14th Annual Northwest Teaching for Social Justice Conference

Rethinking Our Classrooms, Organizing for Better Schools

Online

Keynote Speaker: Dr. Bettina Love

“We Gon’ Be Alright, But That Ain’t Alright: Abolitionist Teaching”

Sponsored by: Seattle Education Association, Washington Education Association, 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

Organized by: Northwest Teaching for Social Justice Conference Organizing Committee. In 2007, a group of educators from Portland, Olympia, and Seattle attended the Teachers 4 Social Justice annual conference at Mission High School in San Francisco. It was an inspiring gathering put on by a group of committed social justice educators volunteering their time to build community and knowledge. Our small group met after the conference and concluded: “Let’s try to do a conference like this in the Northwest.” Today, 14 years later, we carry on this tradition. If you would like to be part of organizing next year’s annual NWTSJ Conference, please write us at info@nwtsj.org. We welcome colleagues to join us who embrace the social justice goals of Rethinking Schools, which is “dedicated to sustaining and strengthening public education through social justice teaching and education activism.” NWTSJ strives to “promote equity and racial justice in the classroom. We encourage grassroots efforts in our schools and communities to enhance the learning and well-being of our children, and to build broad democratic movements for social and environmental justice.” We work for peace and justice not only in the United States, but throughout the world, and oppose war, militarism, colonialism, and occupation.
Sponsors

The Oregon Writing Project
The Oregon Writing Project at Lewis & Clark College offers workshops designed to improve writing, curriculum building, and critical literacy. Over the years, many of the NWTSJ workshops have grown out of Oregon Writing Project classes and institutes. 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 Teacher Unions and Social Justice, 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. The union has been a supporter of the NWTSJ conference for many years, and PAT teachers have led NWTSJ workshops and served on the NWTSJ organizing committee. www.pdxteachers.org/

Seattle Education Association
The Seattle Education Association (SEA) represents more than 6,000 education staff working for the Seattle Public Schools. This includes both certificated and classified staff and is the largest local in the Washington Education Association. Several SEA members have played key roles in the organization of the NWTSJ Conference over the past several years. www.seattlewea.org/

Washington Education Association
The Washington Education Association is the voice of public educators in Washington — the voice calling for quality public education, reasonable class sizes, and professional pay and respect for those responsible for our children. The WEA is the largest representative of public school employees in the state. www.WashingtonEA.org/
Welcome to the 14th Annual Northwest Teaching for Social Justice Conference
“Rethinking Our Classrooms, Organizing for Better Schools”

Saturday, October 23, 2021

Welcome and Keynote 9:00–10:00

Keynote Speaker: Dr. Bettina Love
“We Gon’ Be Alright, But That Ain’t Alright: Abolitionist Teaching”

Post-Keynote Padlet Discussion 10:05–10:20

Workshop Session #1 10:30–12:00

Lunch 12:00–1:00

Workshop Session #2 1:00–2:30

Affinity Space, Themed Discussions, Open Rooms 2:45–3:15
Keynote

“We Gon’ Be Alright, But That Ain’t Alright: Abolitionist Teaching”

Dr. Bettina L. Love is an award-winning author and the Athletic Association Endowed Professor at the University of Georgia. Her writing, research, teaching, and educational advocacy work meet at the intersection of education reform, anti-racism, carceral studies, abolition, and Black joy. The aim of her scholarship is twofold: firstly, to advance how the field of education understands and critiques the systemic and structural racism of public education within the United States; and secondly, to advocate for abolitionist approaches in the field of education that seek new possibilities for educational justice. In the pursuit of making her scholarship a reality, she works with activists, communities, youth, families, and school districts to build communal, civically engaged schools rooted in the aspirations of abolitionist strategies that love and affirm Black and Brown children. In 2020, Dr. Love co-founded the Abolitionist Teaching Network (ATN). ATN’s mission is simple: develop and support teachers and parents to fight injustice within their schools and communities. In 2020, Dr. Love was also named a member of the Old 4th Ward Economic Security Task Force with the Atlanta City Council. The goal of the Task Force is to advance dialogue and form tangible solutions for guaranteed income.

Dr. Love is a sought-after public speaker on a range of topics, including: Abolitionist Teaching, anti-racism, Hip Hop education, Black girlhood, queer youth, Hip Hop feminism, art-based education to foster youth civic engagement, and issues of diversity and inclusion. She is the creator of the Hip Hop civics curriculum Get Free.

In 2014, she was invited to the White House Research Conference on Girls to discuss her work focused on the lives of Black girls. For her work in the field of Hip Hop education, in 2016, Dr. Love was named the Nasir Jones Hiphop Fellow at the Hutchins Center for African and African American Research at Harvard University. In April of 2017, Dr. Love participated in a one-on-one public lecture with bell hooks focused on the liberatory education practices of Black and Brown children. In 2018, Georgia’s House of Representatives presented Dr. Love with a resolution for her impact on the field of education. She has also provided commentary for news outlets including NPR, Ed Week, The Guardian, and the Atlanta Journal Constitution.

She is the author of the books We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom and Hip Hop’s Li’l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South. Her work has appeared in numerous books and journals, including Educational Researcher, Urban Education, The Urban Review, and the Journal of LGBT Youth.
Workshops

Workshop sign ups will open on Sched (nwtsj.sched.com) on Thursday, October 21st, at 7 pm PDT.

Session #1: 10:30–12:00

Mathematizing Fairness, Empathy, and Justice with Mathematical Modeling
In this interactive workshop, participants will learn about mathematical modeling activities that leverage students’ mathematical thinking, lived experiences and critical agency through a lens of empathy and justice, K–12. Mathematical modeling is a process that uses mathematics to represent, make predictions, or otherwise provide insight into real world phenomena. We will mathematize issues of fairness and justice through contexts such as clean water access and the Black Lives Matter movement. Instructional resources will be provided. **Julia Aguirre** is a professor of education at the University of Washington Tacoma and former secondary math teacher. **Jennifer Suh** is a professor of mathematics education at George Mason University and a former elementary teacher. **Mary Alice Carlson** is an associate professor at Montana State University and a former secondary mathematics teacher. **Elzenia McVicar** is a doctoral student at the University of Washington Seattle. She previously worked as a K–5 teacher in Seattle. **Holly Tate** is a mathematics coach, Ph.D. student, and Graduate Research Assistant at George Mason University. **Erin Turner** is a professor of education at the University of Arizona and former elementary teacher.

Nothing About Us Without Us: Integrating Principles of Disability Justice into Schools and Beyond
This session will be an introduction to disability identity, history, intersectionality, and movements for Disability Justice (DJ) in schools. We will include activities that expose histories of ableism in schools, as well as disabled activist movements. Participants will learn about DJ as a framework to discuss disability in our schools and communities, and leave the session with concrete tools to integrate disability history and pride into K–12 curriculum. **Sarah Arvey** is a disabled educator and scholar focused on the ways we can manifest Disability Justice in schools centering the experiences and perspectives of youth with disabilities. **Adina Rosenberg** is a disabled teacher working with high schoolers with disabilities. She is one of the co-creators of the One Out of Five: Disability History and Pride project.

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.
Confronting White Nationalism in Schools
Because schools are hubs of our communities, they have become battlegrounds for extremist organizing and recruitment sites for white nationalist groups targeting young people. In this workshop, participants will learn what constitutes white nationalist ideology, become familiar with signs of recruitment of white youth by white nationalist groups, and practice ways to respond to white nationalist rhetoric and incidents in schools, utilizing Western States Center’s Confronting White Nationalism in Schools Toolkit.

Tereza Bottman is a high school ELD Specialist and Evergreen State College Instructor based in Portland. She is a co-founder of the Portland chapter of Showing Up for Racial Justice, and is certified by the Western States Center as a Confronting White Nationalism In Schools Toolkit trainer. Adrienne van der Valk leads the Confronting White Nationalism in Schools toolkit project at the Western States Center and is the former Deputy Director of Learning for Justice. Keisha Smith-Carrington is a New Jersey educator with more than 23 years in public schooling and is certified as a Confronting White Nationalism in Schools Toolkit trainer. Kassandra (Kassi) Talbot is a certified Confronting White Nationalism In Schools Toolkit trainer and a doctoral candidate for Educational Leadership at San Francisco State University. She has been a middle and high school social studies and Spanish teacher in the Bay Area for the past five years.

The Anti-Racist Mirror (ARM) Professional Development Series: Supporting Educators to Develop an Anti-Racist Orientation
The systemic violence of racism and COVID-19 have disrupted the educational system as we know it and we are presented with the opportunity to transform our field. The ARM leverages student voice and experiences to shape classroom practices and environments that benefit Black and Brown students and their families. With shifting accountability, educators can embrace the funds of knowledge of their learning community while developing an anti racist, multicultural orientation.

Brooke Brown is the 2021 Washington state Teacher of the Year and has taught English and Ethnic Studies at Washington High School for 15 years. Julien Pollard is the Equity Coordinator for Franklin Pierce Schools in Tacoma. Grant Twyman is the Equity and Inclusion Program Manager at Clover Park School District in Lakewood, Washington, and the equity officer for the school district. Lauren Okano is a Seattle community member and Director of Resource, Innovation, and Data at the Puget Sound Educational Service District. Prior to this, she obtained her Ph.D from the Johns Hopkins Bloomberg School of Public Health and was a middle school teacher in Baltimore.

An Ethnic Studies Primer
This session is for educators, students, families, and community members who have heard about Ethnic Studies and want to learn more about what it means. In this session, participants will measure their current understandings of Ethnic Studies by challenging those understandings and hearing from Ethnic Studies scholars and practitioners. Participants will leave this session with a vocabulary and understanding of how to challenge the whitewashing of Ethnic Studies programs.

Tracy Castro-Gill (they/them) is the co-founder and Executive Director of Washington Ethnic Studies Now, a Washington State non-profit organization. Amanda Hubbard (she/her) is the co-founder and president of Washington Ethnic Studies Now. She is a K–5 educator in Seattle Public Schools. Jeff Stone (he/him) is the co-founder and board director of Washington Ethnic Studies Now. He is a secondary social studies educator in the Edmonds School District.

Seasonality and Indigenous Literature: Engaging with Time and Place Through Land-Based Learning Centering Indigenous Literature
The purpose of this session is to encounter, engage, and learn from Indigenous literature. This learning is rooted in place, curiosity, and multiple perspectives. This learning is designed to be flexible, abundant, open-ended, and anti-racist. Some of the intentions and impulses of this learning include: creative writing and thinking prompts to engage with place and land-based learning, connected discussion, reading, and writing strategy suggestions, community engagement ideas, and thinking around an institutional challenge.

Laura Da’ is a poet and teacher. A lifetime resident of the Pacific Northwest, Da’ studied creative writing at the University of Washington and The Institute of American Indian Arts. Da’ is Eastern Shawnee. She is the author
of Tributaries, winner of the American Book Award, and Instruments of the True Measure, winner of the Washington State Book Award.

**Teaching Social Justice in Science: Finding Support, Maintaining Focus**

This panel focuses on how science teachers can find ongoing professional support for infusing social justice into science teaching. Four science teachers and the Washington ESD 112 Regional Science coordinator, all committed to connecting science and social justice, will describe how they have found professional opportunities that support, nourish, and enhance their work. Participants will leave with strategies to create their own networks to initiate and sustain their practice as social justice science educators.

**Liza Finkel** (she/her) is a former middle and high school science teacher who now teaches pre-service science teacher candidates in the MAT program at the Lewis & Clark College Graduate School of Education and Counseling in Portland. **Emily Bosanquet** (she/her) teaches 7th-grade science in the Oregon City School District. **Elliott Cameron** (he/him) teaches chemistry and AP environmental science in the Corvallis School District. **Stacy Meyer** is Regional Science Coordinator at Educational Service District 112 (ESD 112). **Cheyenne Montgomery** is a science teacher in Vancouver, Washington, Public Schools. **Laura Waksman** is a middle school science teacher at Parkrose Middle School in Oregon.

**Place, Race, and Type 2 Diabetes: Untangling Outcomes**

How do we teach about health conditions that disproportionately impact people of certain races/ethnicities, without reinforcing genetic predeterminism? In this session, we will use the growth of type 2 diabetes as a phenomenon through which to explore health disparities. We will analyze data showing T2D incidence in the native Pima populations living along the U.S. border, and explore how policy can contribute to differences in access, choice, and ultimately health. Come learn classroom-ready lessons.

**Joan Griswold** develops curriculum for University of Washington’s Genome Sciences Education Outreach and is co-PI and Program Manager for the GEMNet program. She has more than a decade of science teaching experience in both middle school and high school classrooms.

**We Are Water Protectors: Climate Justice for Elementary Students**

In this workshop we will explore movements for climate justice. Using the picture book, *We Are Water Protectors*, and the experiences at Standing Rock to anchor us, participants will explore the themes of interconnectedness and resistance to corporate polluters. The workshop will incorporate multimedia resources and culminate in a reflection on our own conception of being an earth steward and water protector. An additional list of climate justice resources at the elementary level will be provided.

**Rachel Hanes** teaches 2nd grade in Portland. She is a member of the Portland Public Schools Climate Justice Committee and is active in the Portland Association of Teachers, and has written on her climate justice teaching for Rethinking Schools magazine.

**Love Letters to Home**

By analyzing models of love letters to a homeplace, participants will explore the role that home plays in identity and community. We begin with Joy Harjo’s wonderful piece, “Dear Tulsa” then move into student models. Participants will write their own love letters to home as a way of honoring those places and the role they play in shaping a sense of self.

**Katharine Johnson** is a middle school teacher in Portland. She is also co-director of the Oregon Writing Project.

**Ed Policy Under Biden**

As another pandemic school year begins, how have national education politics changed under the Biden Administration? What’s ahead for schools and education activists on federal testing policy, funding, and corporate reform? Can public education survive growing inequality and political polarization? Join Rethinking Schools editor Stan Karp and activist scholar Michelle Fine for a conversation about the national landscape of education politics one year into the Biden Administration.
**Stan Karp** taught English and Journalism to high school students for 30 years. He is 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. 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.

### What We Don't Know Can Hurt Us: A New Unit on Cancer Inequities

We’ve all heard about cancer prevention and the need for early treatment. But everyday, societal injustices and medical practices have far-reaching impacts on cancer incidence and mortality. In this new unit, designed by NW science educators and the Science Education Partnership (SEP) at the Fred Hutchinson Research Center in Seattle, high school students dive deep into the inequities of cancer. They explore cancer data, examine patient case studies, investigate maps that reveal local health inequities, apply frameworks for understanding the structural and power issues that drive these outcomes, and develop local and specific action plans to reduce cancer inequities.

**Amy Lindahl** is a K–12 Math and Science Specialist for the Multnomah Education Service District in Portland. She previously taught high school science in Portland Public Schools, has written for Rethinking Schools, and currently runs math and science educator networks in the Portland area. **Renée Agatsuma** is a science teacher at Evergreen High School in Seattle. She earned a Master’s degree in Genetic Epidemiology and has collaborated extensively with the Science Education Partnership and other non-profit education outreach organizations to author science curriculum, with a special focus on ethics and justice. **Hanako Osuga** is the program coordinator for the Science Education Partnership (SEP) at the Fred Hutchinson Cancer Research Center. She graduated from the University of Washington with a BS in Public Health.

### Breaking the Binary: Explore Ways to Deconstruct the Gender Binary in the Classroom

It’s time to learn, relearn, and unlearn our understanding of gender, which U.S. society has historically defined as a binary. Difficult to do that in 75 minutes, but participants will engage in gender-based, student-friendly activities, including introducing gender as a socially constructed concept and exploring gender identities worldwide; discuss the importance of restorative/transformative justice in focusing on triumphs when teaching about gender, not trauma; and access and share resources to further support yourself and your community. **Cait Motter** teaches language arts to middle schoolers in the Mercer Island, Washington, public school district.

### Teaching This Is My America with Kim Johnson

Award-winning author Kim Johnson will share about her bestselling YAL book *This Is My America* that explores the racist injustice against innocent Black men who are criminally sentenced and the families left to pick up the pieces. Following the author talk with Kim Johnson, a panel of teachers will facilitate breakout rooms discussing how they teach *This Is My America*. Participants will leave with teaching ideas for using the book in their own classrooms.

**Alison Schmitke** is a senior lecturer and director of the Educational Foundations program at the University of Oregon. **Kim Johnson** held leadership positions in social justice organizations as a teen and in college, and is now an author and Vice Provost for Undergraduate Education and Student Success at the University of Oregon. She is a novelist, and won the 2021 Pacific Northwest Book Award, YALSA Top Ten Best Fiction, and the ILA Notable Books for a Global Society.

### Determined to Stay: Exploring Concepts of “Home” to Connect Palestine and Our Students’ Lives

In this workshop, we’ll use multimedia, reflection, and a mixer to model a lesson on the concept of home and how this is challenged by colonialism, gentrification, and war. Using youth stories from Silwan village in Palestine and the United States, we’ll explore parallels between experiences and creative forms of resistance. The stories are from *Determined to Stay: Palestinian Youth Fight for Their Village*; the lesson can stand alone or introduce a unit on the book.
A California native with Palestinian roots, Samia Shoman has dedicated her career in public education to promoting racial and social justice in the classroom and broader educational organizations she has worked in. She is currently part of a California collaborative leading a Liberated Ethnic Studies Model Curriculum Coalition. As a long time high school social science teacher with a special love for working with English Learners, her current passion is leading an alternative Newcomer Program (Bridge) and the implementation of Ethnic Studies for all 9th graders in her district. Jody Sokolower is co-coordinator of the Teach Palestine Project at the Middle East Children’s Alliance and adjunct faculty in teacher education at San Jose State University. She was formerly managing editor of Rethinking Schools and taught middle and high school social studies, English, and English language learners.

Intersections of Trauma Informed Care and Equity Work
Between the pandemic, the atrocities at the U.S./Mexico border, and the social uprising in support of BLM, conversations about Trauma Informed Care and equity have become increasingly common. This workshop builds practical understanding of the intersection of these two critical educational concepts and helps educators learn how to apply both lenses in the classroom. Participants will be able to discuss and engage with panelists and each other.

Kathryn Stilwell is a doctoral candidate, instructional coach, and educator specializing in culturally sustaining pedagogy; she works for Tigard-Tualatin School District in Oregon. Alfonso Ramirez is the Director of Behavioral Health Equity at the Oregon Health Authority and was previously a Trauma Informed Restorative Justice Coordinator at Tigard Tualatin School District. He led a successful three-year Trauma Informed Pilot Program at Tigard High School. James Thompson is a Trauma Informed Systems (TIS) Regional Trainer at Trauma Transformed in Oakland, California, and co-developed the Emerging Leaders of Color leadership program to address racial inequities. James works for Napa County as a mental health counselor for the Mobile Crisis Response Team. Mandy Davis is the director of Trauma Informed Oregon, a statewide project supporting organizations and systems in the implementation of TI practices to prevent harm and promote wellness. Mandy also serves on the Campaign for Trauma Informed Practice and Policy board promoting national practices and on the International Transformational Resilience Committee board focused on community level transformational resilience in response to climate change.

Molly Kennedy is co-founder of With the End in Mind, an organization focused on centering equity and Trauma Informed practices while uprooting white dominance through consultation, training, coaching, and facilitation.

Anti-Oppressive Elementary Social Studies: Avoiding Common Problems and Pitfalls
Elementary teachers often put social studies on the back burner in favor of math and literacy test prep or avoid it for fear of antagonizing parents or politicians. Even when teachers do make time for social studies, they can undermine efforts to teach for social justice through four “problematics”: normalization, idealization, heroification, and gamification/dramatization. This interactive workshop helps teachers recognize and remedy these four “problematics” of elementary social studies with real world curriculum examples.

A former classroom teacher, Katy Swalwell is Lead Equity Specialist for the Equity Literacy Institute and co-author with Noreen Naseem Rodriguez of Social Studies for a Better World: An Anti-Oppressive Guide for Elementary Teachers (Norton, 2021). Noreen Naseem Rodriguez was a bilingual elementary teacher in Austin, Texas, before becoming a teacher educator at Iowa State University. Now an assistant professor at the University of Colorado, Boulder, she researches pre- and inservice teachers of color, the teaching of “difficult” histories to young children through children’s literature and primary sources, and the state of curriculum resources available on sites like Teachers Pay Teachers.

Accountable Accomplices: Advocating for Authentic Restorative Justice in School Communities
Equity and social justice, as performative buzzwords, have increased drastically within many communities. The much required actions toward racial and social justice are, in contrast, deeply lacking. In large part, this can be attributed to a lack of accountability, specifically among white educators. In this session, you will explore how Restorative Justice and circles are an essential component of developing brave, authentic, and healing spaces in which accountability and community are centered.
Rachel Talasko has been an educator for nearly 20 years in South Florida and Hawai‘i. She now serves as a middle school language arts teacher in Portland, and has been a restorative justice advocate and circle keeper for the past five years.

Decolonizing Our Minds: Amplifying BIPOC Cultures to Inspire Responsible Action
Rooting out systems of white supremacy is key to transforming students’ experiences. We explore the importance of decolonizing our minds to break down white supremacist culture in the classroom. Whiteness permeates school culture around acceptable behavior and learning goals. By using our BIPOC cultures, especially Hawaiian culture, as an underpinning of our 2nd-grade curriculum, we aim to inspire responsible action to create more equitable and safer communities at school and in the greater community.

Marcelle Valladares has taught in the Portland area for 13 years. She was born and raised in Oregon and is Mexican, Guatemalan, and Northern European American. Jazelle Tribuani is a teaching assistant pursuing her Master’s degree in teaching. She was born and raised in Hawai‘i and is Chinese, Spanish, and Filipino American.

“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: 12:00 – 1:00

Session #2: 1:00 – 2:30

Living in the Borderlands
This writing workshop focuses on the complexities and dualities of our identities. Participants will explore the concepts of borders in identities through a close reading of Gloria Anzaldúa’s “To live in the Borderlands means you,” as well as other texts and images. Through the use of mentor texts, participants will write their own “borderlands” poem exploring an aspect of their own identity.

Katy Alexander is a special education teacher in Portland. Their most recent Rethinking Schools article is “Sin Fronteras: Writing Poetry About Borderlands to Bring Down Walls and Build Connections,” in the fall 2021 issue.

Humans of My Community: Honoring Stories of the Everyday Forgotten Humans
In this workshop, participants will examine a Humans of New York picture and Humans of New York story to analyze their own assumptions and biases. This workshop will demonstrate how to honorably tell the stories of
everyday humans in our own communities while also constructing literacy practices, including interview skills, a combination of explanatory and narrative writing, and critical literacy. This activity helps students navigate an increasingly unequal world through examining whose stories and which stories are commonly ignored.

*Disclosure: This is a full unit scaled down into a 90-minute workshop.

**Chloé Avila** is a fifth-year secondary language arts teacher transitioning from Woodburn High School to Leodis V. McDaniel High School in Portland. **Elyse Newport** is a fourth-year secondary language arts teacher at Woodburn High School in Oregon.

**Organizing for Critical Race Theory in Washington**
Participants will engage with legislative templates that conservative, anti-CRT activists are using to pass school board policies and state-level laws to ban all equity and anti-racist training and teaching in K–12 schools. They will also learn about Washington state legislation signed into law in the past several years that supports Ethnic Studies and anti-racism. Participants will collaborate to create a “bag o’ clapbacks” to respond to CRT critiques and lobby school boards and state elected officials to support CRT and anti-racism in K–12 schools.

**Tracy Castro-Gill** (they/them) is the co-founder and executive director of Washington Ethnic Studies Now, a Washington State non-profit organization. **Amanda Hubbard** (she/her) is the co-founder and president of Washington Ethnic Studies Now. She is a K–5 educator in Seattle Public Schools. **Jeff Stone** (he/him) is the co-founder and board director of Washington Ethnic Studies Now. He is a secondary social studies educator in the Edmonds School District.

**The Miseducation of…**
Misinformation really starts with miseducation. In this workshop, participants will examine parts of “The Miseducation of Lauryn Hill” to explore themes of education, gender bias, and societal expectations. The workshop will exhibit many ways music can function in the classroom and will provide lessons and scaffolds for integrating music into the curriculum.

**Jayme Causey** is a language arts teacher at Jefferson High School in Portland, an adjunct professor with Lewis & Clark College, and an Oregon Writing Project coach.

**Using DNA Technology to Exonerate the Innocent**
In this session, we will provide an overview of our restructuring of a popular biology lab, DNA forensics/fingerprinting. This redesign covers the same basic core ideas and biotechnology skills (micropipetting, DNA profiling, and gel electrophoresis) but utilizes real cases of post-conviction DNA testing and wrongful convictions. Students link ideas from the lab to the presumption of guilt placed on people of color and the systemic causes of wrongful convictions.

**Jeanne Chowning** serves as the Senior Director of Science Education at the Fred Hutchinson Cancer Research Center in Seattle, and leads the curriculum and professional development efforts for the Science Education Partnership (SEP). **Hanako Osuga** serves as the Program Coordinator for SEP and supports their curriculum development efforts and their kit loan program that provides more than 100 lab kits to secondary science teachers across Washington State.

**The Oregon Jewish Story: A Historical Evolution Toward Justice**
The history of Oregon’s Jews includes stories that demonstrate an evolution from participation in violence toward Native Americans at the state’s founding to progressive social activism. Participants will explore these narratives in order to address this essential question: How does the story of Oregon Jews reveal valuable insights into the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality?

**Andrew Duden** teaches social studies at Lake Oswego High School in Oregon. He is the Education Specialist for Digital Education at the Oregon Jewish Museum and Center for Holocaust Education. **Amanda Coven** is the Director of Education at the Oregon Jewish Museum and Center for Holocaust Education.
What’s Up with White Women? Unpacking Sexism and White Privilege in Pursuit of Educational Justice

As we strive toward racial justice in education, it is important for white women to examine how our internalized sexism and white privilege work together to create misunderstandings, missed collaborations, and acts of supremacy. Focusing on three patterns of behavior — Control, Perfectionism, and Defensiveness — participants will strengthen their abilities to practice effective strategies to build cross-cultural relationships and decenter themselves in multicultural settings, especially when they’re the ones in the front of the room.

Ilsa Marie Govan, co-founder of Cultures Connecting, is a facilitator, consultant, writer, and social justice activist who worked in Seattle Public Schools’ first iteration of the Department of Equity and Race Relations. Ilsa co-authored What’s Up with White Women? Unpacking Sexism and White Privilege in the Pursuit of Racial Justice, with Tilman Smith. Tilman Smith has been an educator and project manager for more than 35 years, serving as a teacher, administrator, college instructor, caucus facilitator, racial justice trainer, and coach.

Layers of Oppression at Washington State’s Hanford Nuclear Reservation: Teaching History Through the Eyes of Stakeholders

Plutonium for the bomb dropped on Nagasaki was produced at the Hanford nuclear reservation in Richland, Washington. Uranium to produce the plutonium was extracted from the “Belgian Congo.” Until the Manhattan Project reneged on the terms, Indian tribal land use was protected under 1855 Treaties. The racially segregated 51,000-person workforce was exposed to multiple hazards. In the lesson modeled in this workshop, students (most of whom have never heard of the highly contaminated Hanford site) take on stakeholder roles to debate interests and positions on a current clean-up controversy.

Amy Hagopian is a professor at the University of Washington School of Public Health, and has been teaching about Hanford for years; one of her assignments to graduate students is to teach about Hanford to students in Jesse Hagopian’s Garfield High School class in Seattle. She also teaches a class, War & Health, each spring at UW. Liz Mattson is a Senior Program Strategist for Hanford Challenge, where she has been on staff since the organization launched as a spin-off from the Government Accountability Project’s Nuclear Program in 2007. Over the past 14 years, Liz has worked with Hanford workers to address their safety and health problems, particularly from chemical vapors in the tank farms.

We Are the Evidence: Writing Essays for Change with Young Students

This workshop is an investigation of techniques for empowering young writers to build strong messages and arguments in writing. It is also an inquiry into how we can shape a writing process that honors multiple pathways and balances collective and individual effort. With a focus on elementary classrooms, participants will engage in a process with implications for all grade levels: finding and developing important topics, building drafts piece by piece, revising and crafting with others, and taking the work to a broader audience.

Mark Hansen is a teacher and instructional coach in Portland. He is a co-director of the Oregon Writing Project and has published articles in Rethinking Schools, and is co-editor of Rethinking Elementary Education.

From the New Deal to the Green New Deal: Stories of Crisis and Possibility

In the mixer lesson modeled in this workshop, participants learn about the possibilities of an ambitious and multifaceted Green New Deal through the stories of a wide variety of people who interacted with 1930s New Deal policies. When confronting the climate crisis, we want more activities to energize students not only by the harm that must be prevented, but also by the beautiful possibilities on the carbon-free horizon, the kind of future expressed in the ambitions of the Green New Deal. Join us for this lively — and hopeful — activity.

Suzanna Kassouf teaches at Grant High School in Portland. Matt Reed teaches at Ida B. Wells-Barnett High School in Portland. They are members of the collective working on the second edition of A People’s Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis.

Reflecting on Anti-bias Education in Action: The Early Years

Using the film, Reflecting on Anti-bias Education in Action: The Early Years to provoke discussion, this moderated panel will provide an in-depth look into two classroom vignettes with the co-producers and two teachers featured in the film. The film, organized by the four interconnected anti-bias goals of identity,
Diversity, justice and action, will examine how to cultivate a joyful, strengths-based, and identity-affirming image of children and teachers — curious, complex, active, reflective, and loving.

Debbie LeeKeenan is a lecturer, author and consultant. She has 50 years of experience as classroom teacher, director and teacher educator, including director of Eliot-Pearson Children’s School at Tufts University. Debbie is Chinese American and part of a multi-racial family. John Nimmo is associate professor of early childhood education at Portland State University. Previously, he was associate professor in Family Studies and executive director of the Child Study and Development Center, University of New Hampshire. He has 45 years experience in early childhood in his home country of Australia and in the United States. Nadia Jaboneta is a pedagogical leader at Pacific Primary Preschool in San Francisco. She has 22 years experience in early childhood education teaching young children, training teachers, consulting, and facilitating workshops. Nadia is proud to have immigrant parents from Lima, Peru. Veronica Reynoso is a mentor teacher at Hilltop Children’s Center in Seattle. She is a first generation Mexican-American, born and raised in Chicago. She has also taught at Velma Thomas Preschool in Chicago and the Epiphany Early Learning Preschool in Seattle.

The Air We Breathe: Investigating Air Quality Data
After reflecting on their experiences with dangerous air quality, participants will engage with real-time air quality data in Portland. In teams, they will investigate a question of interest (examples: how air quality connects with injustice, reliability and distribution of data sources, pollution sources, etc.). Finally, they will present on their preliminary findings, develop action ideas, and consider how these teaching and learning approaches can be adapted to their own settings.

Amy Lindahl is a K–12 Math and Science Specialist for the Multnomah Education Service District in Portland. She previously taught high school science in Portland Public Schools, has written for Rethinking Schools, and currently runs math and science educator networks in the Portland area.

“Since Time Immemorial (STI)” Tribal Sovereignty Curriculum: Creative Ways to Infuse Tribal History into Your Classroom
Participate in interactive lessons from the web-based “Since Time Immemorial (STI)” tribal sovereignty curriculum required in all Washington State schools. Learn the guiding principles driving the curriculum; explore available resources, including the Native Knowledge 360 inquiries; and strategies to energize and integrate the teaching of history, social studies, and civics issues along with science, English, the arts, and social emotional learning.

Laura Lynn is the Program Supervisor with the Office of Native Education (ONE) within the Office of Superintendent of Public Instruction in Washington. She facilitates trainings and initiatives with the Since Time Immemorial tribal sovereignty curriculum to ensure the curriculum is implemented in every school through collaboration with federally recognized tribes. Laura collaborates with tribal and non-tribal educators, educational organizations, and districts to serve the more than 61,000 American Indian and Alaska Native students who attend public, tribal compact, and tribal schools across Washington.

Building Units from Quality Texts for Spanish Immersion Classes
When it comes to Spanish Immersion it is often difficult to find authentic, quality texts that are not just translations of texts in English or texts teachers have to translate themselves. Add to that challenge the dim selection of texts in Spanish that speak specifically to themes of social justice and it can be more than overwhelming for a Spanish Immersion teacher to reconcile values and practice. In this workshop participants will have access to resources that can help with this challenge, a model of how to design lessons based in authentic Spanish texts, and an opportunity to build their own.

Alejandra Nava is a teacher and instructional coach in Portland. She teaches Spanish Immersion for middle grades.

Rooted in Joy: Building Youth Power for More Just Schools
Join FEEST organizers in a fun and hands-on workshop on how to use radical joy as a tool to transform school systems. Together, we will explore youth organizing, youth decision making, and the most pressing issues
impacting your schools. We will come away with tangible tools in identifying root causes, and building
dynamic youth led campaigns for long term systems change.

Mari Ramirez (they/he/she) is a Youth Organizer with FEEST, approaching their work in food and health
justice from their lens and experiences in violence prevention and transformative justice. Cece Flanagan
(they/them) is the community organizing and training manager at FEEST Seattle bringing more than 10 years
of youth work in South Seattle to their work. Cece is a genderqueer educator, abolitionist, and writer who is
dedicated to rethinking accountability models to transform our schools and communities.

In Collaboration with Families Toward a More Culturally and Linguistically Sustaining IEP Process

Without a critical lens, IEP goals, services, and accommodations can reinscribe deficit framing of culturally and
linguistically diverse learners. In this session, a former special education teacher and a parent of a recent high
school graduate with an IEP will discuss ways that teachers and families can advocate for their culturally and
linguistically diverse students in an IEP process that seeks to sustain students’ cultures and languages.

Rebecca Ray is a former special education and ESL teacher currently working toward a PhD at the University
at Washington. Cristina Gomez is a parent of a recent high school graduate bilingual student with an IEP in P–
12 settings. She is originally from D.F., Mexico.

Beyond Adventure and Discovery: Anticolonial Literacy and Social Studies Curriculum

This session will support teachers in applying anticolonial literacy skills to complicate and question existing K–
12 social studies curriculum. An overview of an anticolonial literacy framework will be followed by a
curriculum example about Lewis and Clark. A panel of teachers will facilitate breakout rooms discussing how
they apply an anticolonial framework to teach social studies units. The goal is for participants to leave with an
understanding of an anticolonial literacy framework and teaching ideas.

Leilani Sabzalian (Alutiiq) is an assistant professor of Indigenous Studies in Education at the University of
Oregon. She is the co-author along with Alison Schmitke of Teaching Critically About Lewis and Clark:
Challenging Dominant Narratives in K-12 Education. Alison Schmitke is a senior lecturer and director of the
Educational Foundations program at the University of Oregon.

The Color of Math: Ethnic Studies Identities

Current social justice pedagogies in mathematics are often limited to data analysis which merely reacts to an
issue or problem. Ethnic studies goes further by incorporating identity and context to understand mathematics is
liberation. In this workshop, attendees will engage in critical thinking about how ethnic studies plays out in the
math classroom to generate authentic student engagement that reflects their identity and their lived experiences.

Shraddha Shirude is a math teacher in Seattle, director and math specialist at WA Ethnic Studies Now, and one
of the authors of the WAESN Ethnic Studies Math Framework. Akin Alston works to develop professional
relationships with a network of educators, legislators, advocates, and professionals in many STEM relevant
fields, as well as parents and corporate executives.

Growing Intersectional Gender-Inclusive Biology Teaching

When working as a gender-inclusive biology teacher, there are many opportunities to draw in connections to
other aspects of identity and social justice teaching. In this workshop, we will provide a framework for gender-
inclusive teaching and explain the need for attention to intersectionality both in theory and in practice.
Participants will have time to explore an artifact of choice connected to intersectional identities and contribute
their own ideas about implementation and practice in their classroom. Examples will be provided across all
grade levels K–12.

Lewis Steller is a middle and high school science teacher at the Monteverde Friends School in Costa Rica. He
is one of the cofounders of the Gender-Inclusive Biology project. Sam Long is the founder of the Gender-
Inclusive Biology Project and a high school science teacher at Denver South High School in Colorado. He is
the recipient of the 2020 Teaching Tolerance Award for Excellence in Teaching and a co-founder of the
Colorado Transgender Educators Network. Sam is a first-generation Chinese-American-Canadian, a third-
generation scientist, and a first-generation transgender man. River X. Suh is a nonbinary science teacher and
artist in San Francisco who previously worked in archaeology, law, and academic publishing. They are one of
An Environmental Justice Tour of the Willamette River: Reimagining Portland's Fossil Fuel Sacrifice Zone

This workshop, co-presented with the Braided River Campaign, will offer a participatory exploration of the histories of colonization, displacement and ecological harm on the Willamette River that created Portland’s fossil fuel sacrifice zone, as well as a grassroots vision for a more resilient and just “green, working waterfront.” We’ll provide teaching resources and opportunities for conversation about engaging students with local environmental justice issues and connecting our classrooms with the community organizations working for change.

**Tim Swinehart** teaches social studies at Lincoln High School in Portland. He is co-editor of *A People’s Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis*, and is a member of the Portland Public Schools Climate Justice Committee. **Mamelang Memela** works with the Braided River Campaign. She is a Portland transplant from Johannesburg, South Africa. A recent graduate of the Lewis & Clark Environmental Studies program, she works to expand accessibility of information about the Portland Harbor and its clean-up as well as other issues along the Willamette River.
How to Access Sessions

Workshop sign ups will open on Sched (nwtsj.sched.com) on Thursday, October 21st, at 7pm Pacific.

Keynote and Workshops
To access a Zoom link for the keynote or a workshop, add the session to your personal agenda on Sched (nwtsj.sched.com) by putting a check mark in the box to the left of the session title.

Zoom links will be available through Sched session descriptions 10 minutes prior to session start times (click on a session title to view the description).

You will be able to sign up for one workshop per session. If you are unable to attend a workshop you signed up for, please unenroll by unchecking the session in your agenda.

ASL interpretation will be available during the keynote. Please contact rfp@nwtsj.org if you would like to request ASL interpretation for a workshop or have another accommodation request.

Post-Keynote Discussion
At the end of the keynote address, we will post links to Padlet discussion threads in the Zoom chat.

Session Feedback
We value your feedback. Please take a moment to complete the session evaluation form for each session you attend. The link to the “Feedback Survey” form is available in a session’s description in Sched (nwtsj.sched.com).
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.
- Please respect privacy. Do not record the keynote or any other sessions. Do not take or post pictures of the keynote or conference participants without their permission.

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.