

16TH ANNUAL NORTHWEST TEACHING FOR SOCIAL JUSTICE CONFERENCE

REQUEST FOR PROPOSALS

SATURDAY, OCTOBER 21, 2023

AT PARKROSE HIGH SCHOOL, PORTLAND, OR

“Rethinking Our Classrooms, Organizing for Better Schools”

For the 2023 in-person conference **we seek proposals for 90-minute interactive workshops** that explore a social justice issue or lesson through hands on, participatory activities.

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?



This year's conference schedule:

9:00am	Opening keynote: Charles E. "Charlie" Cobb Jr.
10:30am	Workshop session 1
12:00pm	Lunch
1:00pm	Workshop session 2
2:45pm	Closing keynote: Renée Watson
3:30pm	Affinity group debrief (optional)

We encourage BIPOC, Queer, and other marginalized educators to submit. If you have an idea for a session that aligns with NWTJSJ's goals and aren't sure if it fits into the 90-minute workshop format, please contact us at [rfp@nwtsj.org](mailto: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, 2023. Questions? See [nwtsj.org](http://nwtsj.org) or email [rfp@nwtsj.org](mailto: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 preservice 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

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):**

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:** 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*.

**Are any facilitators practicing K-12 classroom teachers in a public school? (Yes/No)**

No, though frequently teach lessons on K-12 classrooms

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

Time	Content
5 minutes	Opening: Agreements; Antiracist, social justice curriculum, placing history and literature in an antiracist landscape
5 minutes	Overview of curriculum, statistics, an inquiry into what happened to Black wealth, an examination of history to explain the graph

5 minutes	Mixer: Overview of Mixer Video Read Role/ Highlight Role
16 minutes	Mixer: Demonstrate how to interact, what information to share as a model for participants
4 minutes	On your own: Write what you learned and what questions you still have
10 minutes	Small groups discuss: What you learned; what questions remain. Assign a notetaker for the group
5 minutes	Share some learnings and questions in the large group
15 minutes	Watch “From the Archives: Tulsa Burning” <a href="https://www.youtube.com/watch?v=EgUrsmzFAd4">https://www.youtube.com/watch?v=EgUrsmzFAd4</a> Take notes on names, quotes from people, etc. What questions are answered? What new ones arise?
5 minutes	Debrief learning
5 minutes	Discuss writing a proposal for what kind of reparations, actions should be made.
10 minutes	Write proposal
5 minutes	Large group: Questions. Proposals