13th Annual Northwest Teaching for Social Justice Conference

Rethinking Our Classrooms, Organizing for Better Schools

Online

Keynote Speakers:
Chenjerai Kumanyika and Demetrius Noble

“Revolutionary Public Education at the Crossroads of Race, Class, and COVID”

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
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, Rethinking Ethnic Studies, 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.

Portland Association of Teachers
The Portland Association of Teachers represents more than 4,000 professional educators in the Portland Public Schools 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 13th Annual Northwest Teaching for Social Justice Conference:

“Rethinking Our Classrooms, Organizing for Better Schools”

Saturday, October 17, 2020

Welcome and Keynote 9:00-10:00

Keynote Speakers: Chenjerai Kumanyika and Demetrius Noble

“Revolutionary Public Education at the Crossroads of Race, Class, and COVID”

Workshop Session #1 10:15-11:45

Lunch 11:45-12:30

Workshop Session #2 12:30-2:00

Note on Affinity Groups:
The conference app Whova allows users to self-organize. If you would like to propose/organize an affinity group meeting or are interested in being part of a group, please use the Community section of Whova to reach out to others and organize a group. (Note: The Whova app will be available to users for one month after the conference.)
Keynote

“Revolutionary Public Education at the Crossroads of Race, Class, and COVID”

This talk will provide an overview that teachers and schools at the K–12 level, especially those in public education, do their work at the center of multiple and overlapping social justice reform battles. Through examples, critical reflection, and poetry, Chenjerai and Demetrius will make clear how schools reveal the shape of capitalist, racist, sexist, ableist, ecological, and technological oppression before and during the COVID-19 public health crisis. Simultaneously, Demetrius and Chenjerai will discuss how movements around schools and public education have forged new coalitions, impactful strategies, and momentum toward organizing for the common good. Through their examples from their own work and discussion, these scholars also hope to emphasize how education — which unfolds at the intersection of class struggle and identity — reveals that race and white supremacy cannot be understood without understanding their capitalist manifestations, and capitalism cannot be understood without understanding its inherently racial character. In short, the school is a central site for how both oppression and resistance show up in our lives. All of these topics have profound implications for transformative organizing and curriculum.
Keynote Speakers

Chenjerai Kumanyika is a researcher, journalist, and organizer who works as an assistant professor in Rutgers University’s Department of Journalism and Media Studies. His research and teaching focus on the intersections of social justice and emerging media in the cultural and creative industries. He has written about these issues in journals such as Popular Music & Society, Popular Communication, The Routledge Companion to Advertising and Promotional Culture and Technology, and Pedagogy and Education.

Dr. Kumanyika is also the Collaborator for Scene on Radio’s Season 2 “Seeing White” and Season 4 on the history of American Democracy. He is the Co-Executive Producer and Co-Host of “Uncivil,” Gimlet Media’s Peabody award-winning podcast on the Civil War. He has also been a contributor to The Intercept, Scene on Radio, Transom, NPR Codeswitch, All Things Considered, Invisibilia, and VICE, and he is a news analyst for Rising Up Radio with Sonali Kolhatkar.

As an organizer, Chenjerai is on the executive committee of 215 Peoples Alliance, and a member of the Philadelphia Debt Collective and affiliate of the Media Inequality and Change Center.

Demetrius Noble (better known as D. Noble) is an activist, teacher, and radical cultural worker. He serves as a professor in the African American & Diaspora Studies department at University of North Carolina Greensboro. His research interests include Black Class Antagonisms, African American Literature, Popular Culture and Hip Hop Studies. His work has been published in The African American Review, The Journal of Pan African Studies, The Journal of Black Masculinity, Works and Days, Cultural Logic, Red Wedge, and other leftist digital and print publications.
Workshops

Session #1: 10:15-11:45

Workshop sign ups will open in Whova on Thursday, October 14th at 7 pm PDT.

This moderated panel will center the experiences, knowledge, and lessons learned from members of Washington Ethnic Studies Now, who have been leading the efforts to bring ethnic studies to classrooms, schools, and districts across the state. Not only will participants have a greater understanding of this movement, they will leave the workshop with a better understanding of ethnic studies, tools to teach ethnic studies, and strategies to disrupt the status quo of white supremacy of public education.

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 is the Executive Director of Washington Ethnic Studies Now, a PhD student, and former Ethnic Studies Program Manager for Seattle Public Schools. Tracy is an award-winning educator, activist, and writer, with her work featured on Medium.com. Jon Greenberg (he/him) is an award-winning public high school teacher in Seattle, treasurer of Washington Ethnic Studies Now, and co-founder of the NAACP Youth Council, a coalition of the antiracist youth from across Washington. Lisa Rice is a Seattle Public Schools ELA educator at Franklin High School, a member of Washington Ethnic Studies Now, and former SPS Ethnic Studies Advisory Board member and SPS ethnic studies curriculum writer.

Your Name Matters
Why are our names important? We are given a name by our families. We don’t have agency on what we are called but we carry this for our lifetime. Our names are essential to who we are, where we are from, what and who we represent, and sometimes even guide us which way to go. In this workshop, participants will engage in discussions of the importance of names. We will honor the names by writing and reciting poems together. Targeted for upper elementary grade students, but it can be adaptable to any grades.

Yannette Ayala is first-generation Mexican American. She is a 6th-grade Dual Language elementary teacher at the Hillsboro School District in Oregon. Juan Córdova was born and raised in Cuenca, Ecuador. His mom brought him to New York, where he learned English throughout middle school, and completed high school and college. He teaches 5th grade at Cedarhurst Elementary in Burien, Washington, where he strives to incorporate community-teaching everyday.
Stolen Land: The Cycle of Hawaiian Land Theft
In order to understand the contemporary pleas for Hawaiian sovereignty and the Thirty Meter Telescope protests, we need to better understand the history of the Hawaiian Islands and its cycles of dispossession and land theft. This workshop will explore the recent theft of homes from plantation workers in Hawaii as the continuation of the cycle of dispossession in Hawaii that started with the Bayonet Constitution. Using multiple media and eyewitness accounts, participants will learn about the history of Hawaiian dispossession in order to give voice to people who have been silenced by history.

Heather Barcan is a Filipino Pacific Islander from California with roots in Hawaii. She has taught for more than 20 years and teaches at Centennial High School in Portland’s East County.

Teaching the Radical Rosa Parks
Rosa Parks may be the most famous woman in U.S. history. And yet, even though she lived for more than half her life in the North where she did racial justice work, the traditional curriculum still has her “trapped on the bus.” This activity, based on Jeanne Theoharis’s book The Rebellious Life of Mrs. Rosa Parks, engages participants in a mixer activity where they encounter inspiring stories of resistance throughout Mrs. Parks’ life.

Bill Bigelow taught high school social studies for almost 30 years in Portland. He is the curriculum editor of Rethinking Schools magazine and the co-director of the Zinn Education Project.

The Tulsa Race Massacre: Raising Voices Silenced by History
In order to understand contemporary patterns of wealth and poverty, privilege and marginalization, as well as current protests over police brutality, students need to examine the past. In this workshop, participants will explore a historical event through eyewitness accounts to revisit the history of the 1921 Tulsa Race Massacre. Christensen will demonstrate how she breaks apart “silences” in history while constructing solid literacy practices including persuasive essays, building a framework for critical literacy that helps students navigate an increasingly unequal world.

Linda Christensen is director of the Oregon Writing Project at Lewis & Clark College. She is a Rethinking Schools editor and author of Reading, Writing, and Rising Up and Teaching for Joy and Justice; co-editor of Rhythm and Resistance, The New Teacher Book (3rd edition), and Rethinking Elementary Education.

#PoliceFreeSchools: The Movement for Counselors, Not Cops
The great uprising for Black Lives that has swept the country in the wake of the police murder of George Floyd — and so many others, including Breonna Taylor, Tony McDade — has produced an upsurge of activism to remove police from schools. Today, security officers and cops outnumber counselors in three of the five biggest school districts in the United States. Today, 1.7 million children go to a school where there is a police officer and no counselor — and some 14 million students attend a school where there is a cop but no counselor, nurse, psychologist, or social workers. The movement for “Counselors, Not Cops” has scored important victories in cities around the country, including in Seattle and Portland. Join Seattle student leader Angelina Riley — whose petition for #PoliceFreeSchools went viral and helped remove police from Seattle Public Schools — and teacher Jesse Hagopian for a discussion on the origins of police in schools and stopping the school-to-prison pipeline.
Gender Diversity in the Biology Classroom: Small Tweaks and Big Shifts
Biology provides many opportunities for the authentic inclusion of gender diversity. This session will utilize the Gender-Inclusive Biology Framework to develop an understanding of why this inclusion is important and how it can be done through small tweaks and big shifts. The presenters will offer sample lessons that have been adapted to teach a variety of biology topics including X/Y chromosomes, meiosis, natural selection, and anatomy and physiology. Free planning tools and resources from GenderInclusiveBiology.com will be shared as participants consider how they can leverage these tools and scientific evidence in their own school communities.

Sam Long is a high school science teacher in Colorado. Lewis Maday-Travis is a high school science teacher in Seattle. River Suh is a high school biology teacher in San Francisco.

Sustaining Our Identities Beyond a Global Pandemic: BIPOC Educators Building Solidarity Through Testimonios (For BIPOC only)
Fewer than 20 percent of teachers in the Pacific Northwest identify as Black, Indigenous, or People of Color (BIPOC) and research suggests a higher 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 BIPOC educators working within the public K–12 system. In these unprecedented times, we will explore together how we can insist on and sustain our identities in schooling as it is rapidly remade during the pandemic and global action against racism and anti-Blackness. This session is an opportunity to talk about shared experiences, successes, and struggles through this work. A panel of working educators will share their experiences from the field. From there, the facilitators will collaborate with attendees on strategies and shared work that BIPOC 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 meaningful BIPOC futures for our collective survival within education and supporting each other across the region.

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

Response as a Path to Poetry/Poetry as Improvisation
Aspects of the creative process can be nothing more than allowing oneself the space to respond to something given. Whether from the external world or one’s own interior, letting ourselves
dialogue and dance with the expression is a way to move us toward a realized creative action and foster this continuing conversation.

Anis Mojgani is the Poet Laureate of Oregon. A two-time individual champion of the National Poetry Slam and winner of the International World Cup Poetry Slam, he has been awarded residencies from the Vermont Studio Center, AIR Serenbe, The Bloedel Nature Reserve, The Sou’wester, and the Oregon Literary Arts Writers-in-the-Schools program. The author of five books of poetry, he has done commissioned work for the Getty Museum and the Peabody Essex Museum, given multiple TEDx talks, and April 2021 will see the premiere of his first opera libretto, Sanctuaries.

Racial Affinity Groups: From Comraderie to Advocacy (For BIPOC only)
In this panel discussion, a racial affinity group from David Douglas School District in Oregon will discuss how race impacts teachers of color in their lives and work. We will share stories, experiences, ideas, and successes. This is a space to ask questions, figure out how to develop your own group, as well as how to advocate for both educators and students of color in your schools, districts, and unions.

Muhammad Rahman is an 8th-grade Algebra/Geometry and Social Studies (U.S. History) teacher at Floyd Light Middle School in the David Douglas School District. Muhammad has taught at Floyd Light Middle School for 11 years, seven as a certified educator and four years as an assistant in the SLP-B self-contained classroom. Andreina Velasco is a Dual Language preschool teacher in Lincoln Park Elementary School in the David Douglas School District. She has taught in elementary school and early childhood programs in Title-I schools for seven years. Vanessa Crawley is a 5th-grade teacher at Mill Park Elementary in the David Douglas School District. She has taught for seven years at the elementary level. Chris Kelly is a teacher on leave from DDHS and a co-director of the Oregon Writing Project. He has taught for four years. He teaches high school ELA and coaches football/wrestling. Kayla Thomas-Walker is a 5th-grade teacher at Earl Boyles Elementary in David Douglas School District. This will be her third year teaching. Muhammad, Andreina, Vanessa, Chris, and Kayla are members of the David Douglas Staff of Color group and part of the liberation planning team.

Who Gets to Vote? The Long Fight for the Franchise and Against Voter Suppression in the United States
2020 is an election year and the 50th anniversary of the 15th Amendment, making it a vital time to consider the history of voting rights in the United States. Just as the United States has never been a true “government by the people, for the people,” the right to vote has always been incomplete, contested, and compromised by the racism, sexism, classism, and xenophobia of policymakers and the interests they act to protect. Through a mixer role play, this workshop will help participants — and their students — see that yes, voting rights have expanded in the last 400 years, but they have also been taken away, requiring activists to rise up, again and again, to restore the achievements of prior generations.

Ursula Wolfe-Rocca has taught high school students in Oregon for almost 20 years, is a Rethinking Schools editor, and is the organizer and curriculum writer for the Zinn Education Project.
Xenophobia: From Japanese American Incarceration to Immigrant Detention Today
This workshop will deepen your understanding of American xenophobia and racism, using Japanese American World War II incarceration and the current crisis of immigrant detention as case studies. The workshop will use a combination of short films and oral histories, as well as creative learning routines and small group dialogue. Educators will come away with activities and resources that can be directly applied to the classroom. This workshop is offered by Densho, a Seattle-based Japanese American history non-profit. Learn more at www.densho.org. **Barbara Yasui** is a retired educator, racial equity trainer/facilitator, Densho curriculum developer/workshop facilitator, and community organizer. **Susan Tripp** is a retired educator, racial equity trainer/facilitator, and Densho and Seattle Public Library ESL program volunteer.

“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. **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.

Lunch: 11:45-12:30

Session #2: 12:30-2:00

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. **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 fifth-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.
“No One Leaves Home Unless”: Challenging the Myths of Immigration
From travel bans to eliminating DACA, misleading rhetoric creates an atmosphere of exclusion and misunderstanding. Here, we challenge popular myths of immigration through poetry and stories that reveal harsh realities immigrants face. We created this lesson both because of the urgency and relevance due to the political climate but also because students come in with many internalized myths of immigration (e.g., all immigrants are from Mexico; all immigrants are undocumented; if you are undocumented, you entered this country illegally; immigrants choose to come to the United States). We wanted to counter these stereotypes to provide a more holistic picture of our system. Participants will walk through a couple of introductory lessons that challenge popular myths around immigration including a mixer, a virtual gallery walk, and the creation of a found poem showing the many ways you can enter the United States, the many reasons why people come or hope to come, and the many ways one can become undocumented.

**Camila Arze** teaches social studies at Roosevelt High School in Portland. She is an Oregon Writing Project coach and has published several articles in Rethinking Schools. **Kim Kanof** teaches social studies at Madison High School in Portland. She is an Oregon Writing Project coach and has published articles in Rethinking Schools and other venues on working with ELD students.

Women of Color Circling Forward (For BIPOC only)
Amid pandemic, revolution in the streets, and the growing disparities of the educational system, women teachers of color struggle to advocate for change, and endure the trauma of working in an educational system rooted in white supremacy. This workshop fosters support and community with other women educators of color, and helps us amplify our voices in this constant struggle to help our students navigate this violent time. We will be reading, sharing, and writing poetry to develop our own manifesto to strengthen and inspire ourselves and each other in the ongoing struggle.

**Heather Barcan** is a Filipino Pacific Islander from California with roots in Hawaii. She has taught for more than 20 years and teaches at Centennial High School in Portland’s East County. **Alejandra Nava** migrated to the United States from Mexico at a young age. Today she teaches Social Studies to 7th and 8th graders in Portland Public Schools in both English and Spanish. **Mariela Tyler** is a proud Latina woman from Mexicali, Mexico. She currently teaches 8th-grade Language Arts in the Tigard-Tualatin school district in Oregon.

Primary Students Can Fight for Justice, Too!
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.

**Kym Condron** is a 1st-grade teacher in the Portland Public School District. Kym is a social justice teacher and activist who is honored to work with amazing students and families in the St. John’s community. **Kira Hamilton** is a 3rd-grade teacher in the North Clackamas School District outside of Portland. Kira is a social justice teacher who uses mentor texts and writing to teach social justice and activism in her classroom.
From the Race to the Top to the Plunge to the Bottom: The Pandemic and Federal Education Policy
How has the pandemic changed the ed politics landscape? What has the weak federal response meant for public schools? Where do ed activists go from here? Join Rethinking Schools editor Stan Karp and activist scholar Michelle Fine for a conversation about education politics amidst the pandemic and the presidential campaign.

Stan Karp taught English and Journalism to high school students for 30 years. He is currently Director of the Secondary Reform Project for New Jersey’s Education Law Center and is a Rethinking Schools editor. Michelle Fine is a Distinguished Professor of Critical Psychology, Women’s Studies, American Studies and Urban Education at the Graduate Center of the City University of New York. Her primary research interest is the study of social injustice. She is a founding faculty member of the Public Science Project, which produces critical scholarship for use in social policy debates and organizing movements for educational equity and human rights.

Engaging Strategies in Social Justice Units: Using the Tuskegee Syphilis Study as a Model
Participants will be shown two strategies to use in social justice units that are active and engaging as well as how to use warm-ups to connect to students’ lives. We will also have a discussion about what to highlight and what to avoid when teaching about injustices across content areas. The Tuskegee Syphilis Study will be the model and we will also discuss a brief history of the study.

Gretchen Kraig-Turner is a science teacher at Burlington-Edison High School in Washington. She is on the Rethinking Schools Science Editorial Committee.

NAACP Youth Council WA: The Youth Tell the Truth!
This session will provide an overview of the mission, vision, and demands of the NAACP Youth Council (N-YC), along with opportunities for participants to interact with N-YC members in breakout rooms to discuss issues and barriers to transformative, equitable, anti-racist teaching and learning in schools.

The NAACP Youth Council is a multi-ethnic Seattle-based group of students representing numerous high schools and colleges throughout King County, advocating for racial justice and equity in our schools.

Revolutionary Public Education at the Crossroads of Race, Class and COVID: A Radical Writing Workshop
The Radical Writing Workshop will function as an interactive, writing-intensive forum that affords space for group discussion about specific inquiries and concerns and then follows those discussions with writing prompts and aggressively-timed periods to write within. There will be space for volunteers to share their writing reflections and other participants to offer feedback after each writing prompt. The workshop is classified as writing-intensive because very short periods of time are provided for the writing prompts. The workshop is not engineered for participants to leave with complete pieces or works, but rather to foster an environment that is conducive to stimulating a series of thoughts and considerations for participants to muse upon and continue to flesh out in greater detail after the workshop. Poetry is the selected medium for the workshop because as a genre, poetry focuses on the economy of language (i.e., how much can one say within a limited space) and poetry is not hampered by larger rules of grammar that
may slow down a participant’s momentum as they work to capture and craft the thoughts emerging against an aggressive timeclock.

**Demetrius Noble** (better known as D. Noble) is an activist, teacher, and radical cultural worker. He serves as a professor in the African American & Diaspora Studies department at University of North Carolina Greensboro. **Chenjerai Kumanyika** teaches at Rutgers University, and is the co-executive producer and co-host of “Uncivil,” Gimlet Media’s Peabody Award-winning podcast on the Civil War. He also is a collaborator on Scene on Radio’s “Seeing White” podcast.

**Introducing the Black Panthers: A Mixer**
Participate in a mixer activity that introduces students to the pivotal and largely untold story of the Black Panthers. By taking on some of the roles of the Panthers, as well as some of their key enemies and allies, participants will gain a deeper knowledge of the Party and its history.

**Adam Sanchez** is a social studies teacher at Lincoln High School in Philadelphia, and an editor for Rethinking Schools. **Jesse Hagopian** teaches Ethnic Studies and ELA at Garfield High School in Seattle and is an editor for Rethinking Schools.

**Sacagawea: Beyond Interpreter and Guide**
This workshop features a lesson plan that introduces elementary students to all we do not know about Sacagawea and invites them into a conversation about how historians draw conclusions from limited evidence. The lesson features an opening activity using Visual Thinking Strategies followed by a historical investigation about Sacagawea. Teachers will have access to teaching materials and understanding of how to use the materials.

**Alison Schmitke** is a senior lecturer and director of the Educational Foundations program at the University of Oregon. **Leilani Sabzalian** (Alutiiq) is an assistant professor of Indigenous Studies in Education at the University of Oregon. **Jeff Edmundson** is a former high school teacher and recently retired after many years as director of the teacher education program at the University of Oregon.

**Warm-up Routines for the Anti-racist Mathematics Classroom**
Warm-up routines like “I notice, I wonder” promote equitable participation and translate well to an online setting. They can also be used to rehumanize mathematics classrooms. In this session participants will discuss what an antiracist mathematics classrooms might look like and how warm-up routines might help toward building them, engage with some examples of “I notice, I wonder” prompts related to the present moment, and discuss how they can be developed into larger mathematical investigations.

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

**Meet Today’s Climate Justice Activists: A Mixer on the People Saving the World**
In the words of U.N. scientists, the climate crisis is an emergency that requires “unprecedented changes in all aspects of society.” For educators, this means it is not enough for our students to teach about the science or impacts of climate change. This mixer brings the story of the climate justice movement to our classrooms so that students can see themselves as activists capable of creating the change that so often feels out of reach.
**Tim Swinehart** teaches at Lincoln High School in Portland. He co-edited the Rethinking Schools book, *A People’s Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis*. **Matt Reed** is a fifth-year Social Studies teacher at Lincoln High School in Portland, Oregon.

**Anti-Racist Work in Schools: One School’s Ongoing Journey and Commitment**

After reading district emails signaling “equity,” “restorative practices,” and “anti-racism,” what do you do? In this session, a group of educators from Parkland, Washington, will share their insights, lessons learned, and next steps for pursuing educational justice.

_The Washington High School Anti-Racist Collective, a committee of the Washington High School Equity Team in Tacoma, Washington._

**Pipeline Protests: Putting Climate Civil Disobedience into the Curriculum**

This workshop is built around the new documentary film, *Necessity: Oil, Water, and Climate Resistance*, which details the story of multiple cohorts of climate activists: Indigenous leaders in the Climate Justice Movement, valve turners using civil disobedience to stop the flow of oil, and the legal team that uses the “necessity defense” in the courts. Participants will engage with excerpts from the film and experience a mixer role play based on the real-life subjects of the film. Attendees will walk away with classroom-ready curriculum suitable for multiple content-areas in grades 7-12.

**Ursula Wolfe-Rocca** has taught high school students in Oregon for almost 20 years, is a Rethinking Schools editor, and is the organizer and curriculum writer for the Zinn Education Project.
Conference App Information

To download the conference app Whova, open up the Apple Store or Google Play on your mobile device, and search for “Whova,” or, visit here in your mobile device’s web browser.

Sign in using the email you used for conference registration.

Note on privacy: If you want to limit profile visibility (so other attendees can’t see your name), you can do that in settings. To find settings, click on upper left letter icon (first letter of your name) at the top of the screen in the app.

Agenda: To search for a specific workshop title, facilitator, or by a topic, use the green search bar at the top of the screen while viewing Full Agenda.

- Sign up for a workshop by clicking on the workshop title. Then choose +Enroll & Add to My Agenda.

- Please ONLY SIGN UP FOR ONE WORKSHOP PER SESSION. If you are signed up for more than one workshop per session, your pre-registration may be deleted for all sessions.

- Conference workshops fill up. If you change your mind and decide not to attend a particular workshop, PLEASE WITHDRAW. To withdraw, click on My Agenda and then on the check mark for the workshop. This will take you to the main workshop description, where you can click on the check mark next to Withdraw My Enrollment.

View Agenda by Track: If you want to view workshops for just session 1 or session 2, you can click on Tracks in the green bar at the top of the screen when you are in Agenda.

Evaluations: Your feedback is important. After you attend a session, please go to the workshop description page and select “Rate.” This will take you to a 4 question evaluation form (3 rank questions and one comment box). Please write comments. Ratings and comments are private and will only be shared with conference organizers.

If you need help or support with the app, please ask. We welcome feedback — please email info@nwtsj.org with ideas and suggestions for improvement.
Conference Ground Rules

- Mute yourself on Zoom when not talking.
- Respect opinions and ideas of others.
- Be open to learning.
- Challenge people respectfully.
- Be aware of the impact of your words and acknowledge/take responsibility when they hurt other people (even when that wasn’t your intent).
- Make space/take space. (If you’re the one who usually speaks up, wait for others to speak. If you’re the one who usually keeps quiet, share thoughts and feedback.)
- Be aware of power and voice in the workshop.

Zoom Etiquette for Workshop Sessions

- Test your microphone and speakers prior to the conference.
- Join the session a few minutes early. Plan to stay for the entire session.
- Mute yourself when you are not talking.
- Please find a quiet space to reduce background noise. Consider wearing earbuds.