



JUSTICE SPEAKS TO BACK CONFERENCE 2018 WORKSHOPS

“I AM A TEACHER OF COLOR”

TEACHERS SPEAK BACK TO THE ACADEMY

SESSION #1
AM

10:10 AM - 11:10

PRESENTER	DESCRIPTION	ROOM #
<p>Alejandra Pérez, Cinthia Illan Vazquez & Daniela Murguia</p> <p><i>Washington Dream Coalition</i></p>	<p>Undocumented and Underserved: Learning How to Best Support Undocumented Students and Their Families</p> <p><i>During this interactive workshop, participants will learn from undocumented students and educators the history of undocumented students, current events and legislation, and how immigration intersects with education. This session will also provide specific tools that can be used in schools and the community to be active and respectful allies in the undocumented movement. After this workshop, participants will have the skills to improve their support and engagement with undocumented students and families.</i></p>	<p>Max. Capacity: 45 Miller Hall Room 152</p>
<p>Sobia Sheikh</p> <p><i>9-12 Mathematics @ Mariner High School</i></p>	<p>Rise of Islamophobia</p> <p><i>According to the Council on American-Islamic Relations (CAIR), hate crimes have increased more than 50 percent in last two years. Hate crimes are five times more frequent than they were in 2001. The objective of this session is to raise awareness of Islamophobia and how it impacts students. Participants will look at ways Islam is portrayed in the media and education system, investigate negative stereotypes and assumptions, and examine our biases and how they impact student learning.</i></p>	<p>Max. Capacity: 30 Miller Hall Room 135</p>
<p>Luis Escamilla</p> <p><i>9-12 ELL @ Foster High School</i></p>	<p>Explicitly Teaching Critical Consciousness</p> <p><i>Using a frayer concept map, attendees will be tasked with deconstructing Paolo Freire's notion of consciousness. In groups, attendees will be able to summarize Freire's three levels of consciousness and apply that to the actions and behaviors that happen in the k-12 classroom and in the school community. Attendees will then be tasked with answering the question, How can we push our teaching to facilitate critical consciousness? Attendees will be asked to reflect on their own learning as a foundation in answering this guiding question.</i></p>	<p>Max. Capacity: 20 Miller Hall Room 105</p>
<p>Sara Richards</p> <p><i>9-12 ELA @ Evergreen High School</i></p>	<p>Everything You Say Is Political</p> <p><i>This presentation will be a share out of my experience so far as a teacher of color. I will share the good, the bad, and the ugly. I then want to have a collaboration with the group of how to create a community in your school setting where you feel safe to have</i></p>	<p>Max. Capacity: 25 Miller Hall Room 135</p>

discussions of social justice issues.

SESSION #2
PM

11:20 AM - 12:20

PRESENTER	DESCRIPTION	ROOM #
Aimee DeVaughn 9-12 Biology & Chemistry @ Shelton High School	Not Just a Black Girl: Finding My Identity as a Teacher of Color <i>I will be talking about my fears as an educator of color teaching in a predominately white environment. Specifically my fears related to my capabilities, the expectations others may have of me based on my race, and how I relate to my coworkers. I will also be talking about some challenges I have faced in the classroom based on how I relate to my students. Finally I will share the freedoms I have found as I work to overcome these fears and find my own identity as a teacher of color.</i>	Max. Capacity: 50 Miller Hall Room 139
Isaura Jiménez Guerra Social Studies Teacher Candidate @ Seattle University	Centering Student Voice: What Does It Mean to Move Towards Social Action? <i>This workshop will use Dr. James Banks' levels of multicultural content integration as a jumping off point to begin discussing how we can center student voice and agency in the curriculum. This session will be best suited for secondary teachers. I will be drawing from my experience in youth organizing to help us understand how curriculum shapes the level of student involvement and thus their leadership development. While this session will offer some framing to help guide our thinking, this session will focus on providing space for educators to vision what a more student centered curriculum could look like, and identify the tools and skills we need as educators to get there.</i>	Max. Capacity: 25 Miller Hall Room 103
Isaac Louie & Shaneer Prasad	Teachers of Colour in the Union Movement <i>Two young teachers of colour hold a discussion group on the pros/cons of being part of the union movement (in BC). We will share about the current equity and inclusion initiatives happening in our union as well as hold space for folks to discuss what it means to be an educator of colour within an imperfect system.</i>	Max. Capacity: 30 Miller Hall Room 156
Various Presenters	Poster Session + Vendors <i>During this session, please enjoy the posters that will be displayed in the collaborative space. Then, be sure to visit the booths of our amazing local vendors to browse their products! Vendor items include: arts and crafts, poetry, ginger-pineapple juice, organic skin care products and Rethinking Schools Magazine.</i>	No Max. Capacity Miller Hall Collaborative Space

SESSION #3 PM

1:40 PM - 2:40

PRESENTER	DESCRIPTION	ROOM #
<p>Karen So <i>6th grade ELA @ Mt. Baker Middle School</i></p> <p>Josepha Burke <i>ELA/French 9-12</i></p>	<p>The Inequities of Assessment</p> <p><i>We will present on the inequities (social, intellectual, racial, linguistic, and financial) of classroom assessments. We will also discuss alternative, differentiated forms of assessment that are culturally responsive and student-centered.</i></p>	<p>Max. Capacity: 40 Miller Hall Room 131</p>
<p>Wilfredo Echeverria <i>6-8 Math @ Linus Pauling Middle School</i></p>	<p>Finding My Authentic (Teacher) Self: How Multiple Identities Inform/Transform Teaching</p> <p><i>Every day we show up to our classroom, stand in front of students. We share with them our passion for teaching our respective subject areas. But, who do they see? Have you ever thought to yourself: "If my students really, knew me?" What aspects of your multiple identities do you share with your students, their families, and school staff? How can they inform your teaching practices? How can they transform your classroom environment, school building, and larger community?</i></p>	<p>Max. Capacity: 50 Miller Hall Room 152</p>
<p>Andreina Quezada <i>9-12 ELL @ Everett High School</i></p>	<p>Meeting EL Students Where They Are and Providing Differentiation</p> <p><i>In this space, we will discuss transitions of language acquisition and strategies that may serve students at different levels. We will also discuss different paths to advocacy and support both in and outside of our classrooms. Lastly, we will explore a tool that may help us better communicate with students who are English Language Learners in our classrooms.</i></p>	<p>Max. Capacity: 30 Miller Hall Room 105</p>

SESSION #4
PM

2:50 PM - 3:50

PRESENTER	DESCRIPTION	ROOM #
<p>Jason Fernandez <i>ELA 9-12</i></p>	<p>Culturally Relevant Approaches to Highly Mobile Youth</p> <p><i>This presentation will explore the circumstances of youth in the foster care system and those experiencing homelessness. We will be discussing how culturally relevant approaches with strengths based mindsets can help these students find success and belonging in the world of education.</i></p>	<p>Max. Capacity: 20 Miller Hall Room 103</p>
<p>Zenaida E. Olivas <i>Math</i></p>	<p>Resource for Math in Special Education</p> <p><i>This presentation will discuss creating curriculum as a math resource teacher and working with gen. ed teachers as a special education teacher/co-teacher.</i></p>	<p>Max. Capacity: 30 Miller Hall Room 139</p>
<p>Leona Oliveros</p>	<p>Counter-Narrative of an "Equitable" Education</p> <p><i>In both the k-12 and higher education setting, curriculum that claims to teach for equity can be most harmful to students and teacher candidates of color. This counter-narrative tracks my journey of being harmed by an institution, and later being mandated to teach harmful curriculum to a diverse, high-needs classroom. In the higher-ed setting, a life-saving course modification disrupted and responded to the harm that was done, and continues to act as a model for navigating my current curricular setting. Towards the end of the workshop, I will share explicit examples of lessons and assessments that were modified to cater both to student need and academic "rigor."</i></p>	<p>Max. Capacity: 25 Miller Hall Room 154</p>
<p>Faculty-Led</p>	<p>Faculty Reflection Space</p> <p><u>We ask that all faculty members kindly attend this session.</u> You will have an opportunity to reflect on what you have seen, heard, and learned today and consider some of the following questions: How will you support teacher candidates of color in your programs? What kind of institutional changes can you make to support teacher candidates of color? What are your programs currently doing to support - genuinely support - teacher candidates of color?</p>	<p>All Faculty Attendees - Miller Hall Room 156</p>