

# 15th Annual Northwest Teaching for Social Justice Conference



## Rethinking Our Classrooms, Organizing for Better Schools

Online

Keynote Panel:

**“Teaching for Joy and Justice in Dangerous Times”**

**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, 15 years later, we carry on this tradition. If you would like to be part of organizing next year’s annual NWT SJ Conference, please write us at [info@nwtsj.org](mailto: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.” NWT SJ 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 NWTJS workshops have grown out of Oregon Writing Project classes and institutes. See [http://graduate.lclark.edu/programs/oregon\\_writing\\_project/](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](http://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](http://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 NWTJS conference for many years, and PAT teachers have led NWTJS workshops and served on the NWTJS organizing committee. [www.pdxteachers.org/](http://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. SEA members have played key roles in the organization of the NWTJS Conference over the past several years. [www.seattlewea.org/](http://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/](http://www.WashingtonEA.org/)

**Welcome to the 15th Annual  
Northwest Teaching for Social Justice Conference  
“Rethinking Our Classrooms, Organizing for Better Schools”**

**Saturday, October 22, 2022**

**Welcome and Keynote** **9:00–10:00**

**Keynote Panel:**

**“Teaching for Joy and Justice in Dangerous Times”**

U.S. and Canadian teachers will share stories of how they teach for joy and justice in these dangerous times we are living through. The panel will be moderated by **Cierra Kaler-Jones**, who is director of storytelling for the Communities for Just Schools Fund, serves on the leadership team for the Zinn Education Project, and is a *Rethinking Schools* magazine contributor. Panelists include: **Lizanne Foster**, who began her teaching career in apartheid South Africa, has taught for many years in British Columbia, and now serves as the First Vice-President of the Surrey Teachers Association; **Erin Green**, a 5th-grade teacher and now a doctoral student at University of Texas-Austin, who describes her social justice teaching in *Rethinking Schools*; **Ryan Oto**, a Minneapolis-area 6th-grade teacher, who describes his work to support students and colleagues in *The Critical Social Educator*; and **Adam Sanchez**, a high school social studies teacher in Philadelphia, *Rethinking Schools* editor and frequent contributor to the magazine.

**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

## “Teaching for Joy and Justice in Dangerous Times”

Keynote Moderator: **Cierra Kaler-Jones**. Kaler-Jones is a social justice educator, writer, and researcher based in Washington, D.C. Her research explores how Black girls use arts-based practices as mechanisms for identity construction and resistance. She is the director of storytelling at the Communities for Just Schools Fund, serves on the Zinn Education Project leadership team, and has hosted many ZEP “Teach the Black Freedom Struggle” classes. Her most recent article for *Rethinking Schools* magazine is “Coming Home to Ourselves: A Review of Cynthia B. Dillard’s *The Spirit of Our Work: Black Women Teachers (Re)member*. Her dissertation at the University of Maryland, College Park, is titled “‘You Can’t See Me by Looking at Me’: Black Girls’ Arts-Based Practices as Mechanisms for Identity Construction and Resistance.”

### Keynote Panelists

**Lizanne Foster**. Foster is a teacher who works with teens from widely diverse backgrounds in Surrey, British Columbia. She became a teacher by accident in South Africa during the Apartheid era. She describes teaching teens as an experience of constantly learning from their courage, creativity, and genius. She’s taught the humanities for more than 30 years, and is now the First Vice President of the Surrey Teachers’ Association, in the largest school district in British Columbia.

**Erin Green**. Green has taught 5th grade and is now a doctoral student at the University of Texas at Austin, where she studies critical approaches to elementary social studies. Her *Rethinking Schools* articles include “Fifth-Grade Detectives Uncover the Dominant Narrative” and “‘Who Spent Two Months in Jail for Participating in the Freedom Rides?!’: Bringing Civil Rights Activists to Life in an Elementary Classroom.”

**Ryan Oto** has taught social studies in Minnesota for 10 years. He received his Ph.D. in curriculum and instruction from the University of Minnesota, exploring the ways that teachers worked against anti-Black racism through their relationships with Black and Brown youth. He works as the coordinator for research and equity at Brooklyn Center Community Schools. Oto is an advocate for youth participatory action research (YPAR), and has served as an adult facilitator for two YPAR projects and continues to advocate build infrastructure for young people to be paid a living wage for their intellectual labor in his school district.

**Adam Sanchez**. Sanchez teaches at Central High School in Philadelphia. He is an editor of *Rethinking Schools* magazine and author of many articles and lessons published by *Rethinking Schools* and the Zinn Education Project. Sanchez is editor of *Teaching a People’s History of Abolition and the Civil War*.

# Workshops

*Workshop sign ups will open on Sched ([nwtsj.sched.com](https://www.nwtsj.sched.com)) on Thursday, October 20th, at 7 pm PDT.*

## Session #1: 10:30 – 12:00

### **Does Our Library Reflect Me? Mathematizing Fairness of Children’s Books**

In this interactive workshop, participants will learn about community-based mathematical modeling activities for elementary classrooms that leverage students’ lived experiences, critical agency, and mathematical thinking for social change. We will mathematize issues of fairness and justice through a task called Diversifying Our School Library. We will showcase a cross-curricular anti-racist multi-lesson task implemented in grades K–4, where children explored racial identity and fair representation in their classroom libraries leading to taking action in their communities.

*Julia Maria Aguirre ([jaguirre@uw.edu](mailto:jaguirre@uw.edu)) is a Professor of Education at the University of Washington Tacoma. Jennifer Suh ([jsuh4@gmu.edu](mailto:jsuh4@gmu.edu)) is a mathematics educator at George Mason University in Fairfax, Virginia. Holly Tate ([htate2@gmu.edu](mailto:htate2@gmu.edu)) is a K–6 Instructional Mathematics Coach and Graduate Research Assistant now pursuing her Ph.D. at George Mason University. Elzena McVicar is a Ph.D. candidate and Graduate Research Assistant at University of Washington, Seattle. Erin Turner is a professor of mathematics education at the University of Arizona. Mary Alice Carlson is Associate Professor of Mathematics Education at Montana State University. Maria Franchino-Minami is an elementary school teacher in Kent, Washington. Tanna Tingstad is an elementary teacher in Kent, Washington. Rachael Turton is an elementary teaching in Kent, Washington.*

### **It’s a Big Fat Deal: How Schools Teach Contempt for Fat People and What We Can Do About It**

Fatphobia is alive and thriving in our schools, but there is a lot educators can do about it. In this interactive workshop, participants will explore their own attitudes and beliefs about weight and body size and learn concrete strategies they can use to combat fatphobia, especially with regard to how fatphobia can impact students in the education system. Participants will read, write, share, and develop an assertive advocacy stance to take with them into their educational practice.

*Katy Alexander is a special education teacher. 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.*

### **Kū‘ē: Standing Against Hawai’ian Land Dispossession**

To understand the contemporary pleas for Hawai’ian sovereignty and the Thirty Meter Telescope protests, we need to better understand the history of the Hawai’ian Islands and its cycles of dispossession and land theft. This workshop will explore the recent protests on Mauna Kea in Hawai’i as the continuation of the cycle of dispossession in Hawai’i that started with the Bayonet Constitution. Using media and historical documents, participants will learn about the history of Hawaiian dispossession 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 25 years and is a secondary grades Instructional Coach in the Parkrose, Oregon, School District.*

### **Teaching After Tragedy: Strategies from Teacher Educators in the Aftermath of Social Disruption**

This workshop will address the raw, emotional, yet research-based approaches toward lesson planning in the aftermath of local, national, and global unrest. Three teacher educators will share lessons we taught in the days after the Uvalde school shooting and other troubling, sociopolitical events. In addition to sharing our lessons, we aim to build community by allowing teachers to share their strategies and experiences while reflecting on the emotional labor of teaching after tragedy. Lesson frameworks include content standards, social justice standards, and opportunities for critical discourse.

**Jaclyn Caires-Hurley** (*she/hers/ella*) is an assistant professor of multicultural education and critical pedagogy at Western Oregon University. She is a former secondary school teacher. **Micah Walker** is an instructor in the division of education and leadership at Western Oregon University. She is a veteran elementary school teacher. **Mandy Olsen** is an instructor and undergraduate program coordinator in the division of education and leadership at Western Oregon University. She is a veteran elementary school teacher.

### **Jewishness and Ethnic Studies — A Discussion of Intersectional Jewish Identities**

Ongoing attacks on ethnic studies led by Zionists and white Jews in response to California's proposed Palestinian Studies model curriculum have reached Washington State. A barrier for those trying to mitigate the harm of these attacks is the lack of public knowledge of both the purpose of ethnic studies and the history and current understanding of intersectional Jewish identities. Washington Ethnic Studies Now Executive Director, Tracy Castro-Gill, recently partnered with retired Seattle Public Schools (SPS) librarian and educator, Jeff Treistman, to create a series of blog posts to educate the public about both. Jeff and Tracy will be joined on this panel by SPS educator, Gabi Sanchez-Stern, who identifies as a Jew of Color. The panelists will dig deeper into the topics of the blog posts and respond to questions from participants.

**Tracy Castro-Gill** (*they/them*) is the co-founder and Executive Director of Washington Ethnic Studies Now, a Washington State non-profit organization. **Jeff Treistman** (*he/him*) is a retired SPS educator and librarian who teaches Jewish history as a secular humanistic Jew. **Gabriella Sanchez-Stern** (*she/her*) is a high school educator in Seattle.

### **Writing for Joy and Justice**

Writing can be an act of joy, a way to build classroom and school community, a tool for learning, as well as an instrument for social justice. Join this practical, hands-on workshop and learn some strategies for teaching writing — from inception to revision. The writing prompts for this workshop come from students' lives. Handouts include openings, literary devices, conventions strategies, criteria sheets, as well as student samples. This lesson was designed to help students uncover those moments in their lives when they participated in an act of injustice, and then to use those narratives to rehearse acting in solidarity with others to make change.

**Linda Christensen** is director of the Oregon Writing Project at Lewis & Clark College in Portland. 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*.

### **Patterns of Air — Pathways for Indigenous Inspiration, Literacy, and Creativity**

This workshop combines Indigenous literature and writing with land-based pedagogy and offers practical content and strategies suitable for different age levels. The session explores how to have open discussion about ways to incorporate more Indigenous literacy and tenants of land-based pedagogy.

**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.

### **Strategies for Supporting Undocumented Students and Families**

We need supportive practices and policies to bolster the opportunities, safety, and future of undocumented students. All students have the right to a free, public education, regardless of their immigration status or that of their parents. In this workshop, participants will become familiar with current immigration policies and learn key school strategies to help support undocumented immigrant students and their families.

*Alejandra Favela's primary teaching and research focus is bilingual/ESOL education, culturally responsive practices, and immigrant social networks. She is a former bilingual elementary school educator.*

### **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 incorporates multimedia resources and culminates in a reflection on our 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 Teacher. She has written on her climate justice teaching for Rethinking Schools magazine.*

### **Understanding the Lived Experiences of Transgender Youth with Disabilities Through Narrative Photography**

Drawing on data from in-depth interviews and photography, this workshop aims to help educators gain a deep understanding of the lived experiences of transgender youth with disabilities in high school. Through photographs and narratives, participants will interrogate their own understandings of ableism, inclusion, cisgenderism, gender identity, and disability. We will ask: What changes are needed in schools to better support transgender youth with disabilities?

*Angela Ingram works as an assistant professor of special education. Her experience includes teaching students with disabilities in the United States, China, Qatar, and Zambia. Grounded in Disability Studies in Education, her research focuses on equity, secondary transition, and understanding intersectional barriers faced by youth with disabilities.*

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

In this mixer role play, students learn about the ambitious and multifaceted New Deal policies through the stories of a wide variety of people who experienced them. These glimpses of the original New Deal can equip our students to talk about the Green New Deal, and help them dream big, with plenty of practical ideas about how to transform those dreams into policies.

*Suzie Kassouf is a social studies teacher at Grant High School in Portland. Suzie is also an organizer with the Sunrise Movement. Matt Reed is a social studies teacher at McDaniel High School in Portland. They are editors of the forthcoming second edition of the Rethinking Schools book, A People's Curriculum for the Earth.*

### **Whose City? Using City Council Police Budgets to Teach Argument and Evidence in the Language Arts Classroom**

Defund? Reform? Fund? Abolish? Our students engage with these topics while learning about (and from) real life organizations doing the work of envisioning a different policing system for their city. Participants will use the interactive structures of a gallery walk, role play, and mock city council meeting on the Portland police budget to engage youth in developing inferences, determining and evaluating claims, and supporting claims with evidence.

*Julia Kirkpatrick (she/her) is a seventh-year Language Arts teacher, teaching at Grant High School in Portland.*

### **Black Girl Magic in School: How to Ensure Safety and Equity for Black Girls in the Classroom**

This workshop is a conversation around the unique experiences and inequities faced by Black girls in the education system. The session focuses on lived experiences that shed light on the woven misogynoir in our school system as well as addressing the fundamentals of intersectional feminism to combat interpersonal prejudice and systemic oppression, such as the school-to-prison pipeline. We make way for Black girls' identity to be considered in conversations and letting their inner magic shine unapologetically.

*Alexis Mburu is a Senior at Foster High School, president of the NAACP Youth Council, and Youth Advisory Board Member of Washington Ethnic Studies Now, passionate about community organizing and education to uplift marginalized communities. Nia Gossett has been with the Washington State NAACP Youth Council for a year fighting for equity, anti-racist policies, and is passionate about promoting healing while eradicating racial and systemic oppression. She is a senior at the University of Washington-Bothell studying Society, Ethics, and Human Behavior. She also holds a position as an Administrative Assistant for the Center of Educational Leadership within the College of Education at University of Washington.*

### **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.

*Noreen Naseem Rodríguez is an Assistant Professor of Teacher Learning, Research and Practice in the School of Education at the University of Colorado Boulder. Her research interests include the culturally sustaining pedagogies of Asian American and Latinx teachers and the teaching of so-called "difficult histories" to young learners through children's literature. She was a bilingual elementary educator in Austin, Texas for nine years and is the co-author of Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators with Katy Swalwell. Katy Swalwell is Lead Equity Specialist for the Equity Literacy Institute. A former classroom teacher and teacher educator, she is the author of Educating Activist Allies: Social Justice Pedagogy with the Suburban and Urban Elite and co-editor with Daniel Spikes of Anti-Oppressive Education in 'Elite' Schools: Promising Practices and Cautionary Tales from the Field.*

### **Place-based Environmental Justice in Secondary Science**

This workshop stems from a collaboration between an environmental justice organization, Beyond Toxics, a University of Oregon education professor, and a group of educators, to build high school science curriculum around grass roots data of environmental injustice in our town, Eugene, Oregon. We will share about our work together about the case study we are exploring, and expose participants to our newly developed and free curriculum for high school science teachers.

*Sarah Stapleton is a former middle/high science teacher and is now an Assistant Professor at the University of Oregon College of Education where she teaches science methods to pre-service teachers, as well as courses in climate activism and food and schools. She also researches and writes about justice-oriented science and environmental education, climate justice, and food and schools. Lisa Arkin, the Executive Director of Beyond Toxics, has provided innovative policy leadership and grassroots organizing for this statewide environmental justice organization since 2007. Beyond Toxics embraced the principles of diversity and equity, and adopted an anti-racist ethos to become Oregon's first environmental justice organization. Sarah Ruggiero Kirby serves as the secondary science Teacher on Special Assignment for the 4j school district in Eugene. She is the former co-director of the Rachel Carson Institute at Churchill High School and has taught middle and high school science and outdoor education for over 20 years. Kelly Ferguson, science and math teacher at Kalapuya High School and formerly a geology researcher and educator, now buoys the underserved voices of West Eugene youth — those most affected by the case study that serves as the underpinning of this unit. Katie Jacobson is a doctoral student in the College of Education at the University of Oregon. She worked as a science educator for 17 years, including Oregon Museum of Science and Industry (OMSI), the Lower Columbia Estuary Partnership, and teaching AP Environmental Science to 9th graders at Corbett High School in Oregon.*

## **Lunch: 12:00 – 1:00**

## **Session #2: 1:00 – 2:30**

### **Humans of My Community: Honoring Stories of the Everyday Forgotten Humans**

*Humans of New York* is a “photoblog” and book of street portraits and interviews. In this workshop, participants will examine a *Humans of New York* photo and story while analyzing one’s own assumptions and biases. This workshop demonstrates how to honorably tell the stories of everyday humans in our own communities while also constructing literacy practices including interview skills, explanatory and narrative writing, and critical skills to help students navigate an increasingly unequal world through stories that are commonly ignored.

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

*Chloé Avila* is a sixth-year secondary language arts teacher at McDaniel High School in Portland and Oregon Writing Project coach. She is committed to building and fostering safe places for students to be and believe in their truest selves. *Elyse Newport* is a fifth-year secondary language arts teacher at Ida B. Wells High School in Portland. She is committed to cultivating a classroom that emboldens her students to share their stories and honor the stories of their peers.

### **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 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. *Ralf Youtz* (he/they) teaches about math and statistics at Portland Community College, focusing on developing students’ analytical toolkits to improve their lives and communities. Also at PCC, Ralf organizes with the Confronting Nationalism Response Team, the Open Educational Resources Steering Committee, and PCC Antiracist Educators. Outside of work, Ralf volunteers with the Western States Center’s Confronting White Nationalism in Schools educators cohort.

### **Beyond Educator as Rescuer Identity**

Public narrative often defines educators as rescuers. We should think critically about the effects of this narrative. This workshop offers space to process the way we have internalized the rescuer story and what problems educators sometimes create for students when they become overly reliant on their educator identity. We propose that identifying our needs is a key step to undoing harmful effects of the educator-as-rescuer model.

*James Boutin* taught high school language arts and social studies for 14 years, earning his National Board certificate in 2014. He offers coaching and facilitation around equitable grading practices, curriculum design and implementation, democratizing and decolonizing the classroom, and personal and group liberation work in and out of schools. *Amy Hirayama* is a writer and educator in Seattle, Washington. She taught Language Arts and Social Studies in public schools for eight years before leaving teaching to pursue her MFA in Creative

*Writing. Emily Lee has taught high school language arts for nine years in the Bay Area and SeaTac, Washington. She teaches English and ELL classes in Highline College's high school re-engagement programs.*

### **Teaching About the Intersections of Biology, Race, and Racism: Strategies and Resources**

We'll introduce a curriculum for biology educators that explores how racism, the construct of race, the history of science, and genetic variation intersect. Lessons explore important differences between ancestry, genetics, and race. By gaining an understanding of the biological basis of human genetic variation, students can begin to see how using the idea of "race" uncritically in science can reinforce racist ideas (such as the idea that race, rather than racism, underlies health inequities).

*For more than 25 years, Jeanne Chowning has focused her professional efforts on advancing science education and promoting equity for underrepresented and underestimated students in science. She currently serves as the Senior Director of Science Education at a scientific research center in Seattle. Hanako Osuga serves as the Program Coordinator at the same research center. She supports the teacher professional, and curriculum development efforts as well as their Kit Loan Program. In this role, she hopes to use her knowledge of Public Health, health inequities, and social justice to enrich the biotechnology curriculum and center justice in science education.*

### **From Ode to Essay: Writing in Praise of the Places We Love**

Many of our students live in communities that are ruthlessly surveilled, brutally policed, and intentionally drained of resources. Instead of admiring the resistance and beauty in such places, many seem only to see, and report on, the worst. In this workshop, we give students a chance to talk back to those representations and to show us the places they love through their eyes. Students practice wielding the twin powers of detail and dialogue to write an essay that celebrates the complex, vivid places they call home. We will run through the lesson and have time to discuss how this project can be modified for lower grades, multilingual students, and more.

*Jaydra Johnson is a writer, K-16 educator, and artist living in New York City. She is a graduate of the Oregon Writing Project and a former NWTSSJ organizer. Her work has appeared in Rethinking Schools magazine, where you can find a summary of her previous workshop "Welcome Poems Trump Hate," as well as in Rethinking Schools' The New Teacher Book, Atmos, and other publications.*

### **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 to be implemented into 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. Find out about our "Ready to Go" lessons.

*Laura Lynn is the Program Supervisor, Office of Native Education, within the Office of Superintendent of Public Instruction. For several years she served as the lead trainer to facilitate Since Time Immemorial tribal sovereignty curriculum trainings, support the implementation of the STI curriculum within schools, and update the STI website. Over her career, Laura has served Native and non-Native students, families, and communities as an artist, teacher, Title VI program leader, administrator, researcher, adjunct university faculty member, and as a member of the OSPI team to develop the state Arts Assessment system.*

### **Is There a Right Way to Protest? Engaging Students in the Study of Protests**

As social justice educators, we want students to understand how to protest when they witness an injustice. But where do they learn how to do that in school? In this workshop, McMurtry will lead participants through articles about different protest movements, engage them in a structured discussion around essential questions, "Can protesting create social change? Is there a right way to protest?" and finally lead participants into the beginning of a mini-argument essay on the topic, using evidence from their research and discussion.

*Kristen McMurtry has taught middle school Language Arts in Beaverton for 16 years and is now teaching 9th and 10th grade at Mountainside High School. She is an Oregon Writing Project teacher consultant.*

## **Why Are Schools and Parks Free?: Engaging Young Students in Conversations About Wants, Needs, Rights, and Money**

In this session, participants will experience an example lesson in which students generate a list of needs and sort which needs cost money (privatized) and which are free (public). We will also share an activity that helps K–2 students understand taxes and economic justice. The session will provide an opportunity to explore and share teacher-created lessons and resources to guide K–2 learners in questioning the social “common sense” (hegemony) they already absorb.

*Rina Miyamoto-Sundahl is a 2nd-grade Dual Language teacher in Oregon who believes that young students are capable of understanding the issues that are shaping their lives and futures.*

## **Meet the NAACP Youth Council: The Youth Tell the Truth About Racism in Schools**

Launched in 2017, the NAACP Youth Council (N-YC) has been working to change the reality of racial injustice in school districts across the Pacific Northwest. Through a combination of panel and small-group discussions, N-YC leaders will share their list of demands for 2022, as well as their progress on initiatives, including expanding Black Lives Matter at School, youth representation on school boards, and police-free schools. N-YC will facilitate a discussion focusing on the personal experiences with racism in public education, centering voices too often pushed to the margins in public education.

*The NAACP Youth Council is a mostly BIPOC group of antiracist youth activists in the Pacific Northwest who have played key roles in advancing ethnic studies, Black Lives Matter at School, and other racial justice initiatives in the region.*

## **Intergenerational Story-Seeding: Using Visual Narratives to Grow Anti-Racist Reflection & Action**

This workshop pairs simple visual narratives (e.g., picture books and online museums) with explicitly anti-bias reflection and discussion questions to support learners of all ages in identity reflection and replacing and/or complicating dominant narratives about themselves and the world. Drawing on the Social Justice Standards from Learning for Justice, we will focus on teaching the real history of the residential school system and creating anti-bias curriculum that grows our capacities for imagination and liberation.

*Zapoura Newton-Calvert has taught Social Justice in K–12 Education at Portland State University since 2004 and created anti-racist curriculum in partnership with education organizations since 2016. Her ancestors are white immigrants, white settler colonists, and Ojibwe.*

## **Claiming Our Victories: Learning About the Fights for Environmental Justice in Our Own Backyards**

In collaboration with Leah and Rena Dubar, two West Eugene-based social studies educators (and sisters), we wrote this mixer role play to bring the story of West Eugene residents’ fight for environmental justice into our classrooms. For Eugene-area educators, we wanted this lesson to help students uncover a long obscured history of West Eugene. The activity can help students everywhere to see how the injustices of racial segregation, air pollution, and predatory housing are intimately connected and can be found in our own backyards. Most importantly, we want students to see how residents and organizers can win important environmental justice victories.

*Matt Reed is a social studies teacher at McDaniel High School in Portland. Matt co-authored this curriculum during a summer workshop with Beyond Toxics, a Eugene-based environmental justice organization. Rena Dunbar works as a program coordinator for the Sapsik’wala Program’s Grow Your Own (GYO) Future Teachers Project at the University of Oregon and taught secondary Language Arts, Social Studies, and Ethnic Studies in Eugene. Leah Dunbar is a Language Arts/Social Studies Specialist on the School Improvement Team at Lane Educational Service District in Eugene. Leah has taught a variety of Language Arts courses during her 20+ years in public school education, and is most proud of facilitating Courageous Conversations, an ethnic studies course focused on healthy racial identity development, critical thinking, listening, (re)storying, and community-building co-designed with students who engage education as a strategy for undoing oppression.*

## **Using Stories and Children’s Books as Tools for Teaching About Social Justice**

In this hands-on workshop, you will: 1. participate in activities to build critical consciousness about our multifaceted identities; 2. consider the impact of marginalization by analyzing a fairy tale; and 3. apply a critical lens to “reading” pictures. You will also learn the difference between DEI and social justice and get criteria for choosing books and designing lessons that address issues of power. We will model tools you can use with students and offer practical resources.

***Maria Romero** is the Youth Program Director for the Dolores Huerta Foundation serving California’s Central Valley through a project-based youth leadership program focused on developing critical consciousness and action. Maria has been an educator for more than 20 years with experience as a paraeducator, Education Specialist, high school teacher, club advisor, and facilitator. **Alejandra Domenzain** is a former teacher specializing in curriculum development. She has also worked as an immigrant worker rights advocate for 20 years, doing organizing, policy advocacy, research, and education with low-wage immigrants. She is the author of For All/ Para Todos, a bilingual children’s book about immigrant rights.*

## **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.

***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. **Sarah Arvey Tov** is a disabled educator and PhD candidate focused on the ways we can manifest Disability Justice in schools by centering and celebrating the diverse experiences and perspectives of disabled youth. She is committed to grassroots and community-based projects toward educational justice.*

## **Worth Work: A Creative Jolt for Your Equity Practice**

“We do not have a model in the United States of a society that is equitable for all people. Racial justice will be a work of art, an endeavor of creativity through uncertainty.” This quote by educator and Worth Work Podcast founder Desmond Spann captures the essence of what this workshop is about: creative equity work. Join Desmond and fellow educator/artist Jesse Gardner as they share their story of creating the Worth Work podcast and invite participants to explore their relationship to creativity. Participants will leave with some ideas for practices that can help create equitable selves, classrooms, and schools. This workshop will be interactive. *To be light, pass the spark, and watch us glow is **Desmond Spann**’s vision. His expressions of emceeing, music, teaching, and writing seek true liberation-freedom from fear. He is the founder of the emcee community RhymesMaster Crew (RhymeMasters.com). His performances and poetry were featured on OPB’s Oregon Art Beat. His first book Des Writes Bars and Poems Too collects verses and spoken word poems, expanding the definition of Hip Hop poetry. Living in Portland, he teaches Hip Hop Lit and Sports Journalism at Franklin High School. **Jesse Gardner**, AKA Jesse the Imaginer, explores life through the art forms of Hip Hop and contemplation. Employed as an educator at McDaniel High School, teaching Hip Hop Literature and English Language Arts, he seeks to create conditions for students to express their voice and build beloved community. He is making volumes of Hip Hop music called Helixirs. You can find two of those volumes of healing vibes on all music platforms.*

## **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 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*.

### **Decolonizing Our Minds: Amplifying Indigenous 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 Indigenous values as an underpinning of our elementary classroom 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 Prado-Domingo** 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.

# How to Access Sessions

*Workshop sign ups will open on Sched ([nwtsj2022.sched.com](https://nwtsj2022.sched.com)) on Thursday, October 20th, 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](https://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](mailto: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](https://nwtsj.sched.com)).

# Conference Ground Rules

- Mute yourself on Zoom when not talking
- Please turn off or silence cell phones.
- Respect others' ideas.
- 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).
- Be aware of power and voice in the room.
- Share airspace.
  - Be mindful of how often you speak.
  - Be careful to use the chat in ways that add to rather detract from the learning atmosphere.
- Respect confidentiality.
  - Do not record the keynote or any other sessions.
  - Do not take or post pictures of keynote panelists, workshop presenters, or conference participants without their permission.
- If someone's participation makes it difficult for the presenter to deliver the workshop they designed and that participants signed up for, they will be removed from the session.

## 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.