervisor, Office of Native Education, within the Office of Superintendent of Public Instruction. Prior to that, she contracted with ONE, serving as the lead trainer to facilitate Since Time Immemorial tribal sovereignty curriculum trainings throughout Washington State, support the implementation of the STI curriculum within schools, and update the STI website. She has also received training on the Native Knowledge 360 Curriculum through the National Museum of the American Indian.

“Why Social Justice Educators Need to Be Union Organizers” — A Conversation

Barbara Madeloni will lead a conversation based on themes raised in her morning keynote address. The role that teacher unions play in the broader movement for social justice is one of the key concerns for all educators.

General

Barbara Madeloni is the education coordinator for Labor Notes, and past president of the 117,000-member Massachusetts Teachers Association, where her presidency was based on union militancy, grassroots democracy, and a commitment to racial and economic justice.

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

This workshop will help participants re-commit to the importance of spending quality time teaching Japanese American Incarceration by flipping the lens and starting with the Redress movement as both a way to understand the historical and Constitutional wrongs of Japanese American Incarceration, and as an inspiration and model for action — in the past, and today. Participants will learn about this curricular approach, and then role-play/engage as students with segments of the curriculum. The workshop will offer participants many resources to do this work, and a chance to discuss contemporary connections and ideas for extending the themes of activism, redress, and reparations into other areas in our teaching. **Middle, Secondary**

Sarah Heller McFarlane has taught Social Studies-History and Civics at Shorewood High School in Shoreline, Washington, for many years. She is also a co-founder of Puget Sound Rethinking Schools and of the NWT SJ Conference. She developed the preliminary basis for this workshop with her Shorewood colleague Un Chong Kim.

The Time Is Now: Critical Orientations of Indigenous Studies 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 view examples of application of Leilani Sabzalian’s “Critical Orientations of Indigenous Studies Curriculum” — Place, Present, Political Nationhood, Perspectives, Power and Partnerships — to an Oregon Trail unit in Beaverton, Oregon (Atfalati Kalapuya land). 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 Two-Way Immersion 2nd-grade teacher in Tigard-Tualatin School District. She is enthusiastic about developing an anti-oppression teaching practice. Robin Fong is a Clinical Teacher for the OSU MAT Teach for Beaverton program. Her hope is for her students to become critical thinkers of history.

Dear Matafele Peinam: Teaching to the Heart of Climate Change

Student members of Portland Public Schools' Climate Justice Committee identified connection to and love of nature as one item they wish to see in robust climate justice curriculum. This workshop uses the poetry of Kathy Jetñil-Kijiner to do just that. Middle and secondary language arts teachers will walk away with tools for teaching students both poetry and a voice for protecting their sacred natural spaces. **Middle, Secondary**
Michelle Nicola is a Spanish teacher and instructional coach in Portland Public Schools. She was a recipient of the 2014 Teaching Tolerance Award, and 2018 Fulbright Distinguished Award in Teaching. She has published two articles for Rethinking Schools Magazine including "Teaching to the Heart: Poetry, Climate Change and Sacred Spaces."

Using Place-Based and Power-Aware Pedagogies to Revise STEM Curriculum

This workshop will provide participants with a toolkit for revising STEM lessons based on place-based and power-aware pedagogical models. The toolkit includes practical strategies and examples for incorporating Critical, Place-Based Education, and Transformative Resistance Pedagogies into preexisting STEM units/lesson plans. The session will include an interactive presentation, a guided revision workshop and an opportunity to set an embodied goal to align curriculum writing with pedagogy. **Elementary**

Presence O'Neal (she/her) is the Science Outreach Program Manager at Reed College. She studied for her MA in Educational Leadership and Policy with an emphasis in Leadership for Sustainability Education at Portland State University. Pixie Freeman (she/her) is an educator, activist, and student of environmental studies at Reed College. Mar Borrego (they/them) is a neuroscience researcher at OHSU and a mentor for gender minorities in STEM through Girls, Inc.

Want to Change the World? Let's Skill Up!

This workshop introduces a basic tool of civic engagement: the concepts that our rights, and the government created to secure our rights, are derived from what we value and love. Participants articulate what they love, organize personal values into types of shared wealth, then identify civic values enshrined in founding documents. Using current events, participants explore how rights are used to defend what we love. Material is critical to sustaining effective action on any issue. **Middle, Secondary, General**

Since 1989, Riki Ott has worked with frontline communities to increase civics literacy and scientific literacy of the socio-economic costs of using fossil fuels. In 2015, she received the Grace Lee Boggs Award from the Make It Safe Coalition for her work empowering people to have a voice in energy choices in their own backyard.

Transforming Teacher Education with Activist Pedagogies: (Re)viewing Social Studies and Multicultural Education Syllabi

Based on the presenters' experiences as teacher educators, this workshop opens conversation about how and for what purposes we create/run courses in teacher education that seek to move preservice teachers beyond static allyship to active co-conspiracy. The workshop functions to: 1. Share the successes and struggles of activist stances in teacher education courses; 2. Offer participants space to consider edits to their syllabi using guiding questions; and 3. Foster collaborations across contexts. **Teacher Education**

Sarah B. Shear is an Assistant Professor of Social Studies and Multicultural Education at the University of Washington-Bothell. Sarah regularly co-conspires with friends in research, teaching, and public activism to transform P-12 social studies curriculum and teacher education, especially in the area of Indigenous Studies. Natasha Hakimali Merchant is an Assistant Professor of Social Studies and Multicultural Education at the University of Washington-Bothell. Natasha's academic work investigates the curricular experiences of immigrant and Muslim youth in U.S. public high schools.

Beyond State Borders: Red for Ed Regional Organizing in the Northwest

Join us in a facilitated discussion of ideas focused on organizing and planning for one or more coordinated actions between Oregon and Washington. So far, other than very limited demonstrations of solidarity, the Red for Ed movement has not led to any coordinated actions that crossed state lines. Could Oregon and Washington lead the first multi-state walkout? **Elementary, Middle, Secondary**

Stephen Siegel is a high school special education teacher at Reynolds High School in Troutdale, Oregon, and actively involved in his local, Reynolds Education Association, and the rank-and-file organizing group Oregon Public Employees United. Alisha Chavez is a special education teacher at Atkinson Elementary in Portland, and is actively involved with her local, Portland Association of Teachers, and the rank-and-file organizing group Oregon Public Employees United. Darrin Hoop is a substitute teacher in Seattle and is active within the Seattle Education Association and also with Social Equity Educators.

“Curriculum Vitae” Poem: Finding the Intersection Between Social-Emotional Learning and Social Justice

This workshop shares what a teacher educator learned about social-emotional learning and social justice from her former student, an English Language Arts teacher, when she observed her class. We will share several examples during the workshop focusing on using “Curriculum Vitae,” a poem by Lisel Mueller, as a springboard for students to share their own stories, which serve as the foundation for a collective document that articulates how each student feels welcome in the classroom. **Secondary**

Tara Slaughter is a classroom teacher in the Beaverton School District. Inquiry and relationships are the foundation of her teaching practice. Lina Darwich is an assistant professor of teacher education at Lewis & Clark Graduate School of Education and Counseling. Her teaching and research focus on diversity, equity, and our universal and basic need to belong.

Rebranding the Ode

This workshop reimagines a classical form of poetry — the ode, the praise poem — and makes it accessible for a modern age. Participants are encouraged to challenge societal norms by recasting, rebranding and celebrating aspects of their identities, especially those they have been told (explicitly or implicitly) to be ashamed of. As they reflect on and challenge the oppressive nature of norms — particularly regarding markers of race, class, gender, and body image — participants will practice rising up and talking back. As poet Elizabeth Acevedo proclaims, “We are all of us worthy of a poem.” **Middle, Secondary**

Lindsey Spadoni is a Language Arts teacher at West Linn High School.

Climate Justice Education: Not Just for STEM

Teaching about the climate emergency typically happens in science classes, where standards, like the NGSS, too often suggest that climate solutions require complicated technological fixes controlled by experts. This workshop will critically examine mainstream approaches to teaching the climate crisis through a role play that brings together the perspectives of radical scientists, climate activists, frontline community members, Indigenous leaders, and youth — and encourage participants to rethink what bold, interdisciplinary climate justice education looks like. **Middle, Secondary**

Tim Swinehart teaches social studies at Lincoln High School, in Portland, and is co-editor of A People’s Curriculum for the Earth. Liza Finkel directs the Secondary MAT program at Lewis & Clark College’s Graduate School of Education and Counseling, in Portland, and is a member of the Rethinking Schools Science Education Committee.

Beyond Alexie: Eradicating the Single Story of Indigenous Children’s Literature in K-12 Classrooms

This workshop provides an introduction to the wide range of high quality own voices Indigenous children’s literature available now and the importance of integrating multiple Indigenous voices into the curriculum. Looking at picture books and excerpts from middle grade and YA fiction, we will explore how utilizing Indigenous children’s literature in the classroom will affirm the identities and histories of Indigenous students

while using fiction as a vehicle for cross-cultural understanding for non-Indigenous students. **Elementary, Middle, Secondary, Parents, General**

Celeste Trimble is assistant professor of Literacy and director of MiT/MEd programs at St. Martin's University in Lacey, Washington. She focuses on Indigenous literature and literacy, reader response, and arts in education.

How Red Lines Built White Wealth: A Mixer on Housing Segregation

This lesson introduces participants to the 20th-century housing policies that bankrolled white capital accumulation while halting Black social mobility — and contributed to the absurd injustice of the modern wealth gap. Based on Richard Rothstein's 2017 book *The Color of Law*, the mixer role play shows in exacting detail how government policies segregated every major city in the United States, with dire consequences for African Americans. **Middle, Secondary, General**

Ursula Wolfe-Rocca has been teaching high school social studies since 2000. She is on the editorial board of *Rethinking Schools* and currently works as both a classroom teacher and an organizer and curriculum writer for the Zinn Education Project. *Angela DiPasquale* teaches 11th-grade U.S. History and 12th-grade Government & Economics and Constitution Team at Grant High School in Portland.

Our Island's Treasure: Teaching Through Student Film About Today's Hidden Fight to Protect the Ocean in Okinawa's Henoko from U.S. Base Construction

This workshop will include a viewing of the recent film, *Our Island's Treasure*, with high school senior and producer of the film, Kaiya Yonamine, who flew to Okinawa with hopes of breaking the media silence. Participants will engage in a new role play to explore the experiences, stories, and activism of elders and students from both Okinawa and Portland who are featured in the film. We will explore together ways to provide students with a way to be activists and to make activism common sense in the enormity of injustice.

Middle, Secondary, Parents, General

Moé Yonamine teaches at Roosevelt High School in Portland. She is a *Rethinking Schools* editor and co-editor of the third edition of *The New Teacher Book*. *Kaiya Yonamine* is a senior at Roosevelt High School in Portland. She is a contributing writer for *Rethinking Ethnic Studies* and the producer of the recent film, *Our Island's Treasure*, about the destruction of Okinawa's Oura Bay by U.S. military base construction.

Latin American Immigration in the Elementary Classroom

With immigration from Latin America at the forefront of today's news cycle, it's natural for our youngest learners to have questions about the issue. But how can we talk about this complex and sensitive topic in an age-appropriate way for children? This workshop will build your understanding of Latin American immigration and provide resources to integrate the issue in the elementary classroom. **Elementary**

Corin Zaragoza Estrera is the Educational Outreach Coordinator for the University of North Carolina-Duke Consortium in Latin American and Caribbean Studies. Previously, Corin worked with Latinx students for eight years as a public school ELL teacher.

Session #3: 2:30-4:00

Vanport and Erosion: Using Local Examples in Science

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 7th- and 8th-grade science teacher for Portland Public Schools.

Ethnic Studies Block: Learn, Listen, Act

Ethnic Studies: A Panel Discussion and Moving Your Work Forwards (#3 of 3)

This session caps the Ethnic Studies Block through a sharing of experiences and dedicated time for participants to plan. The moderated panel will center the experiences and lessons learned from regional ethnic studies students, teachers, and administrators and their efforts to bring ethnic studies to their schools, classrooms, and districts. Importantly, participants will have time to reflect on the three ethnic studies sessions in order to begin or continue bringing ethnic studies to their systems. **Elementary, Middle, Secondary, General**

***Wayne Au** is a former public high school teacher, now a Professor in the School of Educational Studies at the University of Washington Bothell. He is Rethinking Schools editor, and has edited or co-edited several Rethinking Schools books, including Rethinking Ethnic Studies, Teaching for Black Lives, and Rethinking Multicultural Education. **Tracy Castro-Gill** serves as the SPS Ethnic Studies Program Manager and is a PhD student. Tracy is an award-winning educator, activist, and writer, with her work recently featured on Medium.com. **Jon Greenberg** (he/him) 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. He is working to expand ethnic studies in Seattle Public Schools. **Jesse Hagopian** is an Ethnic Studies teacher, Rethinking Schools editor, co-editor of Teaching for Black Lives, and director of the Black Education Matters Award. **Lisa Rice** is a Seattle Public Schools ELA educator at Franklin High School, SPS Ethnic Studies Advisory Board member, and SPS ethnic studies curriculum writer.*

Beyond Opt Out: Expanding the Resistance Movement Against the Corporatization of Public Education

In the age of Trump/DeVos, Stand for Children, and ESSA, how do we build a more effective resistance movement? We will examine the role of school board elections, legislative lobbying, opting-out, testing alternatives, political party work, student, parent and teacher organizing and other strategies and tactics. Members of Oregon Save Our Schools, Badass Teachers, Angry Grandparents Against High-Stakes Testing, Community Alliance for Public Education, and Oregon Public Education Network will lead discussions on a variety of community-based actions. **General**

***Roscoe Caron** taught middle school for 25 years and is a co-founder of the Community Alliance for Public Education (CAPE). **Pat Eck** is a founder of Angry Grandparents Against High-Stakes Testing and co-founder of the Oregon Public Education Network. He is a former school teacher, counselor, director of special education and principal. **Mary Thamann** taught for 34 years in the public school system at both the elementary and middle school level in Southern California. She is a co-founder of the Oregon Public Education Network.*

Essay with an Attitude

Student essays don't have to be boring retellings of literature or history. They can be as playful, personal, and provocative as poetry and narratives. They can raise their fists and shout, "Injustice!" or shake us with laughter. Students need to know how to navigate the world of essays if they are to move successfully through a K-12 education. Learning to write a coherent essay is a gatekeeping skill that holds too many students back. In this workshop, teachers will learn how to take students through the process of writing a powerful essay about critical issues in their lives. **General**

***Linda Christensen** is a Rethinking Schools editor and the director of the Oregon Writing Project at Lewis & Clark College in Portland.*

Building Language Positive and Math Positive Cultures

Understanding mathematical ideas takes a precision in language that students need to learn. You will learn about the connection between learning math, learning language, and learning to use the language of math as a social justice concern. This workshop will help you invite every student in your culturally, linguistically, and socioeconomically diverse school to bring their language(s) and ways of seeing to math class. **Math and ELL teachers and paraprofessionals**

***Jana Dean** teaches math to middle school students in Olympia. A contributor to Rethinking Schools Magazine, she recently returned from a Fulbright Fellowship in Northern Europe to investigate how math teachers adapt*

their classrooms to the needs of language learners. She is also a 2016 recipient of the Presidential Award for Excellence in Math and Science Teaching.

Re-Examining Lewis and 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,” 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 an 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 is an Oregon Writing Project participant.

Using Film in the Classroom to Promote Climate Justice Activism

Co-producer Jasmine Eppelsheimer presents the documentary film, *Necessity: Oil, water, and Climate Resistance*, and guides a discussion around the use of the film in classrooms. *Necessity* opens in the Great Lakes region — a setting where Water Protectors and allies enlist the necessity defense in courts to make a moral case for acts of civil disobedience. Many of these activists were part of the Standing Rock resistance in North Dakota and carry their knowledge and experience into this new fight against oil pipelines. The film weaves animated maps of treaty territories and geographical boundaries into the actions, also touching on the impacts of the climate crisis on marginalized communities. **General**

Jasmine Eppelsheimer is a mental health assistant and advocate in Oregon. She completed a degree in philosophy with an emphasis in international ethics, and is a producer of the film Necessity: Oil, Water and Climate Resistance.

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 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. Trauma-informed teaching is part of being a culturally responsive educator. **Early Childhood, Elementary, Middle, Secondary, Parents**

Anita Garcia Morales spent more than 20 years in the classroom in Seattle Public Schools and then more than a decade at the district office designing and facilitating race and equity professional development to classroom teachers, classified staff, administration, central office personnel, and other staff. Anita currently teaches in the Seattle Teacher Residency Program at University of Washington). She is a Courage & Renewal Facilitator, a Lead Trainer for Class Action, a Positive Discipline Certified Trainer for parent/guardians and classroom educators and develops and facilitates anti-racist training, along with her partners through their consulting firm, Racing to Equity. Bernardo Ruiz is the former Director of the School Family Partnerships, Equity & Race Relations, and Native American Education Departments for Seattle Public Schools (SPS), providing vision, leadership and hands-on work to advance racial equity. He is co-founder of Racing to Equity and facilitates workshops in Washington and across the country for organizations working to center racial equity in the workplace and for the people they serve.

Breaking Out of Gender Boxes

In this workshop, participants will engage in an experiential learning activity, sharing personal stories through the lens of gender and examining the impact of gender on our personal and social development. This workshop serves as a model for educators with the hope that they will utilize this activity in their communities. Through exploring our own stories and messages we received about gender, we believe that we can critically examine

and shift gender frameworks, ultimately creating more inclusive and equitable spaces. **Middle, Secondary, Parents, General**

Blair Hennessy is a Social Studies teacher at Lincoln High School in Portland. Ben Malbin teaches American Sign Language at Lincoln High School in Portland.

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**

Elizabeth Hoover is an elementary teacher who continually explores the connections between life, teaching, and theatre.

Malala's Magic Pencil and Empowering Our Students to Use Their Voices

We can empower our students to be active, participate, listen, lead, and love each other. Using the children's book, *Malala's Magic Pencil*, this workshop is designed to encourage educators to inspire in their students the power of standing up for what is right and that everyone has magic inside them. 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 at Highland Elementary in the Gresham Barlow School District in Gresham, Oregon, and facilitates professional learning that cultivates representation in the classroom.

The Battle for Paradise: A Role Play About Puerto Rico After Hurricane Maria

Three years ago, Hurricane Maria swept across Puerto Rico. Many are familiar with part of the story: Thousands died, and tens of thousands migrated. The longest power outage in U.S. history. But what are Puerto Ricans doing today to remake their home? Through role play and simulation, this workshop invites participants to understand the ways activists in Puerto Rico are using the devastation of Maria to reimagine a more just recovery and society. **Secondary**

Suzie Kassouf is an organizer with the Sunrise Movement in Portland and student-teacher at Lincoln High School in Portland. Matt Reed teaches Geography at Lincoln High School in Portland.

Practices and Projects for Social Justice in the Early Childhood Classroom

What does social justice work look like with children 2–6 years old? Workshop participants will get answers to this question and resources to work on their own ideas. We will identify and rewrite the gender paradigm in children's literature; learn how to take a child on their first march; and observe how to facilitate a hands-on art activity to involve the school community in social justice work. **Early Childhood, Parents, General**

Sarah Kerr has more than 14 years experience in education with young children and holds a BFA and Montessori teaching credential in both the Birth–3 and 3–6-year age range. She is a lead teacher at The Learning Tree, a social justice-oriented Montessori Preschool in Capitol Hill, Seattle. Sarah identifies as queer.

Juliana v. the United States: Youth, Science, and the Law Converge to Combat the Climate Crisis

This workshop introduces a research-based simulation designed to engage students through study of a system-changing effort launched by their peers: the youth plaintiffs in the *Juliana v. the United States* constitutional climate lawsuit. This lawsuit is an example of youth activism through use of the judicial system. The lesson provides educators a real-world example of civics, science, youth, and activism, converging in an effort to stave off the existential crisis of our time. **Secondary**

Rebecca Krop is a passionate, social justice-oriented teacher with four years of experience in secondary education; certified in Language Arts and Social Studies with experience in project- and place-based learning. She aims to empower students as individuals and as a cohort to effect change, and to help them recognize the historical and modern impacts of youth on political and social movements. Coreal Riday-White is a former

special education instructor, turned public-interest attorney, working as the Community Engagement Manager for Our Children's Trust. She has dedicated her professional life to serving youth most in need.

Social Justice in Alternative Learning Spaces — Podcast Edition

This workshop will explore how humans can develop, implement, and work toward equity in alternative learning spaces, with specific attention to podcasts. As more and more people get their information from online spaces, and with the growing popularity of podcasts and the power to influence change that this platform offers, we'll show how classroom podcasts can be a powerful learning tool. The workshop will offer suggestions, practical applications, and lessons plans for developing podcasts. **Elementary, Middle, Secondary**

***Johnna Lash** is an educator who has been an elementary school cat-herder, a high school ringleader, and a post-secondary protagonist. She works in the WSU College of Education and is pursuing a PhD in Education.*

***Brandon Edwards-Schuth** is an activist, adjunct professor of philosophy, and doctoral student of cultural studies and social thought in education at WSU. His/their research interests are social and political philosophy, information learning spaces, and democratic education. **Victor Velasquez** is an advocate interested in developing equitable opportunities for all people. He braves the tech field, where he makes small in-roads every day.*

Growing a Gender-Inclusive Biology Curriculum

Teaching biology presents many opportunities for authentic inclusion of diverse identities. How can we teach about X and Y chromosomes while acknowledging gender diversity? How do all gender identities and sexualities fit into evolution? I will share the need for this work, a framework for gender-inclusive biology curriculum, and examples for participants to analyze and discuss in small groups. Then I will share some of the ways this work has affected my students, and highlight resources for science and non-science teachers to do this work in their own classrooms. **Middle, Secondary**

***Lewis Maday-Travis** is a middle school science educator and equity trainer with seven years of classroom teaching experience. He writes about his work centered around social justice, science, and play at fishyteaching.com.*

Highways, Housing, Race, and Wealth: Impacts on Neighborhoods Then and Now

This workshop explores the reasons for and the impact of historic and modern housing patterns, efforts at urban renewal, the location of interstate highways. Participants will build a timeline together, read maps closely, and take part in role plays and improvisation. We will take time to reflect and discuss what their students might do in a one- to three-day unit connecting government decisions about infrastructure and racial inequities in wealth.

Middle, Secondary

***Mike Radow** recently retired after a 30+ year career teaching in Oregon, Kentucky, Morocco, and Washington, mostly on Mercer Island. He bargained many educator contracts and served numerous years as local union president. He now serves as a CASA (Court Appointed Special Advocate) for children in foster care and volunteers at several organizations involved with food and housing. **Sarita Shukla** is a lecturer in the School of Educational Studies at the University of Washington-Bothell. Her research interests are at the intersections of culture, student motivation, and student well-being. She stresses anti-oppressive pedagogy and strives to create classroom communities in which all students' identities are welcomed, affirmed, and sustained. She teaches courses in multicultural education, motivation, and learning.*

Deportation Defense: Advocating from the Classroom

Participants in this workshop will learn about how to support undocumented families and families of mixed immigration status to complete Emergency Family Safety Plans and connect with local immigrant advocacy organizations. In better understanding the immigrant advocacy landscape in Seattle and Washington State, educators will be given the opportunity to brainstorm and share curriculum extensions. **Early Childhood, Elementary, Middle, Secondary, General, School Staff and Instructional Assistants**

***Andrea Soroko Naar** has taught high school English Language Arts and advocated for students for the past 10 years in Seattle at Garfield High School and in the Bay Area. She now teaches at University Prep and is part of*

the Washington Immigrant Solidarity Network's Fair Fight Immigrant Bond Fund communication and events team working to bond individuals out of the Northwest Detention Center in Tacoma.

“Rebels with a Cause” Mini-Unit: Using Poetry and Stencil Images to Celebrate People Who Stood Up to Injustice

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 is a 5th-year teacher, currently working at Stoller Middle School in Beaverton, Oregon, teaching 8th-grade Humanities.

Disrupting Microaggressions: Creating a Call-In Culture

This workshop will draw from the article, “Speaking Up Without Teaching Down,” by human rights activist Loretta Ross, to offer the practice of “calling in” as a productive approach to handling microaggressions in various settings. Working in groups, participants will share experiences with handling microaggressions and collaborate on ways to call students and colleagues “in” as a collective effort in establishing anti-racist justice-focused spaces throughout our schools. **Elementary, Middle, Secondary**

Alisun Thompson is a teacher educator at Lewis & Clark College in Portland. Her focus is on the social, historical, and ethical foundations of education. She also teaches literacy methods to elementary preservice teachers with a focus on inclusive, anti-bias, and social justice themed children's literature. Lina Darwich teaches human development and classroom management in the Teacher Education Program at Lewis & Clark College in Portland. Her work focuses on the social and emotional well-being of students and teachers.

What Does an American Look Like?: Challenging Views of Patriotism with Critical Race Media Literacy

This workshop addresses the need for engaging elementary students in critical race media literacy (CRML) to explore and advance understandings of patriotism, speaking back to power, deconstructing and reconstructing media messages, and challenging oppressive systems. Using evidence from a 4th-grade classroom, presenters walk participants through an activity that engages CRML through exploring conceptions of patriotism and American-ness. Attendees will leave the session with a sample lesson plan and list of readings and materials.

Elementary

Selena E. Van Horn is an Assistant Professor of Literacy Education at California State University, Fresno. Andrea M. Hawkman is an Assistant Professor of Social Studies Education and Cultural Studies at Utah State University.

The Right to Dream

The struggle and sacrifice for civil rights in the United States is witnessed in this compelling multi-media presentation. *The Right to Dream* recreates a young person's coming of age as an African American in Mississippi during the 1950s and 1960s. This program illuminates issues of civil rights, leading audiences to understand how the continuing fight against prejudice has shaped our history. **Middle, Secondary, General** *Living Voices* presenter, **Bob Williams**, received his training at The University of Maryland. He has taught theatre and improvisation for the Montgomery County, Maryland, school district and at Skidmore College in Sarasota Springs, New York, as well as workshops at Yale and The University of Maryland. **Living Voices** is an educational theatre company that offers a personal approach toward understanding important periods in history and applying their significance for today's audiences. *Living Voices* presents diverse performances combined with archival film that turn history into a personal journey.

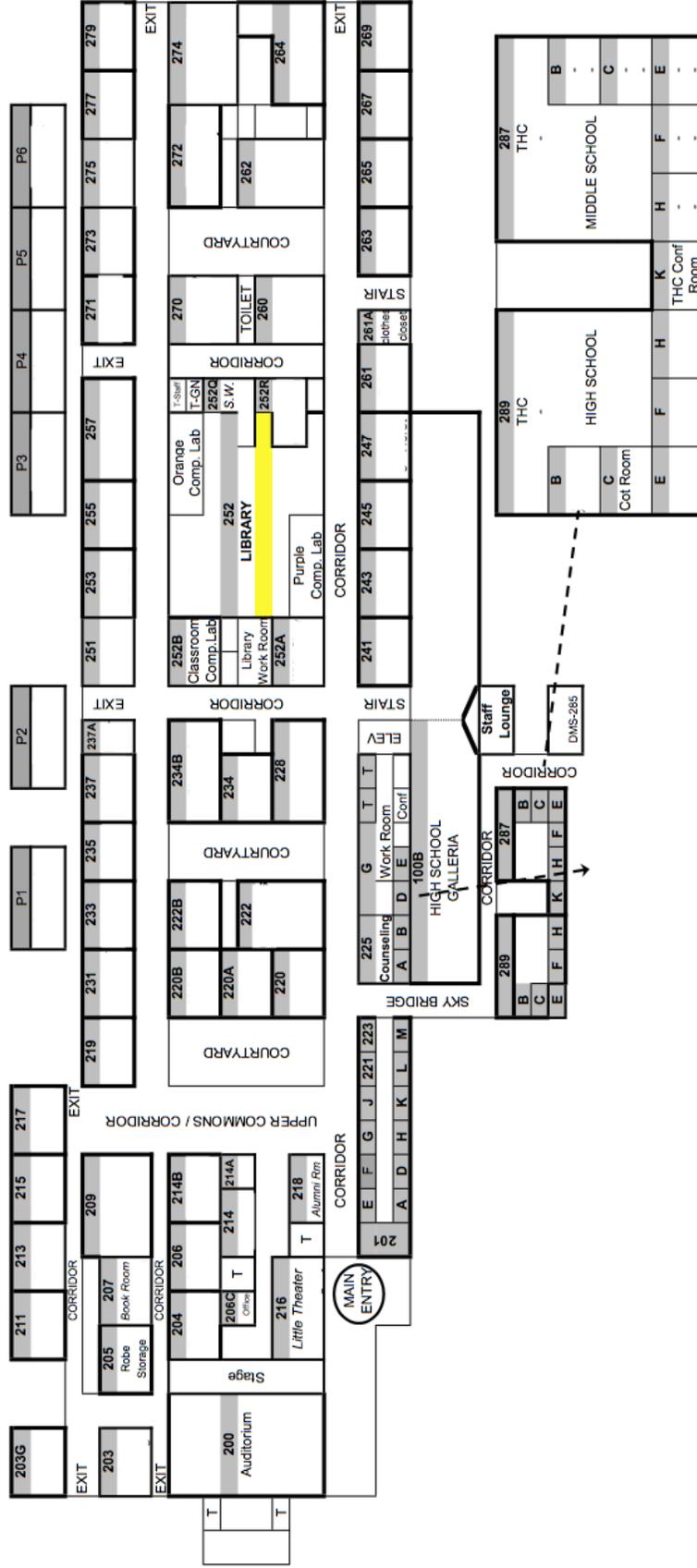
“We Will Not Drown, We Will Fight”: Teaching Climate Change, Island Solidarity, and Indigenous Rights

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 at Roosevelt High School in Portland. She is a *Rethinking Schools* editor and co-editor of the third edition of *The New Teacher Book*.

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