16th Annual Northwest Teaching for Social Justice Conference

Rethinking Our Classrooms, Organizing for Better Schools

Parkrose High School
Portland, Oregon

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
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, 16 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. Note that the Oregon Writing Project is on hiatus during the 2023–2024 school year.

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, Rethinking Bilingual Education, 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. 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 16th Annual Northwest Teaching for Social Justice Conference
“Rethinking Our Classrooms, Organizing for Better Schools”

Saturday, October 21, 2023
Parkrose High School
Portland, Oregon

Welcome and Opening Keynote 9:00–10:00
Charles “Charlie” E. Cobb Jr.
“Teaching for Freedom in Dangerous Times: Lessons from SNCC, the Student Non-Violent Coordinating Committee”

Workshop Session #1 10:30–12:00

Lunch 12:00–1:00

Workshop Session #2 1:00–2:30

Closing Keynote 2:45–3:30
Renée Watson
“Piecing Me Together: The Healing Power of Storytelling”

Affinity Space, Themed Discussions, Open Rooms 3:40-4:10

Clean-up party for all Post-conference
Keynote Speakers

**Charles E. Cobb Jr.** is a former field secretary of the Student Nonviolent Coordinating Committee (SNCC), a journalist, and the author of a number of books including *Radical Equations: Civil Rights from Mississippi to the Algebra Project* (with Bob Moses) and *This Nonviolent Stuff’ll Get You Killed: How Guns Made the Civil Rights Movement Possible* (Basic Books, 2014). Cobb will be in conversation with Rethinking Schools editor **Dyan Watson**.

**Renée Watson** is an author of both picture books and young adult novels. Her novel *Piecing Me Together* received a Coretta Scott King Award and Newbery Honor. With Nikole Hannah-Jones, Watson wrote *The 1619 Project: Born on the Water*. Many of her books are inspired by her experiences growing up as a Black girl in the Pacific Northwest. Her poetry and fiction center around the experiences of Black girls and explore themes of home, identity, body image, and the intersections of race, class, and gender. Watson will be in conversation with Rethinking Schools editor **Linda Christensen**.
Workshops

Workshop sign-ups will open on Sched (nwtsj2023.sched.com) on Thursday, October 19th, at 7pm Pacific.

Session #1: 10:30 – 12:00

Building a Movement for Public Education
Public education is one of the most pure and visionary expressions of building a better world. Where else are such redistributive values baked into the very fabric of society? But over the last decade, we’ve watched as schools have become a nexus for radicalized right wing politics. This workshop will briefly familiarize participants with the proliferation of hate politics in school districts around Canada and the United States, and will attempt to explain this rise. We will explore strategies to build a hopeful movement that supports and defends but also envisions a public education system worthy of our children and their collective and individual success. Anna Chudnovsky is a long time inner-city teacher from Vancouver, British Columbia, who now works at the BC Teachers Federation as the Assistant Director of Political Action and Outreach. She has a particular interest in education advocacy around issues of equity and was the co-founder of a municipal political party in Vancouver.

Censorship and Book-Banning in Education: Inviting Students into the Conversation Through Synthesis
This workshop will introduce participants to a mini-unit on censorship and book-banning that focuses on leading students to develop their own position on the issue through a variety of texts and multiple perspectives, including social media posts, primary sources, and interviews. Workshop leaders will demonstrate not only the basic moves of the mini-unit, but also research and writing extensions that can empower students to voice informed opinions on any controversial or important issue. Currently an ELA and AP Seminar teacher in Portland Public Schools, Elisa Wong is also an Oregon Writing Project grad, a curriculum developer, workshop leader, knitter, quilter, baker, and cat cuddler. Sandra Childs is a recently retired Portland Public Schools teacher-librarian, social studies and English language arts classroom teacher, instructional specialist, Rethinking Schools writer and curriculum developer, workshop leader, Oregon Writing Project grad and instructor, kayaker, Lindy hopper and pie-lover.

How Can We Learn About and Honor the Unseen History of a Place? Exploring Portland’s Lost Japantown
How does a community become forgotten? In this session, participants will uncover the history of Portland’s Nihonmachi (Japantown) using classroom-ready resources, including a newly developed digital story map. Through examining historic and contemporary images, primary source documents, maps, and text, we will construct a more complex understanding of this community’s creation, challenges, and resilience. The session will culminate with a reflection on what it might look like to make space for the past in the present. Elissa Dingus was an elementary school teacher in the Portland metro area for 12 years before becoming the Director of Education and Engagement at the Japanese American Museum of Oregon. She facilitates educational programming at the museum to connect student groups, educators, and the public with Japanese American history.
Humanizing Houselessness: Storying to Connect
Our students see the suffering caused by the housing crisis every day and observe how our public systems have failed so many. Our students’ perspectives range from experiencing houselessness themselves, to facing evictions, to empathizing with the unhoused, to viewing the problem as a nuisance or inconvenience. This workshop seeks to build critical awareness to the emergency as well as empathy and connection using the stories of people on the front lines of Portland’s housing crisis, along with poetry to emphasize the wholeness of people and community.

Becca Hawk is a core middle school teacher at Sunnyside Environmental School in Portland, focusing on Forest Ecology and Urban Planning. Suzanna Kassouf teaches at Grant High School in Portland and is a contributor to the Zinn Education Project and Rethinking Schools. She is on the editorial team for the second edition of A People’s Curriculum for the Earth.

Immigration: Challenging Myths & Highlighting Hope
From travel bans to eliminating DACA: Misleading rhetoric creates an atmosphere of exclusion and misunderstanding. We attempt to challenge popular myths of immigration with real immigration stories, revealing some harsh realities many immigrants face in their own country. Through a gallery walk, mixer, jigsaw, and station activity, we highlight the work that immigrants are doing to support their own futures as they resettle to create systems of support and advocacy.

Kim Kanof is an Oregon Writing Project Coach, Social Studies teacher, and instructional coach focused on 9th graders at McDaniel High School in NE Portland. She is a reading specialist and taught sheltered history to English Language Learners for many years. Camila Arze has worked in Portland Public Schools for nine years as a teacher and Climate & Equity Coach. She is an adjunct professor for the Graduate School of Education at Lewis & Clark and an Oregon Writing Project Coach. Christy Thomas is a Social Studies and AVID teacher at Benson High School in Portland.

The Impact of School Shootings: Classroom Conversations and Inspiring Youth Leaders
Classroom conversations surrounding school shootings have been little to none, yet the threat of gun violence impacts every school in the United States. In a report by Everytown for Gun Safety, four key findings were brought to light, leading a group of Portland students to create an activity about youth leaders working on gun safety. Participants will talk about the impact of gun violence, discover inspiring youth activists, and learn about a call to action.

Deb Delman is Youth Leadership Manager with WorldOregon. Cece Parks, Sunset High School, Beaverton, 11th grade; Sharanya Sureskumar, Sunset High School, 11th grade; Diya Shah, Sunset High School, 11th grade; Andrew Xu, Catlin Gabel, Portland, 12th grade; Leon Liyu, Catlin Gabel, 11th grade; Tiago Moreno, Oregon Episcopal School, Portland, 12th grade; and Joni Delman, Lake Oswego High School, Lake Oswego, 11th grade, are alumni of World Oregon’s Young Leaders in Action program, which engages Oregon youth in developing leadership skills, gaining a global perspective on justice issues, and exploring past, present, local, and global youth activists — and the strategies they have used to enact change. We spent the past year focused on the impact of school shootings on youth and young leaders who are making a difference.

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. 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.

Not Too Hot to Handle — Nuclear Waste for Middle Schoolers, Station Rotation Style
Learn easy ways to bring Hanford’s nuclear waste history and cleanup into your classroom through this engaging workshop. The complex issues presented by a multigenerational cleanup and radioactive waste that
will require monitoring forever can be overwhelming. We will share a station rotation model that uses oral histories, comics, photographs, design, and poetry to engage students with the Hanford Nuclear Site’s impacts on Tribal Nations, worker health and safety, the environment, and future generations. **Tom Baltzell** is a middle school history teacher at West Seattle’s Madison Middle School and has taught in Washington for 15 years. **Miya Burke** is Program Manager for Hanford Challenge, where she works to create a safer, cleaner future for the Hanford Nuclear Site, the most contaminated nuclear waste site in the Western Hemisphere. **Liz Mattson**, Senior Program Strategist for Hanford Challenge, is passionate about creating engaging projects on nuclear waste issues for students. Since 2007 she has fought for a safer, more effective cleanup for the Hanford Nuclear Site in southeastern Washington.

**The Oregon Trail Curriculum Project: “Design or Destiny?”**
The session will introduce the Oregon Trail Curriculum Project and website. Following this introduction, session participants will experience a secondary lesson featuring the mystery activity to engage students with the critical work of analyzing how and where the past is remembered. Going beyond textbooks, students confront official representations of Oregon history, namely as shown on the Oregon flag, by collaboratively examining a set of clues gathered from settler journals, Native peoples, and other sources. **Jack Carpenter** is a social studies teacher at Kalapuya High School (Bethel School District) in Eugene. **Alison Schmitke** is a Senior Lecturer II and Undergraduate Degree Program Director in the Department of Education Studies, College of Education at the University of Oregon in Eugene. She is the co-author of Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K–12 Curriculum, with Leilani Sabzalian and Jeff Edmundson.

**PNW Educators Organizing and Winning the Schools Our Students Deserve**
This panel will bring together labor leaders from Pre-K–12 schools across the Pacific Northwest to share stories from the frontlines of struggles to win the great public schools that our students and communities deserve. Rank and file educators, paraeducators, custodians and nutrition service workers from Seattle, Vancouver, Portland, and Woodburn will share lessons from their recent campaigns and discuss ways teacher unions are fighting for social justice within our classrooms and in our communities. **Panel facilitator, Sandra Lane**, is the Education Director with Bargaining for the Common Good. The panel will include union members from Seattle Education Association, Evergreen Education Association, Portland Association of Teachers, Woodburn Education Association, Portland Federation of School Professionals, and Service Employees International Union Local 503.

**Radical Agency in the Classroom: SEL as Social Justice**
Oregon has mandated a Transformative Social Emotional Learning (TSEL) framework and standards for all classrooms beginning July 2024. This is a unique and vibrant opportunity to create justice-based classrooms at all grade levels, and in teacher education itself. In this workshop, participants will learn effective SEL frameworks and engaging activities — and then how to connect those ideas to building a classroom of student agency, critical thought, and asset-based learning for all of their diverse learners. **Cari Zall** is Assistant Professor and Social Studies Content Coordinator at Lewis & Clark Graduate School of Education and Counseling and has taught in Portland area high schools for 20 years. **Lina Darwich** is an Associate Professor in the MAT and MEd programs at Lewis & Clark Graduate School of Education and Counseling, and has worked in and researched SEL for over a decade. **Maika Yeigh** is an Associate Professor and Language Arts Content Coordinator at Lewis & Clark Graduate School of Education and Counseling.

**“Silence = Death” ACT UP & The Power of Visual Activism**
This workshop engages with the activist history of ACT UP (AIDS Coalition to Unleash Power; established in 1987) through exploring their protest posters and other visuals. ACT UP used bold graphics and text to bring awareness to the HIV/AIDS crisis in a time when the U.S. government remained silent. The legacy of ACT UP continues to be relevant as LGBTQ+ communities still fight discrimination. This workshop culminates in a hands-on project inspired by ACT UP.
Gabi Lewton-Leopold (she/her) teaches language arts and art history at Gordon Russell Middle School in Gresham. Sarabeth Leitch (she/her) has been in the education field for 17 years. She is a language arts and journalism teacher at McDaniel High School. Lynn Yarne (she/her) teaches visual arts classes at a public high school in Portland.

Start a Mixed Race Portrait Project at Your School
Through conversations with Mixed Race students, we learned they often feel invisible in school and society. Inspired by the work of Kip Fulbeck, especially the book, Part Asian, 100% Hapa; Dawoud Bey, especially Class Pictures: Photographs by Dawoud Bey; and Angélica Dass, especially Humanæ, McDaniel High School’s portrait project was created to increase visibility and raise awareness of issues faced by our Mixed Race school population. In hallway display cases, we’ve placed 8” x 10” photographs of students and staff who identify as Mixed Race with answers to the prompt, “A quote about being Mixed Race.” A sense of community has grown out of the project that could benefit other schools and organizations. Students say that no one has ever asked them about this before and that the project makes them feel seen. Sullivan will support workshop participants to expand the project with detailed guidance and space to create a plan for their own school context. Nancy Sullivan is the teacher-librarian at McDaniel High School in Portland, the founder of the city-wide poetry slam Verselandia!, and is of mixed heritage.

Storying Environmental Justice in the Places We Teach
This workshop will guide participants through a process of examining stories of place in our school communities and offer the opportunity to discuss what it can look like to engage and empower students with these stories. Using examples from Portland’s historic Chinese vegetable gardens and the Willamette River, we will explore how connecting students to the environmental histories of the places we teach can create opportunities to imagine a more just future. Using the approach of place-based storytelling, we will discuss ways to instill students with a sense of optimism through community, empowerment, imagination, and action. Kat Davis is the Advisor for Climate Justice at Portland Public Schools where she oversees the district-wide alignment and implementation around the Climate Crisis Response Policy and climate justice efforts. Ari Ettinger is the Climate Resiliency Programs Manager at PPS where he helps reduce the district’s carbon footprint and works to build a network of students, teachers, and organizations who together to make the PPS community more prepared to learn about and confront the effects of climate change. Tim Swinehart teaches social studies at Lincoln High School in Portland, and is co-editor of A People’s Curriculum for the Earth.

Teach Under Fire: How to Battle Burn-out in Social Justice Education
Social justice teaching is under attack. The laws, book bans, and reversal of affirmative action attempt to barricade us from equitable classrooms. Yet, setbacks become set-ups for success when we persist. For the ’23–’24 school year, educators must supercharge their purpose. This workshop guides participants in crafting powerful vision statements, reigniting their passion for teaching. Desmond Spann shares how to align vision statements with classroom practices and how to prevent burnout with mindfulness. Desmond Spann is a creative, visionary thought leader who teaches high school language arts, speaks, and creates a brave space for people to grow and heal together. He knows firsthand the challenges of internalized racism but stays ready to build unity that honors differences.

Trash to Treasure: Reframing How We View the Devalued
Too often we forget that the lens through which we view objects, spaces, and ideas depends on our social, economic, and racial identities. In this workshop, classroom teachers Sarina Fong and Hannah Fisher will guide participants through a process of shifting their perspective on a devalued topic of their choice. We will brainstorm, play personification MadLibs, and unpack mentor texts’ letter-writing moves before participants draft their own letters as souvenirs of a new outlook on their topic. Reframing one’s outlook is a tool of resilience to challenge dominant narratives about what is valued by society and what is not. Sarina Fong is a 9–12 Podcasting and Leadership teacher at Parkrose High School in Portland. She attended Lewis & Clark College for her MAT, and completed the 2023 Oregon Writing Project. Hannah Fisher teaches English Language Arts at Grant High School in Portland. She went to Lewis & Clark for her MAT, completed
the Equity Leadership Certificate through the Center for Equity and Inclusion, and attended the 2023 Oregon Writing Project summer institute.

**Undoing the Myth of Professional Neutrality: Oppressive Cultural Norms and Identifying Sustaining Practices**
This workshop will explore how social conditioning and white dominant culture within the school system continues to impact all educators’ identities, especially BIPOC educators. Professionalism in the workplace is perpetuated by characteristics of white supremacy culture. Together, we will work to identify sustaining pedagogies and responsive practices through the framework of the Network for EdWork’s Liberation Pedagogy. **Amrita Kauldher** is an educator and program manager for the Network for EdWork’s Education EnCounter program (powered by TAF), which works to help sustain BIPOC educators and educational leaders through anti-racist professional development. Amrita has more than five years of classroom experience as a general middle and secondary humanities teacher, and transitioned into the non-profit sector as a facilitator/consultant for anti-racism systems change in schools. **Tiffanie Rivera-Di Lucio** is the program manager for the Martinez Fellowship at Network for EdWork (powered by TAF), where she supports BIPOC early career and pre-service teachers in anti-racist personal and professional development. Tiffanie is a social justice worker who holds a Master’s degree in Social Work, Policy, and Administration from the University of Chicago.

**“We Are Not Drowning — We Are Fighting”**: Teaching Climate Change, Island Solidarity, and Indigenous Rights
This workshop will demonstrate activities for teaching about climate justice with the resistance of Indigenous island peoples across Oceania 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 Social Studies at Parkrose High School in Portland, one of the most diverse high schools in the state. She is the mother of four and is Uchinanchu – Indigenous Islander from the Ryukyus. She is an editor for Rethinking Schools magazine, and a co-editor of Rethinking Schools’ The New Teacher Book. Her articles appear online at both the Rethinking Schools and the Zinn Education Project sites.

**What Can Data Tell Us About Racial Disparities in School Discipline?**
In this workshop we will consider Washington State school discipline data, focusing particularly on out-of-school suspensions by race and ethnicity. We will pose questions about the data set; consider limitations of the data collection; conduct an initial statistical analysis; look for evidence of systemic racism in the data; and end with considering advocacy, activism, and paths forward. **Ksenija Simic-Muller** is a mathematics professor and teacher educator at Pacific Lutheran University in Tacoma. She seeks to co-create mathematics classrooms where students can bring their whole selves and can see themselves in the curriculum.

**Whose Science?: Pushing Back on the “Science of Reading” Through Teacher Voice, Activism, and Counterstory**
This workshop will be an interactive discussion in response to Science of Reading (SOR) advocates with the goal of creating a collective response to current efforts to restrict teacher expertise and narrow the teaching of reading to discrete skills. Our work will focus on articulating a generative and expansive view of learning to read that draws on teacher expertise and acknowledges the assets and resources of children, families, and communities. **Alisun Thompson** is a former language arts teacher and current literacy teacher educator at the University of Puget Sound in Tacoma. She teaches courses in literacy development, language arts, children’s literature, and the social context of education and works with preservice elementary and secondary teachers in Tacoma Public Schools.
**Why Are Schools, Parks, and Libraries Free? Young Learners Critically Analyzing Capitalism**

Participants will view examples of lessons and student work in which primary grade students are guided in critically analyzing the basis of capitalism using visuals, storytelling, manipulatives and role playing, and hands on activities, and connecting to the history of the Portland Black Panther Party and contemporary local mutual aid organizations. Participants will have access to more example lessons to view asynchronously, and have time to discuss with grade-level colleagues how to use similar strategies to make abstract concepts concrete for their learners.

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

**Lunch: 12:00 – 1:00**

**Session #2: 1:00 – 2:30**

**Advice Letters: Disrupting the Shame of Societal Oppression**

To center the wisdom of students in writing, students will examine their own experiences and how they’ve learned to take or leave advice. By reading the model text, “Letter to a Sensitive Brown Queer,” by John Paul Brammer, a queer, Mexican American author, students will connect and explore his writer’s moves and apply them to their own advice letters. The presenters will demonstrate how to build a cocktail of genres by creating a letter that has an argument and a narrative written to someone who may need empowered tenderness.

*Rachael Geyer* is an English teacher at Parkrose High School. Prior to PHS, she worked for five years at a charter in the Oakland Bay Area and worked abroad as an ESL teacher prior to that. She has taught all ages, but thrives with grades 7th through 9th. *Kacy Smith Paterson* is a 25-year veteran teacher, teaching 9th- and 10th-grade language arts at Southridge High School. Kacy has been a TOSA (teacher on special assignment), serving secondary level language arts and literacy, and has taught 5th-12th grade.

**Classrooms as Connective Ecosystems**

Over the past 10 years, teacher-prep programs have again and again emphasized the importance of “family and community engagement.” The problem? Most of the time, the solutions offered are add-ons to the school day that require exponentially more work by the teacher. It’s time to go beyond monthly newsletters and field trips. In this workshop, you’ll learn a research-supported framework for connecting your classroom with families and communities and a powerful inquiry-based practice to immediately use in your planning and instruction.

*Denise McLean* is a former classroom teachers of eight years. She is the Director of Professional Learning at Technology Access Foundation. *Andy Lang* is a former classroom teacher, writer, and speaker. He is the Program Manager for Professional Learning at Technology Access Foundation.

**Comics/Comix for Disability Self-Advocacy**

School-aged youth with disabilities are often told to self-advocate. Yet this can be a daunting task, even with direct instruction in self-advocacy skills. Creating comics/comix is a creative way students with disabilities can express their preferences, interests, and needs. In this hands-on workshop, participants will learn from people with disabilities how comix for disability self-advocacy are made and why they work.
**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.

**Divesting Whiteness to Move Beyond the Culturally Responsive Classroom**

Educators are making strong shifts toward creating culturally responsive classrooms. These important efforts contribute to the reduction of violence in our schooling system. But for many educators (especially white educators), our culturally responsive journeys remain grounded in whiteness. In this session, participants will be introduced to and practice methods for disrupting and divesting whiteness in themselves, their classrooms, and with students that work alongside other key responsive and sustaining efforts that look beyond responsiveness.

**Jeff Stone** is a 22-year public school educator working as a Curriculum Specialist and Equity Coach in the Mukilteo School District, Washington, with a PhD in Culturally Sustaining Education who works to support classroom educators as they reimagine schooling through an ethnic studies and culturally sustaining lens.

**Empowerment Through Data Science: Students Share Their Experience in a Project-Based Classroom**

Hear directly from a panel of Data Science students about their experience in a project-based classroom during the 2022–23 school year that culminated in the development of a project to predict which students in a given classroom would work well together in groups. Then, students practice identifying connections between common concerns and course content to help facilitate similar classroom projects.

**Colleen Smyth** is a math teacher at Roosevelt High School in North Portland, mostly teaching courses in statistics and data science. She strives to make math meaningful to all students through engaging lessons and projects rooted in the real world. **Grace Schuh**, 12th grade at Roosevelt, plans to study health in college next year. **Benedicte Niyungeko**, 12th grade, plans to study marketing in college next year. **Audrieauna Brown**, 12th grade, is the managing editor of the Roosevelt student newspaper and plans to study journalism in college.

**The Heroes We Need Today: Teaching the Radical Lives of Ida B. Wells**

In the years following the racial justice uprisings of 2020, schools across the country dropped racist namesakes and embraced local and national civil rights leaders as namesakes. In Portland, Woodrow Wilson High School became Ida B. Wells High School. In this mixer activity, participants learn about the radical lives of Ida B. Wells in order to more fully honor the depth and breadth of Wells’ life and activism.

**Brady Bennon** teaches at Ida B. Wells High School in Portland. He teaches U.S. History and Modern World History. **Matt Reed** teaches at McDaniel High School in Portland. He teaches Senior Inquiry and Indigenous Studies.

**Imagining the Future: Helping Students Picture Climate Justice**

Lucille Clifton said “We Cannot Create What We Cannot Imagine.” This workshop aims to give students an opportunity to picture a more hopeful future by illustrating the slogan This Is What Climate Justice Looks Like. Participants will attend a “visioning conference” role play, representing organizations working on housing, immigration, Indigenous rights, food and farming, youth activism, jobs, and racial justice. Together, we will learn about important work already being done and imagine what we could build together.
**Suzanna Kassouf** teaches at Grant High School and is a contributor to Zinn Education Project and Rethinking Schools where she published an article about this workshop’s lesson, “‘We Cannot Create What We Cannot Imagine’: Helping Students Picture Climate Justice”. She is the co-founder of the youth-led climate justice organization Sunrise Movement PDX. **Tim Swinehart** teaches social studies at Lincoln High School in Portland, and is co-editor of A People’s Curriculum for the Earth.

**Ime Etuk’s Outdoor School Screenwriting Workshop**

In this workshop, film maker, screenwriter, director Ime Etuk will demonstrate the development of a story from idea, to story, to screenplay, to movie with his current film *Outdoor School*. Participants will watch a selection of Vin Shambry’s *Moth* episode, determine the beats of the story, write a section of the play, then examine the text of the script Ime wrote from the episode, and finally view the scene from the movie. Etuk brings compassion, a social justice lens, the art of storytelling, and a deep skillset to his work. His careful tending to Shambry’s family demonstrates how to tell a hard story without leaning into the shame of being unhoused or the victim of domestic violence. Every real-life character in the film is portrayed with their full humanity on display.

**Ime Etuk** is a Nigerian-American writer and director who has studied directing under some of Hollywood's most prominent and prolific film makers. He has directed and produced music videos, commercials, and films. In addition, Etuk created the nonprofit Lion Speaks, to amplify Black narratives in media, while also championing the broader BIOPIC community, through mentorship, training, and job opportunities.

**Love Is a Revolution** by Renée Watson: Reimagining Self Love

In this workshop, participants will examine excerpts from *Love Is a Revolution* by Renée Watson. We will explore the intersectionality within self love, social expectations, and cultural values. This workshop includes a mixture of reading analysis, written reflection, and small group discussion. Participants will leave having examined the building blocks and barriers to self love.

**Chloé Avila** is a seventh-year secondary language arts teacher in Portland Public Schools. She devotes her career to building and fostering safe places for students to be and believe in their truest selves. **Elyse Newport** is a sixth-year secondary language arts teacher in Portland. She is committed to cultivating a classroom that emboldens her students to share their stories and honor the stories of their peers.

**Puberty Education Kits — Education at Your Library**

Changes! Puberty can begin between the ages of 8–16 and with it can come many changes to a person’s body, feelings, and relationships. This workshop is designed to introduce trusted adults and educators to the Puberty Education Kits offered by the Adolescents and Communities Together (ACT) collaborative and the Multnomah County Library. This workshop introduces participants to the three unique kits created to serve specific populations (African American Youth, Latinx Youth, and Young people with Autism). Explore these kits with us and practice activities meant to increase conversation and knowledge.

**E Dominguez** (él/he) MSW, is a bilingual/bicultural health educator with the Multnomah County Health Department. For 18 years, E has had a passion for facilitating conversations and presenting curriculum related to sexual and reproductive health. **Molly Franks** (she/her), MPH has worked as a health educator with the Multnomah County Health Department for 15 years. She has taught about sexuality for more than 20 years with youth and families in Oregon, Nicaragua, Ecuador, and New York City.

**Sharing Our Journeys (Redux): Black and Brown Educators Building Solidarity Through Testimonios**

Twenty percent of teachers in the U.S K–12 system are teachers of color and Black teachers. Research suggests that they have a higher percentage of turnover than their White colleagues. A tradition at the Northwest Teaching for Social Justice conferences in Seattle and Portland prior to the COVID pandemic, this workshop seeks to create a sustainable dialogue among Black and Brown educators working within the public K–12 system. It is an opportunity to talk about shared experiences, successes, and struggles through this work within the framework of the Testimonio. A goal for this workshop is to provide a healing and decolonized space where participants can voice candidly their thoughts on sustaining and growing the diversity within education and
supporting each other across the region. Although all are welcome to travel alongside with those sharing their experiences, Black and Brown voices will be centered.

**Luis Gabriel Escamilla** (he/him) is an English Language Development teacher for Highline School District in Washington. He has spent time over the past 10+ years attempting to humanize the roles he has played: classroom teacher, instructional coach, ELD Specialist, and building administrator. **A Longoria** (they/them) is Associate Professor and Chair of Secondary Education in the Woodring College of Education in Western Washington University, Bellingham.

**A Sociopolitical Examination of Endangered Languages**
Together we will explore the myths and assumptions around language and language learning in connection with threats to language survival. Curriculum resources will be shared, but the primary goal is to prepare ourselves to use such resources in a critically informed manner. This workshop is connected with the goals of the UN Decade of Indigenous Languages.

**Rebecca Timson** (she/her, Cheyenne/Kainai/Roma/Scot) is a consultant to the UN Decade of Indigenous Languages, an educator, and a writer.

**Teaching SNCC: The Organization at the Heart of the Civil Rights Revolution**
Dominant narratives of the Civil Rights Movement center charismatic leaders like Martin Luther King Jr. and courageous individuals like Rosa Parks. But one of the most important organizations in the movement — the Student Nonviolent Coordinating Committee — was made up of largely unknown activists, most of them barely out of high school. This workshop will feature a Zinn Education Project role play activity, written by Adam Sanchez, in which participants debate key questions faced by members of the organization in their fight against racism and for political and economic power: Should volunteers be armed? What is the role of white people in the movement? Workshop attendees will leave with classroom-ready curriculum for middle and high school students and strategies for teaching about social movements, past and present.

**Ursula Wolfe-Rocca** is a social studies teacher at Parkrose High School in Portland. She is an editorial board member of Rethinking Schools and works on a variety of Zinn Education Project campaigns.

**Teaching Social Justice by Analyzing Media Bias**
The words the media uses to cover social justice movements impact how we remember them as historical events. Join the Oregon Historical Society (OHS) to explore media bias in two events in Portland history: the 1967 Albina Riots and the protests after the 1988 murder of Ethiopian immigrant Mulugeta Seraw by racist skinheads. Participants will analyze primary sources for bias in two lessons from OHS’s units “Racing to Change: Oregon’s Civil Rights Era” and “It Did Happen Here.”

**Emilie Krutzik** is the Ethnic Studies Educator at the Oregon Historical Society. She worked in partnership with the Oregon Black Pioneers (OBP) to develop “Racing to Change,” a curriculum unit about Oregon’s Civil Rights Movement that aligns with OBP’s online exhibit. **Erin Yanke** is a documentarian. She works in the mediums of audio, print, and video. Her work focuses on themes of the unheard story, how place can shape a life, comparative experience across identities, and the importance of the clean and sharp edit. Her many projects include 20+ years of radio production, audio zines, self-published magazines, audio books, quite a few demo tapes, and a few pieces of vinyl. She was the executive producer of the It Did Happen Here podcast.

**Time Stamps: Bringing Students’ Lives into Academic Spaces**
Too often, students are asked to leave their lives at the school door to enter the academic world. In this workshop, classroom teachers, Santana and Shearmire, demonstrate how a social justice language arts classroom can disrupt the traditional essay structure. This lesson asks students to bring in the wisdom from the people, places, cultures, and experiences that shaped them as evidence. The workshop marries popular culture with mentor texts to bring students to an academic task that sings instead of scars.

**Colin Shearmire** is a middle school ELA and social studies teacher at Three Rivers Charter School in West Linn, Oregon, and Oregon Writing Project Graduate. Colleen has a B.S. in History from Oregon State University and a Masters in Secondary Education from Portland State University. **Alejandro Santana** is a high
school English teacher at Parkrose High School in Portland and Oregon Writing Project Graduate. Alejandro has a B.S. in English and Masters in Secondary Educations from Portland State University.

Using Densho’s Online Resources to Explore Japanese American Incarceration
In this workshop, Densho (www.densho.org), a leading organization dedicated to preserving and educating about the history of Japanese American incarceration, will guide participants in exploring our extensive digital resources. Through interactive activities and demonstrations, participants will learn to navigate our online platform, analyze primary sources, and deepen their understanding of this significant chapter in U.S. history. Naomi Ostwald Kawamura is the executive director of Densho, a community archives and public history organization based in Seattle. Naomi has a master’s degree in education from the Harvard Graduate School of Education. In addition, she is completing her doctoral studies at the University of British Columbia in Curriculum & Pedagogy.

We Take It with Us Wherever We Go: Counternarratives of Unaccompanied Migrant and Indigenous Youth
This workshop centers the stories of children and youth who migrate from Mexico and Central America to reunite with family abroad and/or flee arduous socio-political conditions in their homelands. Guided by focused questions and using artwork by detained children as text, workshop participants will learn about the joy, cultural knowledge, and diversity of unaccompanied migrant youth experiences including the experiences of Guatemalan Indigenous youth who constitute the majority of migrant youth crossing the border. María I. Morales-Sánchez, a bilingual/biliterate Mexican American immigrant, is the director of the NCW Educational Opportunity Center (a federal TRiO program) in Wenatchee, Washington. María has a Ph.D. in Cultural Studies and Social Thought in Education from Washington State University and a Bachelor’s of Arts from Eastern Washington University focused in Sociology, Spanish, and Chicano Studies. María has taught in higher education, including The Evergreen State College where she taught courses in qualitative research, Latina Studies, critical race theory, and immigration. Sascha Fischel worked in the Shelton School District in Washington as the Student and Family Support Coordinator/Homeless liaison and worked with unaccompanied Indigenous migrant youth. He received his M.A in Cultural Studies in Education from the University of Texas at Austin and completed an ethnographic study with Indigenous Guatemalan migrant students in the United States and their families in Guatemala. Anne Fischel is a documentary filmmaker and retired faculty from the Evergreen State College in Olympia. She is a member of Strengthening Sanctuary Alliance, a Thurston County, Washington, immigrant rights group, and collaborates with a mobile home community of Guatemalan Indigenous migrants, organizing to improve their living conditions.

White Educators, Listen Up: How White Educators Can Help Retain Educators of Color
This workshop uses research on the role Ethnic Studies can play in retaining educators of color (EOC) in K–12 classrooms. Findings indicated that one reason Ethnic Studies EOC consider leaving the profession is the behaviors of their white colleagues. Participants will break down the data and learn from the study participants how they can reduce the harm they inflict on EOC, thus contributing to increased retention of EOC. Tracy Castro-Gill is an award-winning educator, former middle school educator, former district administrator, and current executive director of Washington Ethnic Studies Now. Castro-Gill was a founding leader of the Seattle Public Schools’ Ethnic Studies Program and continues to be a leading voice in Washington State in the advocacy of antiracist and Ethnic Studies education. Christopher Mena is the operations manager for Washington Ethnic Studies Now as well as a PhD candidate in Music Education at the University of Washington, Seattle. His dissertation research focuses on the historical impact of education policy on Mexican American access to music education.

Windows, Mirrors, and Sliding Glass Doors: Using Realistic Fiction to Teach Identity
Drawing on the work of Rudine Sims Bishop and the schema of “windows, mirrors, and sliding glass doors” this workshop will engage participants in ways to think about and use realistic fiction for teaching about
identities. The presenters will share different identity representations and model the use of culturally responsive literacy practices through an interactive read-aloud of a mentor text. 

_Laura Wahied_ is an elementary educator with Renton School District in Washington and a teacher leader with the University of Washington EduDesign Fellowship. _Alice Lau_ is an educational researcher and graduate assistant at Seattle Pacific University.

**Closing Keynote 2:45 – 3:30**

**Affinity Groups: 3:40 – 4:10**

_Affinity groups, themed discussions, and open room sessions do not require participant sign up. Please view the group options and location in Sched. To attend, just show up at the location listed in Sched._
How to Access Sessions

Workshop sign ups will open on Sched (nwtsj2023.sched.com) on Thursday, October 19th, at 7pm Pacific.

Keynotes
The keynotes will be held in the theater.

Workshops
To sign up for a workshop on or after October 19th at 7pm Pacific, add the session to your personal agenda on Sched (nwtsj2023.sched.com) by putting a check mark in the box to the left of the session title.

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.

Workshop locations and a map of the Parkrose High School building can be found on Sched (nwtsj2023.sched.com).

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

Workshop Feedback
We value your feedback. Please take a moment to complete the workshop feedback form for each session you attend. The link to the “Feedback Survey” form is available in a workshops’s description in Sched (nwtsj2023.sched.com).

Conference Ground Rules

- Please turn off or silence cell phones.
- Respect 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).
- Be aware of power and voice in the room.
- Share airspace. Be mindful of how often you speak.
- 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.