

15TH ANNUAL NORTHWEST TEACHING FOR SOCIAL JUSTICE CONFERENCE

REQUEST FOR PROPOSALS

SATURDAY, OCTOBER 22, 2022

“Rethinking Our Classrooms, Organizing for Better Schools”

For the 2022 online conference, we invite you to help our community wrestle with what teaching for social justice means in our classrooms and our schools: What curriculum and strategies have you developed to engage students to build their content skills and their social justice lens? What policies and structures are you and your colleagues working to overturn? What new policies and structures are you advocating for? What questions of practice are you and your colleagues grappling with?

We welcome proposals for two types of workshops that address social justice in schools:



1. **Interactive workshops** that explore a social justice issue or lesson through hands on, participatory activities (50-100 participants).
2. **Panel discussions that include two or more facilitators engaging different aspects of a specific topic** (like teaching Ethnic Studies, untracking classes, social justice and the science classroom, teaching in the context of war, resisting anti-CRT legislation, or what educators learned from the pandemic) with time for participants to discuss the topic in small groups (50-100 participants).

This year's online conference consists of a keynote panel, followed by two 90-minute workshop sessions and an optional end of day affinity space debriefing; see the [2021 program](#) for the schedule and previous workshops. Workshops will be live on Zoom. Tech support will be available.

We encourage BIPOC, Queer, and other marginalized educators to submit. We also encourage submissions in special education, elementary, math, and science. To encourage first-time presenters, we are offering a proposal coaching/writing session on May 22nd, 4pm to 5:30pm Pacific. If you are interested in attending the coaching session, please [submit a request here](#) by April 30th. If you have an idea for a session that aligns with NWT SJ's goals and aren't sure if it fits into either of the 90-minute workshop formats, please contact us at rfp@nwtsj.org.

To submit a workshop proposal, please fill out the **workshop overview** (see two examples below) and then submit it using the [workshop submission form](#). The proposal deadline is **July 1, 2022**. Questions? See nwtsj.org or email rfp@nwtsj.org.

Guiding Questions

As you write up your workshop overview, please consider the following questions:

- Is the workshop explicit about connections between ideas/theory and specific practices/classroom activities?
- Are the title and workshop description as clear and accurate as possible?
- Is the majority of the time used for participants to work with, experience, and discuss the content?
- Who is the intended audience? How will you adapt the content for pre-service teachers, various grade levels, etc.?

Workshop Selection Criteria

Workshops are reviewed by NWT SJ organizing committee members twice, with final program decisions made at a meeting in late July. We work to balance the program across categories/areas and teaching settings. We discuss and evaluate each proposal using the following criteria:

- **Expresses social and racial justice perspective.** NWT SJ workshops align with NWT SJ core values, and demonstrate strategies and content that promote equity and racial justice in the classroom, school, community, and world.
- **Participatory, engaging.** NWT SJ workshops offer the opportunity for participants to talk to one another and build social justice networks to share knowledge and resources.
- **Practical, hands-on.** Grassroots efforts are encouraged in schools and communities to enhance the learning and well-being of our children, and to build broad democratic movements for social and environmental justice.

Sample Workshop Overview – Interactive Workshop

Big ideas explicit in title.

Title: The Tulsa Race Massacre: Raising Voices Excluded by History

Clear, succinct description gives overview of big idea, specific

Description (no more than 75 words):

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 examine a historical event through eyewitness accounts to revisit the history of the 1921 Tulsa Race Massacre. Christensen will demonstrate how she breaks apart “exclusions” in history while also constructing literacy practices including persuasive essays, and building a framework for critical literacy that helps students navigate an increasingly unequal world.

Names strategies.

Primary facilitator and email (This person will be given access to a NWT SJ Zoom account): Linda Christensen xxx@mail.edu

Brief facilitator bio (1-2 sentences):

Linda Christensen is the director of the Oregon Writing Project at Lewis & Clark College, an editor of *Rethinking Schools*, and author of *Reading, Writing, Rising Up* and *Teaching for Joy and Justice*.

Preferred workshop size (put one in bold): 50, **75**, 100, 150, 200

Would you need a tech support volunteer to assist with your workshop? Yes, No

Detailed timeline and description of activities (includes time, activity, detailed description):

Time	Content	Zoom
5 minutes	Opening: Agreements; Antiracist, social justice curriculum, placing history and literature in an antiracist landscape	Open
5 minutes	Overview of curriculum, statistics, an inquiry into what happened to Black wealth, an examination of history to explain the graph	Linda. Large group Screen share. Slides

5 minutes	Mixer: Overview of Mixer Video Read Role/ Highlight Role	Large group Screen share slides Rename self to role play name
16 minutes	Mixer	Partners mix 4X at 4 minutes
4 minutes	Write what you learned and what questions you still have	Large group
10 minutes	Small groups write on slide or document: What you learned, what questions remain	Small group
5 minutes	Share some questions	Large group
15 minutes	Watch “From the Archives: Tulsa Burning” https://www.youtube.com/watch?v=EgUrsmzFAd4 Take notes on names, quotes from people, etc.	Screen share
5 minutes	Write about what justice would look like. Draft a proposal.	On own
15 minutes	Small group: Discuss proposals	Small group
5 minutes	Large group: Questions. Proposals	Large group

Sample Workshop Overview – Panel Workshop

Title: The Way Forward with Ethnic Studies in Washington: A Discussion with Washington Ethnic Studies Now

Description (no more than 75 words):

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.

Primary facilitator and email (This person will be given access to a NWT SJ Zoom account): Jon Greenberg xxx@mail.edu

Brief facilitator bios (1-2 sentences):

Wayne Au Tracy Castro-Gill Jon Greenberg Lisa Rice

Preferred workshop size (put one in bold): 50, 75, 100, **150**, 200

Would you need a tech support volunteer to assist with your workshop? Yes, No

Detailed timeline and description of activities (includes time, activity, detailed description):

Introductions, 5 minutes (Running time: 5)

Introduce facilitators and Washington Ethnic Studies Now and then gauge who is in the room via a large group introduction. For example, ask elementary teachers to use Poll Everywhere and/or ask those who are just learning about ethnic studies today to use Poll Everywhere, etc.

A brief primer on ethnic studies and the movement in Washington, 25 minutes (Running time: 30)

- What ethnic studies is and is not
- Origins of the ethnic studies movement
- The movement in Seattle
- What does ethnic studies look like
- The emergence of Washington Ethnic Studies Now

Breakout One, 10 minutes (Running time: 40)

- Introductions: Name, pronouns, affiliations, and relationship with ethnic studies
- What are the takeaways from what has been shared so far?

- What questions do you have that emerged from the introduction?

Panel Discussion, 20 minutes (Running time: 60)

1. What were the key shifts that you needed to take when you began teaching from an ethnic studies point of view?
2. What challenges did you face or important lesson did you learn as you began to implement ethnic studies?
3. Questions from the breakout groups.

Resource sharing, 10 minutes (Running time: 70)

- *Teaching for Black Lives*
- Washington Ethnic Studies Now
- 11-step guide to Understanding Race, Racism, and White Privilege

Breakout Two: Reflection, 15 minutes (Running time: 85)

In breakout groups participants will engage in a reflective planning protocol.

1. Step One: Individually reflect upon their learning from today in order to identify one or two key changes they need to make and strengths they bring as they begin to or continue to engage in ethnic studies.
2. Step Two: Collaborate with group around plans for moving the ethnic studies work forward. For some groups, this will involve learning more before acting. For others, this will involve planning changes to an existing unit/lesson to make it ethnic studies focused.

Evaluation, 5 minutes (Running time: 90)