TEACHERS 4 SOCIAL JUSTICE

ACTS OF COURAGE & RESISTANCE

12th Annual Conference
Saturday, October 6th, 2012, 9am-5pm
San Francisco
Our Vision

Teachers 4 Social Justice believes in evolving a society based on equity & love, where each person has access to resources regardless of race, gender, ability, age, socio-economic status, sexual orientation, or faith, for intellectual, spiritual, artistic, and emotional growth. This is a place where political, economic, and cultural systems and structures uphold the people’s right to participate in the decisions that affect them and ensure interactions that are based on respect and cooperation towards a sustainable future.

T4SJ is united in the belief that children are the foundation of our future and that teachers, parents, and communities are crucial to a child’s growth and development. Towards this end, we need to foster relationships that preclude violence and incarceration. T4SJ shall actualize schools as an extension of the community, reflecting the different histories, issues, and forms of resistance of our diverse peoples. These schools support the efforts of people to develop a critical understanding of their power and role in effecting meaningful change at the local, national, and global levels.

Mission

Teachers 4 Social Justice is a grassroots non-profit teacher support and development organization. Our mission is to provide opportunities for self-transformation, leadership, and community building to educators in order to affect meaningful change in the classroom, school, community and society. T4SJ organizes teachers and community-based educators and implements programs and projects that develop empowering learning environments, more equitable access to resources and power, and realizing a just and caring culture.

Principles

• Involvement of teachers of color in all aspects of the organization is crucial.
• Democratic decision-making processes need to be upheld, ensuring the meaningful participation of every member in systems and structures.
• Shared accountability for our actions as individuals and as an organization.
• Learning and collective action is a partnership between the students, teachers, parents & community.
• Our actions address root causes of systems of oppression at individual, group, and societal levels (racism, sexism, homophobia, age-ism, able-ism, etc).
• The development of our organization is based on the evolution of individual & collective processes.

Teachers 4 Social Justice is proud to be part of a network of Teacher Activist Groups
These organizations have come together to form a national coalition of Teacher Activist Groups, who are working together to:

- Build relationships while supporting and promoting each other’s work
- Learn from each other to strengthen and deepen our analyses of education and social justice
- Engage in coordinated political action to build and strengthen a movement for social justice education.

Check out the TAG Education Platform for transforming public schools at www.teacheractivistgroups.org
TAG Education Reform Platform

1. Democratic School Governance:
TAG supports efforts to strengthen schools and communities by ensuring and protecting local parent, educator and student leadership of school governance at all levels. We believe in diverse, democratically elected local school boards and councils. We support the creation of structures that enable meaningful and informed inclusive participation.

2. School and Community-Based Solutions to School Transformation:
TAG believes that local communities and those affected by school reform should be looked to for the wisdom and knowledge to transform their local schools. This process should be bottom-up, participatory and highly democratic to engage schools and communities in school improvement and transformation. There should be mutual responsibility and accountability among educators, families, youth, and communities. This process must secure the voice, participation and self-determination of communities and individuals who have been historically marginalized.

3. Free, Public and Equitable Educational Opportunities for All Students:
TAG supports measures that ensure every student access to a fully funded, equitable public education that is not threatened by market-based reforms such as vouchers, charter schools, or turnarounds by entities that divert public funds to private enterprise. We demand increased funding to end inequities in the current segregated and unequal system that favors those with race or class privilege. We believe that resources should be distributed according to need, and particularly to those historically under-resourced by the impact of structural, racial and economic discrimination and disinvestment. Public schools should be responsive to the community, not the marketplace.

4. Curricula and Pedagogies that Promote Creative, Critical and Challenging Education:
TAG supports transformative curricula and pedagogies that promote critical thinking and creativity in our students. Curricular themes that are grounded in the lived experiences of students are built from and extend community cultural wealth and histories. We promote a pedagogy that leads to the development of people who can work collaboratively, solve problems creatively, and live as full participants in their communities. We promote a vision of education that counters the multiple forms of oppression, promotes democratic forms of participation (community activism) in our society and that generates spaces of love and hope.

5. Multiple, High-quality, Comprehensive Assessments:
TAG supports creation of assessments that identify school and student needs in order to strengthen, not punish, schools. We call for ending the reliance on standardized tests as the single measure of student and school progress and performance. Comprehensive assessment should include work sampling and performance-based assessment and should be an outgrowth of student-centered curriculum and instruction. High stakes tests have historically perpetuated existing inequality; in contrast, fair assessments should be used to provide teachers with the information they need to meet the needs of all of their students. High-stakes tests should not be used to determine teacher and school performance. Instead, teacher evaluation should be an on-going, practice with the goal of improving teachers’ pedagogical, content, and cultural knowledge and should be based on authentic standards for the teaching profession, not student test scores.

6. Teacher Professional Development that Serves the Collective Interests of Teachers, Students, & Communities:
TAG believes that teacher professional development must support teachers to become effective partners with students and parents, and to be responsive to community needs. The form and content should be determined by teachers themselves with advice from parents and students and should work to develop social justice teaching practices.

7. Protect the Right to Organize:
TAG believes teachers have the right to organize to protect their rights as professionals and workers. Unions should be a place where teachers have a voice in creating and protecting an educational system that is set up in the best interests of students, families, and teachers. We support truly democratic governance of teacher unions and believe that they should champion policies that ultimately serve their communities.

8. School Climate that Empowers and Liberates Students:
TAG believes in working for school discipline policies and a school climate where students and teachers can thrive. Schools must be institutions that support the holistic social and emotional needs of all students, help equip young people with empathy and conflict resolution skills, and work to interrupt and transform oppressive dynamics that threaten the safety of the whole school community.
We support ending the practice of and reliance on punitive discipline strategies that push students out of school and into the military or prisons. Schools should remove zero tolerance policies, institute restorative practices and restorative justice models, and create time in the curriculum for community-building practices and social/emotional supports.
Welcome to Teachers 4 Social Justice 12th Annual Conference
Saturday, October 6th, 2012:

Registration & Workshop Sign-ups 8:30 - 9:15
Childcare will begin at 9am in room 101

Welcome & Opening 9:15-10:30

Youth Presenters: Homies Empowerment
The Adelante Leadership Program at Arise High (Oakland, CA.) will speak on how knowledge of self/self care/ethnic studies and leadership within education is changing their lives.

Keynote Speaker: Seam Arce
Director of Tucson School District’s currently banned Mexican-American Studies program. He is the recipient of the 2012 Myles Horton Education Award for Teaching’s People’s History from the Zinn Education Project.

Morning Workshops 10:45-12:30
Workshop titles, descriptions, grade level and room numbers are listed on pages 7-11.

Lunch, Resource Fair, Film Screening and Break-Out Sessions 12:30 - 1:30
Lunch is provided in the cafeteria. Please enjoy our break-out sessions, screening, and the resource fair of over 50 organizations. For a description of break-out sessions and screening please see pages 11-12.

Closing Address 1:45 – 2:45

Youth Presenters: The Insta-Poets
A group of students at Mission High School committed to honing their craft through exploring and exposing their identity, inner most thoughts, and personal stories. Insta-Poets include Connor Maltby, Brandon Yip, Alejandra Arroyo, Amihan Arroyo, Rebecca Kay, Nena Aldaz, Emma Swan, along with the advisers Kim Fuentecilla and E.K. Keith.

Keynote Speaker: Dr. Sonia Nieto
Professor Emerita at the University of Massachusetts, Amherst. She has taught students from elementary school through doctoral studies and her research focuses on multicultural education, teacher education and education of Latinos, immigrants, and other students of culturally and linguistically diverse backgrounds.

Afternoon Workshops 3:00 - 4:45
Workshop titles, descriptions, grade level and room numbers are listed on pages 14-17.

Please join us after the conference for a special film screening & Sunday for more events:

Precious Knowledge- the struggle for Ethnic Studies in AZ 7pm --FREE 7pm
Presentation Theater, Education Building, USF, 2350 Turk Blvd, San Francisco, CA 94118

SUNDAY, October 7th, 2012

Ethnic Studies People’s Movement Assembly 9:30am-12:30pm
SF Community School - 125 Excelsior Street, San Francisco, CA 94112

We are grateful to Mission High School for welcoming us into their school. Please respect the space by helping to keep it clean and returning all furniture to its original place.

THANK YOU!
Some things to think about as you consider what workshops to attend:

- Are you looking for something to do in your classroom next week?
- Are you looking for something to help build your own understanding of an issue and/or enrich your knowledge of a subject?
- Are you looking for a different pedagogical approach to teaching?
- What is the right fit & opportunity for you in your own learning & practice?

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**AFTERNOON WORKSHOPS: 3:00-4:45pm**

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<td>Taking Stock In Our Success: Fueling our Courage and Resistance</td>
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<td>Complex Instruction as a Vehicle for Equitable Mathematics Instruction and Teacher Networking</td>
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<td>Raising Voices Silenced By History</td>
<td>Shadows and Light: From Plato to Malcolm, Youth Discover Their Own Truth</td>
<td>Teaching 2.0: Enhancing your lessons using free online resources and a DIY $50 interactive whiteboard</td>
<td>Integrating Ethnic Studies Across the Curriculum</td>
<td>Supporting Children of Incarcerated Parents in Your Class or at School</td>
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Your feedback is incredibly important to us! In addition to providing feedback through the workshop evaluations, please complete a conference feedback form to offer your suggestions for the Conference. **HELP Restore the Workshop Classrooms to their pre-conference condition, to be ready for students on Monday!**

THANK YOU!
Acts of Courage & Resistance

Morning Workshops: 10:45-12:30

Updates will be posted in the registration area.

Restoring our Humanity: Student - Teacher Co-Construction of Knowledge Using the Nahui Ollin
This workshop will focus on how Mexican American / Raza Studies Teachers and Students in Tucson have utilized the Nahui Ollin from the Calendario Azteca as a pedagogical approach to co-constructing knowledge. Moreover, this workshop will demonstrate how the cultural artifacts / principles / energias within the Nahui Ollin establish the classroom conditions necessary to work towards a liberatory education. Grades: 7-12
Facilitator: Sean Arce
Auditorium

Exploring Environmental Justice & Challenges: The Big Picture through Documentary Film & Visuals
This Workshop Presentation will focus on current critical environmental issues (both local and global), and explore several of the themes essential for teachers and students today that can be integrated into classroom or community settings. Because the current model of “global economic growth” holds little regard for environmental sustainability and social justice, the job of preparing young people for the choices they will face as citizens must be strongly linked to making the Earth a better place for all. Teachers are in an excellent position to provide their students with an understanding of the interdependence of people and ecosystems around the globe. This could be a new way to define the success of schools and classrooms; ways that go beyond the scope of traditional academic achievement, as measured by standardized tests and assess how successfully teachers and students are becoming more aware and active in both creating sustainable environments and understanding the concept of “environmental justice.” Grades: all
Facilitators: Sudia Paloma McCale and Inji ElGhannam
Cafeteria

Art in Social Justice Education
This workshop will address how to build creative space into your classroom culture. Participants will engage in activities that promote safety and creativity. Facilitators will support participants on how to implement a culture of creativity by leading them through this interactive workshop.
Facilitators: Amanda & Amelia Vigil
Rm 127

Elements of success and strength in schools of social and racial justice.
This workshop will explore elements important in creating and sustaining schools with social and racial justice practices and principles. Themes will be discussed and explored through first hand experiences of teachers and principals working in great schools of social and racial justice from around the country. They will share strategies and examples from their work. Grades: K-12
Facilitators: Amina Luqman-Dawson, Matt Alexander, Tamara Witzl, William Estrada, Kata Sandoval
Rm 201

A Student Led California Ballot Initiative
Four years ago, organizations spent nearly $40 million to ensure the passage of Proposition 8. This year, Barack Obama and Mitt Romney have raised over a billion dollars to fund their 2012 presidential campaigns. How can teachers encourage political action for their low-income students when money holds such enormous influence over our government? Last year, students in Oakland sought to take political power back to the people. Since California allows anybody to write a ballot initiative, seniors debated and wrote their own proposition that would fund college tuition at public Universities for all California residents. They created web pages, went on news radio programs, and canvassed for signatures, all in hopes of generating a movement that would put their initiative on the ballot. While they fell short of getting it there, they learned valuable skills of argumentation and political organizing. This workshop will have teachers meet to lay the groundwork for another student-based initiative that would make tangible progress towards social justice in California. Grades 11-12
Facilitators: Suneal Kolluri, Kara Duros
Rm 202

A Mindful Approach to Creating Inclusive Classrooms
Summary: This workshop will examine the role of trauma and teacher bias in teaching practice. Using mindful techniques and critical pedagogy these classroom dynamics will be explored with the intent to promote healthy relationships and foster a pedagogy of critical caring and hope. 9-12
Facilitators: Robin Morales and Ebony Sinnamon-Johnson
Rm 203

The Classroom Yoga Project: Empower students and enrich your teaching as you nurture a classroom community of mindful children.
Research shows that children who practice yoga on a regular basis have reduced stress, an increased sense of well-being, and even improved academic performance. Daily “breathing, stretching, and observing” exercises not only build physical strength and flexibility, but more importantly teach students to turn their focus inward be mindful of their own
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thoughts and feelings. In time this self-awareness means greater self-control, higher self-esteem, and hopefully to eventual better life choices. No mats or bare feet needed.

This multimedia workshop teaches simple breathing techniques & “classroom friendly” yoga postures as well as classroom management techniques to enrich the day-to-day experience for not only children, but also for teachers. Videos will show concepts in action in various grade levels in elementary classrooms. In this active workshop, participants will learn-by-doing and will leave with over 30 simple breathing and stretching exercises they can pick from to try Monday. K-6
Facilitator: Adam Boettcher

The Knotted Line: Interactive resources for investigating and fighting the Incarceration Epidemic
Facilitators lead participants through exercises using The Knotted Line, an interactive website and series of paintings that uncover the roots of the contemporary Prison Industrial Complex. We will present the lesson plans and youth work from our collaboration last year at East Oakland School of the Arts and then get into hands on activities using the materials so that participants can use the resource in their own work. Grades: 9-12
Facilitators: Evan Bissell, Fatima Ghatala, Alykhan Boolani

Unpacking the Historical Timeline of Public Education
During this interactive workshop, participants will review critical dates from the past two centuries that have directly or indirectly influenced the current design of our public education system. Participants will reflect on, discuss and interpret historical events as they consider their own roles in reproducing or interrupting current realities that exist for our students.
Facilitators: Gregory Peters & Marcia

It's NOT Whatever: ARISING Up as a School Community of Critical Educators
Many people say that schools don't work, but the reality is that they do. It's really just a matter of whom schools work for. A number of intellectuals have discussed how structure is the problem. So if structure is the problem, then let's change the structure. ARISE Up is an interactive and media based workshop that presents grounded theories of how to create sustainable conditions for cultivating social justice educators within a school. Featuring ARISE High School in East Oakland, CA, as a case study, this Participatory Action Research examines the structures, teacher development frameworks, school curricular frameworks, and philosophies that are at the roots of how ARISE is attempting to provide a critical counter-narrative against the dominant discourse of schooling. Teacher leaders, school leadership, educators seeking to start a new school, critical pedagogues seeking to organize within a school, and departmental teams seeking to codify a coherent social justice framework (through vertical or horizontal planning) would benefit from participating in this workshop. K-12 (particularly teacher leaders and school leadership)
Facilitator: G. Reyes

Out-of-School Spaces: Places for Community Organizing
This workshop will provide examples of how students, teachers, and youth workers create non-traditional spaces to address issues faced by students living in dispossessed communities. By looking to these out-of-school sites – Watts Youth Collective and the Council of Youth Research – we will highlight how young people can use Youth Participatory Action Research (YPAR) to develop knowledge of self while also addressing the issues in their communities. This will be an interactive workshop that will have varying components and will closely examine how youth (supported by adults) identify problems and implement solutions in their schools and communities. A structure will be shared with the workshop participants as to how two different out-of-school programs organize and work with students over the course of a year guided by a critical pedagogy/social justice framework. Former and current students will help facilitate the discussion and small groups, as participants grapple with different ways students in the Bay Area can begin to connect with students in LA as we look to build a mass based movement. Grades: 9-12
Facilitator: Laurence Tan, Oscar Navarro, Antonio Martinez, & Youth from Watts Youth Collective

CLAIMING FACE: BRINGING ART THAT MATTERS INTO THE CLASSROOM
Through lecture, personal investigation and creativity, we explore the philosophy and practice of Claiming Face. The primary tenants: the importance of reflection, the power of creativity, the use of presence as support and the engagement with reflective action as a tool for not only mutual reflection but equality. We explore the current reality of reflection in children’s media, especially for children of color and the impact of being genuinely reflected, or not, in one’s world. I briefly address the essence of creativity and presence, but primarily use the hands-on experience of one of the Claiming Face projects to promote a better understanding of the curriculum, initiating participants to link their own creativity. Grades: all
Facilitator: Maya Gonzalez
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Mentoring Social Justice Educators with Love: Co-Designing a “Blueprint” for the Art(s) of Teaching Conscious Rhymes and Graffiti Narratives
This workshop is a two-tier look at the development of social justice educators before and inside the classroom. The first tier—before the classroom—presents the personal and professional movement of two educators from being “punks” to “scholars” via a mentorship relationship. Within this relationship there were five essential elements required for “growth”: vision, time, the “truth,” hard work, and a consistent presence. A three-way dialogue between the presenters provides participants with the chance to “eavesdrop in” on and dialogue with the presenters regarding the importance of a mentorship relationship for social justice educators who are taking their “first steps” to “make a difference” in the classroom and, thus, in the lives of K-12 youth. The second tier—inside the classroom—emerges from the first and is a look at the two curricula. The first is designed around the hip-hop music of Queen Latifah and 2pac while the second embrace’s Nikki Grimes’ young adult novel, Bronx Masquerade—a text that flows from a genre that is often termed “urban” lit and shares the beauty of poetry/spoken word with the hip-hop curriculum. This second window brings light to the “power” of hip-hop music and urban literature as transformative pedagogy and curriculum. The teachers and students collectively testify to how their “work” and curricula (re)engaged youth in school and fostered the development of critical “academic” skills and “school kid” identities while simultaneously allowing the youth to maintain “street kid” identities. The workshop concludes with a discussion of how to adapt the curricular ideas for the elementary classroom. Grades: K-12
Facilitators: Miguel G. López, Tomas Salinas Salgado, & Tessa Spurlock

T.U.R.A.T.H.- Teaching Understanding and Representing Arab History and the Tools Needed to Teach about Arab History
TURATH is a report and campaign that is about the lack of education of Arabs and Arab History in SFUSD, as well as other Bay Area Districts. This workshop is centered for teachers who want to have the skills and tools in order to teach about Arabs, and also have a set curriculum in which they can take with them, and transition it to their classrooms, schools, and school districts. Grades: all
Facilitator: Lubna Morrar

Uprooting Chinatown: Racism Masquerading as Public Health
The workshop introduces/reinforces historic inquiry methods to examine the late 1800s and early 1900s when San Francisco’s power elite made several attempts to remove the Chinese community and their places of cultural significance to areas far from the city center. The most-often reason quoted for the proposed uprooting of Chinese was public health. Participants will conduct open-ended inquiry with primary sources, including documents and photographs, to consider the complexity of the essential question – When does racism masquerade as public health? Grades: 6-12
Facilitators: Nicole Jung & Roxi Farwell

Content Matters: Why Elementary Science is A Social Justice Issue
In this workshop, we will explore how a de-emphasis on conceptually oriented, personally relevant science education at the elementary level exacerbates the “opportunity gap” that prevents many students from pursuing science as an interest or as a career. I will present an overview of what researchers and educators know about how children build science knowledge through repeated, connected experiences. We will look at several examples of conceptually ambitious science investigations conducted by children in diverse Bay Area communities. Participants will work in small groups to design an ambitious (and manageable) science learning experience relevant to their students. Grades: K-6
Facilitator: Stephanie Sisk-Hilton

Writing for Justice
Constructing social justice classrooms for children requires a curriculum that bends to students’ needs as issues about race, class, gender, and difference arise. In this session, we will attend to the nuts and bolts of narrative writing, but we will also use writing to understand and make sense of our lives and the world. Participants will discover how 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 change the situation. Grades: 5-college
Facilitator: Linda Christensen

Theory and Tools for Teaching Meaningful Resistance in and Beyond the Classroom
Teachers will learn the theoretical framework of Daniel Solorzano’s transformational resistance that is anchored in a critique of oppression and seeks to make material changes in people’s lives; rather than resistance for resistance’s sake (as teenagers sometimes tend toward, and which adults sometimes celebrate in teenagers). The facilitators will share specific pedagogical tools and lesson plans that they used for students creating action projects in their communities. Grades: 9-12
Facilitators: Chela Delgado and Sarah Glasband
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**reVision Reading: Using Literacy Teaching to Develop Social & Emotional Skills**

Summary: As educators for social justice, we are not only tasked with supporting students’ scholastic growth, but also their personal enrichment and development. Literacy teaching time provides an excellent opportunity for providing blended programming that bolsters students’ self-confidence, helps them explore their identity, and addresses their academic needs. When literacy instruction and social/emotional skill building are drawn together, the results are stronger than either of these services provided individually.

In this workshop, we will share the theories, best practices, curriculum, and ongoing staff development strategies that we’ve developed in our experiences providing intentional literacy instruction to more than three thousand students, K-12, in the San Francisco bay area. From higher-level theoretical frameworks around social and emotional learning strategies to hands-on practices that can be taken directly into programming, participants will leave the session with tools that they can immediately integrate into their own classrooms. **Grades: K-12**

*Facilitators: Lacy Asbill & Elana Metz*  
*Rm 237*

**Making Science Learning Visible for All with SLANT (Science, Literacy and Art iNtegration)**

This workshop is the outcome of work with a 10th grade Biology class serving English Language Learners working with the Green School Yard and School garden at Mission High School, but can be applied to all students, particularly in an effort to develop media literacy and reading/writing skills across content areas. There are many assumptions as to why green schoolyards are sites for social justice, but this workshop provides opportunities to engage in scientific practices, such as fieldwork, data collection, and analysis. But it also challenges participants to tell the story of the schoolyard through creative aesthetic visual and audio media. We will provide strategies for incorporating media tools that are readily accessible to most classrooms, as well as time to practice and demonstrate student collaboration and presentation.

**Grades: 9-12**

*Facilitators: Susan Boshoven and Kimberley Campisano*  
*Rm 238*

**Equitable Discipline Practices: Cultural Congruence, Teacher Humility, and Authority in Social Justice Education**

The goal of this workshop is to discuss the issue of disciplinary structures in schools and their disproportionate effect on students of color. Educators will be exposed to a theoretical framing of school disciplinary practices that includes the use of suspensions and referrals that is both humanizing and instructional. The discussion will provide an opportunity for direct and honest questions/comments regarding the difficulty in establishing a system of discipline that is not purely punitive in its intent or implementation.

**Grades: 7-12**

*Facilitators: Darrick Smith*  
*Rm 239*

**Subjugation IS a Vocabulary Word: Decolonizing the Classroom**

This workshop challenges participants through exercises and critical discourse that will confront issues of race, ethnicity, class, language, gender, sexual orientation, religion, disability, immigration, and other dimensions of diversity and legitimate authority. Developed for a course titled “Cultural Linguistics,” the workshop will include lecture, activities, group discussions, a short PowerPoint, and examples of student work. Participants will also experience constructivist listening exercises as we explore possibilities for transformative classroom practices and resources to support anti-oppressive teaching praxis.

**Grades: 5-10 (Adaptable for K-12)**

*Facilitators: Susan Dwoskin & Kendra Seager*  
*Rm 242*

**Understanding HIV in your classroom**

Summary: Youth presenters infected and affected by HIV will talk from personal experience about how educators often provide misinformation to students about HIV and are often unaware of the HIV status of their students. Youth presenters will provide tips on how to be more inclusive and accurate.

**Grades: 9-12**

*Facilitators: Youth Presenters from Sunburst Projects*  
*Rm 244*

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**Afternoon Workshops: 3:00-4:45pm**

Updates will be posted in the registration area.

**Student-Led Classroom Observations for Culturally Relevant Teaching**

Built on the Best Practices Club model and supported by SF-CESS, John O’Connell High School has developed its “What Works Club” in which trained students observe teachers teaching and offer positive feedback related to what seems to work for the school’s diverse, urban student body. In this workshop, participants will learn the story of how its “What Works Club” came to be and what it takes to get students and teachers talking about what works and what matters. **Grades: all**

*Facilitator: Gary Cruz*  
*Cafeteria*
Acts of Courage & Resistance

Beyond Tolerance: Integrating LGBTQ Content into Our Curriculum
Summary: This workshop will focus on integrating the study of sexism, gender, and sexuality into your curriculum. The bulk of our time will be spent working with specific materials—from picture books to poetry to films to primary documents on FBI targeting of lesbians and gay men in the 1950s—in grade-level groups. You will leave with interactive, engaging curriculum that can be implemented during the school year. We hope that participants will go on to write about teaching LGBTQ curriculum for publication. All grades
Facilitator: Jody Sokolower & Anne Peacock

ReDefining Race in Our Classrooms: Supporting Mixed-Heritage (Mixed Race and Ethnicity) Youth in their Educational Experiences
This workshop is a process of deconstructing singular and binary ideologies of racial construction in order to support mixed-heritage (mixed-race and ethnicity) youth in their educational experiences. Using the framework of critical mixed race theory, critical pedagogy, and experiential knowledge we will identify, address and respond to the issues of mixed heritage educational experiences in connection to identity development. We will identify the roles of educators in the process of mixed heritage identity development and provide applicable strategies to support mixed heritage youth in order to develop a critical and culturally competent classroom. The workshop will provide the space to reconstruct the ways in which we discuss plurality, hybridity, and intersectionalities of identity. This workshop will develop critical praxis among educators to include the experiences of mixed heritage youth.
Facilitators: Amanda Lopez and Angelique Lobo

Prisoners and Politics on Alcatraz Island
The workshop introduces/reinforces historic inquiry methods to examine the role of Alcatraz Federal Penitentiary in the incarceration of three men imprisoned or contained for their political beliefs. Participants will conduct open-ended inquiry with primary sources, including documents and photographs, to contemplate the still relevant essential question – What is the role of exile in controlling political debate? Grades: 6-12
Facilitator: Benny Batom

Rethinking the “Line Between Us”: Bringing History Alive in the Classroom
The U.S. war with Mexico (1846-48) rarely makes an appearance in the traditional history curriculum. And yet this war resulted in Mexico losing almost half its territory and the U.S. gaining huge amounts of land, including California. It also was the birth of this country’s first anti-war movement. In this workshop, Bill Bigelow will present participatory activities from his book, The Line Between Us: Teaching About the Border and Mexican Immigration, which focus on introducing students to a multicultural perspective on the war. These activities are transferable to other content areas. Also included will be ways to engage students in critiquing traditional textbooks. Grades: 6-12; teacher educators
Facilitator: Bill Bigelow

Taking Stock In Our Success: Fueling our Courage and Resistance
During this interactive workshop, participants will engage in a Success Analysis protocol that asks participants to network, share and celebrate their successes related to courage and social justice in order to understand how celebrating successes are important to sustainability. Grade: All
Facilitator: Gregory Peters

Global Connections in the Classroom: Environmental Justice in the African Diaspora
This workshop will focus on the Diaspora Curriculum Project’s Environmental Justice learning module which illuminates the environmental challenges communities in the African Diaspora face through case studies in the United States, Haiti and Panama. The study of environmental justice in the African Diaspora brings forward the centrality of the land and resource expropriation and exploitation by colonial domination in its quest for profit within the global world system. This module examines important examples of peoples’ fight for environmental justice in the face of environmental racism. It encourages students to critically think about the historical connections between colonialism, race, geographic exploitation, as well as the legacy of those connections, now termed as environmental racism, throughout the Diaspora. This module gives students examples of environmental racism and community struggles for environmental justice throughout the Diaspora. Students will think broadly about government complicity, as they learn about local community mobilization throughout the Diaspora. This intersectional analysis allows students the opportunity to critically connect global, environmental examples to contemporary ones in students’ very own communities. Grades: 6-12
Itoro Uofia is the MoAD Youth Media Program Associate at the Museum of the African Diaspora.

Teachers and Parents Unite to Fight Neoliberalism in our Schools
Teachers and parents are joining forces to defend and transform public education. This workshop will break down the core myths that the corporate education reform movement uses to promote its campaign to privatize, standardize, defund, and union-bust our public school system. We will look at the purposes these myths serve and how they affect our
Connect the Newsroom and the Classroom

This workshop is intended to introduce KQED Education’s recently launched News Education project. The goal of the project is to provide free, multimedia resources to high school social studies and E/LA educators and to encourage teachers to use key current events topics in the classroom as a way of adding real-world relevance to core curriculum and inspiring greater student civic engagement in the learning process. The workshop will include a tour of this new online resource and a demonstration of how to use news as an engaging tool in teaching core curriculum. There will be a thorough demonstration on how to use a series of social justice issues with particular relevance to California (income

GROWIN’ UP AIN’T EASY: Gender Support Groups and Rites of Passage for Youth

Far too often urban adolescents of color have to navigate the complex world of school, home, and the streets by themselves. Issues like body image, self-esteem, trauma, loss, and the pressures of life keep many of our students from realizing their full potential inside and outside of school. Moreover, school rarely provides a safe space in which young people can talk about the trials and tribulations of growing up.

Bay Area teachers Ashanti Branch, Devin Carberry, and Mary Kelly facilitate gender support groups for young men and women through the Ever Forward Club—a program that aspires to help students set and achieve their personal goals. The support groups meet weekly to check-in about their lives inside and outside of school, to monitor their personal progress, and to provide camaraderie through community. In addition to weekly meetings, Ever Forward takes trips that provide students with exposure to new experiences and allows them to explore their own identity. Branch, Carberry, Kelly and several youth from the Ever Forward Club will present on the Ever Forward Club as a case study of a gender support group, present our rites of passage program, and facilitate conversations about best practices for gender support groups and mentorship in general. Grades: 6-12
Facilitators: Devin Carberry, Mary Kelly, ARISE High School youth

Movement of the Teachers: Teacher Organizing in LA

Because we recognize “miseducation” as vehicle of oppression used to colonize and dehumanize our communities, this workshop will highlight the process and practice of a group of diverse educator-activists who come together to address the inequities in their schools and communities. The initial presentation will explain our process of laying the foundation for a multiethic, decolonial, grassroots organization based in Los Angeles called The People’s Education Movement. Our goal is to create a space that not only helps us become better educators, but to also strive to engage in our own political education in an effort to restore our histories and collective humanity with our colleagues, students, parents, and wider communities. In the second half of the workshop, we invite participants who are committed to similar forms of organizing to engage in a critical dialogue on how these practices can be augmented and applied to various localized contexts.
Grades: 5-12
Facilitators: The Peoples Education Movement

Complex Instruction as a Vehicle for Equitable Mathematics Instruction and Teacher Networking

This interactive workshop aims to build networks between math teachers, administrators, and teacher educators to support the work of math teachers interested in pursuing social justice in their classrooms. Workshop participants will learn about Complex Instruction, an equitable pedagogical approach that incorporates groupwork, by experiencing sample activities, investigating research associated with Complex Instruction in heterogeneous math classes, watching video, and exploring curricular materials that incorporate this approach. Everyone is welcome; it’s primarily for high school math teachers. Grades: 9-12
Facilitators: Kari Kokka, Tol Lau

Images of Excellence, Stories of Hope

Students of color are either lazy or criminals. Their teachers are incompetent and overpaid. Public schools are flushing money down the drain.” These media-fueled images are all too common in the United States today, and they are used to justify draconian approaches to “reform” and the de-funding of our public schools. If we are to turn the tide and deal with the real problems in our education system, then social justice educators and working-class families who depend on quality public schools must make their voices heard. We need images of excellence and stories of hope to inspire us, and to guide policymakers toward a different vision—one of equitable public schools for all. In this workshop, participants will create a video piece to launch an ongoing blog/web space to share inspiring stories—of students who learn and lead for social justice, and of the teachers who guide them on that path. (Yes, you will be on camera if you attend this workshop!) Grades: all
Facilitators: Matt Alexander, Amanda Vigil, & Youth from June Jordan School for Equity

Connecting the Newsroom and the Classroom

This workshop is intended to introduce KQED Education’s recently launched News Education project. The goal of the project is to provide free, multimedia resources to high school social studies and E/LA educators and to encourage teachers to use key current events topics in the classroom as a way of adding real-world relevance to core curriculum and inspiring greater student civic engagement in the learning process. The workshop will include a tour of this new online resource and a demonstration of how to use news as an engaging tool in teaching core curriculum. There will be a thorough demonstration on how to use a series of social justice issues with particular relevance to California (income

Facilitators: Jack Gerson, Ann Berlak, Perry Bellow-Handelman, Aran Mendoza, Joel Velasquez

GROWIN’ UP AIN’T EASY: Gender Support Groups and Rites of Passage for Youth

Facilitators: Kari Kokka, Tol Lau
inequality, immigration, voter disenfranchisement, criminal justice) to outline key concepts in social studies curriculum, and to connect the past and present in the teaching of history. As this is a new initiative, I also wish to reserve time during the workshop to get feedback from participants that will help shape the projects as it continues to develop. Grade: 8 - 12
Facilitator: Matthew Green

The World As It Could Be – Innovative Arts-Based Teaching of the Universal Declaration of Human Rights
Summary: Experience how to integrate creative arts elements into the teaching of the Universal Declaration of Human Rights to help students grasp and apply otherwise abstract concepts, enthusiastically utilize critical thinking, creative expression and writing skills, while also being engaged in actions and behaviors that further positive interactions with their peers, teachers and extended communities, and inspired to take action to promote equity, justice and human dignity for all people. Grades: 6-12
Facilitators: Sandy Sohcot & Sarah Crowell

Talking In Math Class: Using Discourse Practices to Promote Equity
Mathematical discourse practices are not just vocabulary. Instead, discourse practices are the verbal and written tools (words, phrases, descriptions, gestures, drawings) students use to access the lesson content. With practice, teachers can develop and build on students’ existing discourse to promote academic excellence and intellectual growth. This workshop will introduce educators to strategies that promote discourse in their classroom as well as providing both large and small group settings for educators to share their own strategies for promoting mathematical discourse practices. Educators will also develop an algebra problem that promotes discourse practices, providing an introduction on how to turn a typical textbook problem into a problem that promotes rich mathematical discussions. This workshop will show teachers how to effectively use pedagogy and curriculum to support math discourse thus creating a powerful learning environment. Grades: 6-12
Facilitator: Rick Barlow

Raising Voices Silenced By History
Summary of workshop: “Racial cleansings” — the systematic removal of people of color from towns/counties — occurred throughout the United States. Most of these “disturbances” are not recorded in history textbooks. This workshop will engage participants in the use of primary source documents (such as historic photographs and eyewitness accounts) to revisit the history of the Tulsa Race Riot of 1921. Participants will write interior monologues/poems, construct templates for persuasive essays about reparations to victims and survivors, and develop a framework for classroom inquiry into the implications of “omissions” from traditional textbooks. Grades: 5-college
Facilitator: Linda Christensen

Shadows and Light: From Plato to Malcolm, Youth Discover Their Own Truths
From Plato to Freire, we can understand education as a process where we learn to read the world around us, separating fact from friction, shadows from light. In this workshop we’ll look at a unit that supports students in identifying and reflecting on events in their own lives that can illuminate the nature of oppression, struggle, and liberation. We’ll discuss teaching strategies to help students grapple with Plato’s “Allegory of the Cave” and share resources from the Autobiography of Malcolm X, Spike Lee’s cinematic version, the Matrix, Tupac Shakur and Amy Tan. The workshop will also discuss strategies in helping students write their own narratives that demonstrate an epiphany, or a move from shadows to light. Grades: 9-12
Facilitators: Kristia Castrillo, T.R. Amsler, and students Kelvin Ordonez, Brandon Melendez, Adriana Herrera, Jamarc Allen-Henderson

Teaching 2.0: Enhancing your lessons using free online resources and a DIY $50 interactive whiteboard
I will present various free online tools that will help teachers enhance their instruction. In my experience, students from urban communities (of which I am from- born and raised, and have taught in East Oakland) need support with getting motivated about the instructional content. I have gathered and use many instructional tools to help grasp the students’ attention. I would like to share and discuss these resources so that other instructors can use it in their classrooms to support their instruction. Some examples include: Prezi, Edmodo, Google Docs (forms), Poll Everywhere, Wordle, and others... Even how to create an interactive whiteboard for around $50! Teachers are encouraged to bring their own laptop or iPad. Grades: K-12
Facilitator: Jeadi Vilchis

Integrating Ethnic Studies Across the Curriculum
In response to the Arizona attacks, we in the National Association for Multicultural Education are expanding the struggles for ethnic studies throughout the country. The idea of this workshop is to share your experiences in teaching ethnic studies or other subjects that had an ethnic studies element or awareness. Besides the importance of ethnic studies as a stand-alone class, we want to begin to inspire all teachers, in all disciplines, to integrate the insights, methods, and perspective of critical ethnic studies. Panelists are all current or former high school Ethnic Studies teachers. There will be
Acts of Courage & Resistance

a brief panel in which they share insights on a panel and some current ethnic studies students (from Castlemont High school) would be present to share their perspective. Workshop participants will have the opportunity to brainstorm and share their own ideas about ways to integrate ethnic studies into their own classrooms. **Grades: 6-12**

Facilitators: Rick Ayers, Sharim Hannegan-Martinez, Leona Kwon, Hodari Davis, Lashawn Route Chatmon, Cheyenne Pronga, Young Whan Choi, Dana Moran

**Supporting Children of Incarcerated Parents in Your Class or at School**

Project WHAT! raises awareness of what it's like to have a parent in prison or jail, with the long-term goal of improving services and policies that impact children of incarcerated parents. Hear the stories and recommendations of the youth facilitators, in their own words. Reflect upon your personal beliefs that impact how you might interact with students that have a parent in prison—or their caregivers. You will take away an increased awareness of the challenges faced by the millions of children across the nation who have parents in prison/jail, and a better understanding of the factors that impact children in this situation. There will be time for discussion and Q&A with the youth. Materials you will receive include a lesson plan to teach about children of incarcerated parents with a CD of recorded stories from Project WHAT! youth, Bill of Rights for Children of Incarcerated Parents, an 80-page Resource Guide for Teens in the Bay Area with a Parent in Prison or jail (revised May 2008), and common questions that children have when a parent is incarcerated. **Grades: all**

Facilitators: Zoe Willmott & Project WHAT! Youth

**Honorable Duty: Historic Inquiry and the Story of the Buffalo Soldiers**

The workshop introduces/reinforces historic inquiry methods to examine the moral dilemma of the Buffalo Soldiers serving during America’s expansionism in the late 19th century/early 20th century. Participants will conduct open-ended inquiry with primary sources, including documents and photographs, to unravel the complexity of the essential question – How did the exemplary service of the Buffalo Soldiers enable the doctrine of white supremacy during a time of racial segregation at home? **Grades: 6-12**

Facilitator: Rik Penn

Remember TO BE KIND and PATIENT with our Volunteers!

**TEACHING for SOCIAL JUSTICE WEEKEND EVENTS!**

**Saturday**

*Film Precious Knowledge-* the struggle for Ethnic Studies in AZ*

**Saturday, 10/6, 7pm --FREE**

_Presentation Theater, Education Building, USF, 2350 Turk Blvd, San Francisco, CA 94118_

Panel discussion will follow with Tucson’s Sean Arce & Curtis Acosta & Oakland’s Naja Hearron (Step-to-College student) & Sharim Hannegan-Martinez (Castlemont HS teacher, People’s Education Movement, & UESJ Alumna).

PRECIOUS KNOWLEDGE, the movie, illustrates an epic civil rights battle as brave students and teachers battle with lawmakers and public opinion in an effort to keep their classes alive. Co-sponsors include USF’s International & Multicultural Education (IME) and the office of Diversity Engagement and Community Outreach. Donations to the Raza Defense Fund (https://www.wepay.com/donations/144408) encouraged.

**SUNDAY**

*Ethnic Studies People’s Movement Assembly*

**Sunday, October 7th, 2012 9:30am-12:30pm**

_SF Community School - 125 Excelsior Street, San Francisco, CA 94112_

It is time for action! As recent events in Tucson have proven, the struggle for Ethnic Studies is alive throughout the nation. This assembly will be a collaborative and democratic process that will be used to create a plan of action, culminating in a national assembly at Free Minds, Free People 2013. It is time to develop a regional and national strategy for K-12 Ethnic Studies nationwide together. All levels of experience are welcome.
Beginning Educators Study Group –
This group will create a space for beginning classroom and after school educators to discuss and develop their best strategies for addressing the diversity of needs in their classroom, including management and community building. Participants will evaluate their teaching and analyze how much of their instruction utilizes students’ strengths and/or weaknesses. Activities will include participant evaluation of classroom space and role-plays of classroom conflict, as well as community-building exercises to be used in both peer- and student-spaces.

T4SJ Book Club –
Teachers in this group will use literature and the discussions of this literature as a basis for rethinking their actions in the classroom. Teachers will alternate reading fiction and non-fiction monthly. We will gather to hold a structured discussion using a protocol that allows every voice to be heard and every topic or question a participant brings to be examined. As an educator book club, we’ll make what could be difficult to do solo engaging, collaborative, reflective and fun.

T4SJ Salons –
This year t4sj will run a series of one night discussions. Come to one, come to every other salon, or become a regular. We’ll have dinner, drinks and time to talk. Discussion will be based on a scholarly or timely article concerning social justice or critical pedagogy. Though the article will be available beforehand, we’ll have a short chance to read and a longer opportunity to talk as we construct deeper insights and connections to our work.

Nominate an Educator 4 Social Justice
Thank a Social Justice Educator, Annual Fundraiser and Celebration
Do you know an educator who is committed to working for social justice in the classroom and/or in the larger community? Nominate them! T4SJ’s annual “Thank a Teacher 4 Social Justice” evening event celebrates the teachers, paraprofessionals, administrators, after-school youth workers, and all others who are working hard to create empowering learning environments for all youth. Nominate a Social Justice Educator by visiting our website www.t4sj.org in February 2013.

• This event will take place in May 2013 •
At Teachers 4 Social Justice we end every meeting with “APPRECIATIONS.”

To the T4SJ core group who organized this conference...
Karen Zapata  Chalida Anusasananan  Devin Carberry  Kevin Odle
Jeremiah Jeffries  Tara Ramos  Sarah Brant  Grace Gonzales
Pui Ling Tam  Andrea McEvoy-Spero  Liana Koehler  Chris Santomauro
TR Amsler  Mira Carberry  Ricardo Tavarez  Patricia Barthaud

To our Co-Sponsor: Rethinking Schools

To our distinguished speakers Dr. Sonia Nieto & Sean Arce

To our distinguished Youth Presenters: Homies Empowerment & The Instapoets

To our Community Partners:

Chris Mendieta, Masterpiece Catering
Design Action Collective
Gabe McClelland

Eric Guthertz, Principal
all the Mission HS Family
Richard Curci, Principal Everett MS
Sandra Fewer, Board of Education

Teacher Activist Groups (TAG)
Native Graphix/HOMEY
SFUSD
The Haven

And to Cam, Jeff, Noah, Rick, Kristia and Curtis for helping build this weekend’s events!

Teachers 4 Social Justice’s Advisory Board and Fiscal Sponsor Organization...
Mark Sanchez, President
Jane Kim
Jeremiah Jeffries
Susan Sandler
Karrie Amsler
Community Initiatives Fund

A HUGE THANK YOU! to Bruce Wolfe for our Information & Technology Systems

To the organizations and vendors in our resource fair, workshop presenters, facilitators, childcare providers, volunteers and all those who helped make this day possible...

Thank you!!

We dedicate this conference to Amadis Velez

Amadis Velez is a Mission High history teacher whose passion for teaching has reached far beyond classroom walls. Amadis has worked tirelessly to make sure every student, especially undocumented, gets accepted into college. Every year, Amadis has volunteered for T4SJ to help put this conference on. He is often the last one here the Friday before the conference moving LCD projectors and speakers from one room to another to prepare workshop spaces. Early Saturday morning, he was the first on stage to set up for our keynote speakers and is his presence is the most calming and reassuring. This year Amadis can’t be here with us as he is now fighting leukemia. We want to recognize and thank him for all the hard work he’s given T4SJ and the community. We couldn’t have done this without you, Amadis. We miss you and are thinking of you and your family.

SFUSD employees may donate sick days to Amadis Velez.

Please contact Andy Libson at andrewlibson@yahoo.com if you are interested in doing this.