Teachers 4 Social Justice
Connecting Struggles & Radical Resilience

17th Annual Conference
Saturday October 7th, 2017
San Francisco, CA
Connecting Struggles & Radical Resilience

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 toward 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. Toward 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 affecting 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 educators 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).
Our organizational development is based on the evolution of individual & collective process.

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 & social justice
Engage in coordinated political action to build and strengthen a movement for social justice.

www.teacheractivistgroups.org
Connecting Struggles & Radical Resilience

Teacher Activist Groups (TAG)

Education Reform Platform

From New York to San Francisco, our national network of Teacher Activist Groups is united around the following platform, as a vision of change for our schools...

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 school closures, 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 & 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 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 17th Annual Conference
Teaching for Social Justice: Connecting Struggles & Radical Resilience
Saturday, October 7th, 2017

Registration & Workshop Sign-ups (Childcare will begin @ 8:45am in room 101) 8:30 - 9:15

Special Report: UESF Contract Fight— (auditorium) 8:30 - 9:15

Conference Resource Fair All Day
Visit with and find resources with our education organizations & vendors located on the main halls. Lots of resources to explore and occasional free items! ☺

Welcome & Morning Keynote Presentation 9:15-10:30

Special Musical Keynote Presentation: Sol Development
Sol Development is a hip hop/jazz/soul ensemble based out of Oakland, California and is the soundtrack to the movement for justice, freedom, and hope. As both educators and artists, Sol Development uses the power of music to help convey positive messages about improving self and improving society.

Morning Workshops 10:45-12:30
Workshop titles, descriptions, grade level and room numbers are listed on pages 5 - 13.

Lunch, Resource Fair & Break Out Sessions/Forums 12:30 - 1:25
We have three Lunch Break Out Sessions/Forums listed on page 13. Lunch is FREE and available in the cafeteria. Please make a donation. Also enjoy our resource fair of over 50+ organizations.

Afternoon Keynote Presentation 1:30 - 2:45

Afternoon Keynote Speaker: Connie Wun, Ph.D.
Connie Wun, Ph.D. is Founder and Director for Transformative Research: An Institute for Research and Social Transformation. Her work on community-driven research, racial and gender violence, school discipline and punishment are extensions of her personal experiences and political commitments. She is a former high school teacher, anti-sexual assault counselor, youth program coordinator, and advocate for sex workers who earned a Doctorate in Education from UC Berkeley.

Afternoon Workshops 3:00 - 4:45
Workshop titles, descriptions, grade level and room numbers are listed on pages 14 - 20.

T4SJ’s Commitment to Increased Access (ADA)
T4SJ has been working to increase our own knowledge, and to then improve access at the conference and other T4SJ events. We welcome community support as we work to make the T4SJ conference more accessible to work for all educators.
Concrete steps taken for improved physical accessibility at this conference include:

- ASL Interpretation for the Keynote Presentations
- Improved access to elevators with volunteers stationed all day at each elevator
- Accessibility information included in the program
- Priority Seating -- three reserved chairs in each workshop.

PLEASE HELP RESTORE THE CLASSROOMS AT THE END OF THE DAY ☺
SpARe CHAnGE

District PD

Today

You need a PD
that is
transformative,
relevant and fun.
Try T4SJ!

T4SJ
CONFERENCE
Today

With a commitment to
collectivism, deep
libertory analysis,
LOVE and...

...with your
generous
donations!

T4SJ
CONFERENCE
Today

They do more
than a
cconference?!
Study Groups,
Books Clubs,
Salons!!! Wow.
For Free?!!!
How!!

With teachers,
by teachers, for
teachers, our
students and
their families!

Yes! We define
Teachers broadly
including community
based educators who work
to support our children's
learning!

I want to
help T4SJ
THRIVE!

It will be
like having
these teachers
a really
good cup
of coffee
once a
month!

I can't believe
they do all this after they
Teach all day!
I can do more!

I'm gonna give
$20/month

Join me in being a
monthly sustainer
of T4SJ for $10 to
$25 a month!

Donate online at:
www.t4sj.org

My students
will love this!

Teaching
is my
calling!

What!

That PD was
"At-Risk"! Now
I need it. Y.E.L.

I've been
data-driven
Crazy!!!

WTF??

WTF??
Connecting Struggles & Radical Resilience

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

**PRAYER/MEDITATION ROOM 312**

**Morning Workshops: 10:45-12:30**
(Updates will be posted in the registration area)

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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?

**What is Your Gender Story?**

**Grades: 6 - 12**

Although we often acknowledge that gender, our experiences of gender, and identity formation are social constructs, we rarely explore the idea that we all have a gender story. This workshop will explore the ways in which gender is socially constructed and experienced. We will view parts of the video “Straightlaced”, and explore the stories of trans youth. Participants will experience a variety of pedagogical strategies that can be used in the classroom and with GSA’s/QSA’s. We will explore how media presents gender non-conforming people and how this impacts our views of gender identity. We will explore current vocabulary used to describe gender experiences in order to help educators in supporting students & participants will leave with a list of resources for their students.

*Facilitator(s): Carla Schick- adviser of Hayward High’s GSA since 1995, a CTA Human Rights trainer and Queer activist.*

**South Asian American History, Activism and Ethnic Studies**

**Grades: 6 - 12**

In this workshop, we introduce participants to key moments in South Asian American history and activism through a guided activity that teachers can use in their own classrooms. In this lesson, participants will discuss a primary source image in small groups (historical or contemporary), form an interactive human timeline, and explore key moments in South Asian American history and activism for equal rights. Through a large group discussion after the activity, participants will discuss the importance of and gaps in ethnic studies curricula for South Asian Americans. We see this work as an important move toward affirming South Asian American identities in the classroom and disrupting larger narratives of model minority status on the one hand, and exclusion and xenophobia on the other.

*Facilitator(s): Ruchi Rangnath is Assistant Professor of Teacher Education at the University of San Francisco and Vice-President of the National Association of Multicultural Education-California Chapter. Monisha Bajaj is Professor of International and Multicultural Education at the University of San Francisco. Gautam Premnath teaches college-level writing courses and volunteers as a writer coach at several East Bay public schools. Simmy Makhijani is a Bay Area activist/organizer and academic, current lecturer in Asian American Studies and Race and Resistance Studies at San Francisco State University.*
The World As It Could Be - Innovative Arts-Based Teaching of the Universal Declaration of Human Rights
Grades: 6 - 12
Room 206
Experience how to integrate creative arts elements into the teaching of the Universal Declaration of Human Rights (UDHR) 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 peers, teachers and extended communities, and inspired to promote human rights for all people. Gain insights as to what led to the creation of the UDHR and why this is meaningful to current efforts in pursuit of equality, justice and human dignity.

Facilitator(s): Sandy Sohcot is Director and originator of The World As It Could Be Human Rights Education Program and holds a California Lifetime Teaching Credential. Tamara Ceballos and Alejandro Romero are seniors at Arroyo High School, San Lorenzo, CA, in Arroyo’s Future Leaders for Social Change Small Learning Community.

Supporting English Language Learners Through Oral History
Grades: 9 - University
Room 207
At Voice of Witness, our oral history books feature themes like displacement, migration, gentrification, racism, survival, and hope within the first-person narratives. Our education team brings this work to the classroom through free curricula and a variety of programs. By examining the resources from VOW, and following the framework of a project led by one of our Fellows at Arroyo High School in San Lorenzo, teachers will see how oral history methodology can help English language learners with literacy and empathy skills.

Facilitator(s): Erin Vong is the Education Associate at Voice of Witness, and Tina Eng is a Teacher on Special Assignment for Secondary ELD Programs in San Lorenzo, CA.

A Force More Powerful: Transforming Ourselves and the World through Nonviolence
Grades: All
Room 208
The resources and tools in this workshop draw from Kingian Nonviolence—a philosophy and principles-based methodology informed by the tradition of Dr. Martin Luther King Jr. and the Civil Rights Movement—and from Nonviolent Communication, a consciousness practice for personal healing, strengthening interpersonal relationships, and systemic change. We will explore ways in which we can transform our classrooms, increase our capacity to engage with “opponents” beyond the classroom through a model of Freirean dialogue, and fight for our collective liberation. Nonviolence isn’t about what not to do; it’s about what to do in times of injustice—how to actively and creatively engage with conflict in the effort to envision and build a more loving, just world.

Facilitator(s): Mike Tinoco is a high school educator and nonviolence trainer from San Jose whose work focuses on nonviolence education and teacher organizing.

Anti-Racist Curriculum and Pedagogy with White Teenagers
Grades: 9 - 12
Room 211
This workshop will offer interactive practice of anti-racist curriculum designed for white teenagers in school and community contexts. We will guide workshop participants through active participation in movement-based activities aimed to help youth recognize and resist white supremacy in themselves, their schools, and their communities. We will also include time to reflect on the process of creating and facilitating anti-racist curriculum. Participants will leave with curricular resources and activities that we have developed for ongoing workshops in a variety of public high schools. This workshop will be facilitated by white facilitators; it is open to anyone working with white teenagers.

Facilitator(s): Codie, Marlee, Rachel and Rachel are youth educators and organizers with White Youth Challenging Racism (WYCR), an anti racist political education program for white teenagers. WYCR encourages youth to engage in personal reflection, develop an intersectional anti-racist analysis and support people of color led movements for racial and economic justice.
Fostering Inclusive Socio-academic Learning Environments: The Significance of Relational Dynamics
Grades: All Room 222
This session is about how the socio-academic experiences of Black adolescent male students are affected by relationships with onsite educators. Through the eyes of an on-site educator, participants will learn ways in which educators can create inclusive socio-academic learning environments for all students, specifically for Black adolescent male students. Participants will have opportunities to critically self-reflect on their own pedagogy and practice as it relates to all students, particularly Black adolescent male students. Participants will work together to reflect and co-construct an action plan using the concepts learned in throughout the workshop. The aim of the workshop is to enhance the inclusive practices to enrich pedagogy and practice of participants.

Facilitator(s): As a transformative practitioner, Don Frazier Jr. centers his approach to critically examine how socio-ecological constructs influence and affect the relational dynamics.

Critical Transformation Through Radical Self-Acceptance
Grades: All Room 224
We live in a world in which authentic self-acceptance is an act of tremendous courage, one that many people struggle with their entire lives, and some sadly give up on. This workshop is predicated on two beliefs: 1) We are inhibited in our ability to authentically love and educate our students by the same measure that we are inhibited in our ability to love and accept ourselves, and 2) A radical degree of self-acceptance is within our reach if we have the courage and patience to pursue our own liberation with diligence. In our time together, we will explore the basis on which these claims are made as well as the implications they have for our lives and work.

Facilitator(s): James Boutin is a language arts and social studies high school teacher in Seatac, WA

Teaching Justice in the Academy: Arizona, Indiana, and Oregon
Grades: All Room 227
This interactive workshop will focus on the identity development and counterstories of 3 research activists currently teaching in teacher and principal preparation programs in traditionally white-serving institutions of higher education. Each presenter will share their experiences making social justice central to their daily responsibilities as university faculty. Together, they will explore issues related to teaching, research, and activism to prepare the next generation of educators to work towards social justice within highly racialized contexts in Arizona, Indiana, and Oregon. The audience will also be invited to share their personal experiences & feedback to help to re-envision a student-teacher-principalship pipeline that will harness justice and transform schools & society.

Facilitator(s): Kevin Kumashiro is a former dean, professor of education, an advocate and consultant for public education & social justice. Kelly J. Cutler is an assistant professor of practice at Portland State Univ. and former elementary school teacher. Daniel D. Liou is an assistant professor at Arizona State Univ. and former U.C. Berkeley Upward Bound (TRIO) student. Gilbert C. Park is an associate professor at Ball State University and directs the Ph.D. Program in Educational Studies at the university.

From Theory to Practice: Culturally Relevant Pedagogy in Mathematics
Grades: 6 - 12 Room 228
In this workshop, participants will see student work on projects that utilize mathematics and student experiences to educate others. First, a lyrical analysis of a hip-hop album will investigate a social issue will be shared. Also, students will present a project analyzing school data that informs change on campus. Last, participants will reflect in small groups their takeaways and share out with the rest of the participants.

Facilitator(s): Vanson Nguyen is a community college Math educator looking to achieve equitable outcomes for students of color and low-income students.
Building a Student Movement to Tackle the Opportunity Gap

Grades: 9 - 12

Participants will engage in an interactive discussion about how to build student activists and leaders who break down gaps in opportunity and achievement, and positively change the cultures at their schools. They will hear testimony, analyze data, as well as share strategies and best practices. Furthermore, participants will learn about the fastest growing youth movement in Montgomery County Maryland - the Minority Scholars Program (MSP). They will examine how MSP students built a movement that spans 20 out of 25 high schools in the county and created a space in which students have worked successfully with district leaders to address educational inequities.

Facilitator(s): Michael Williams is a high school social studies teacher in Montgomery County, Maryland. He is the co-founder and co-county coordinator of the Minority Scholars Program (MSP) - Nicolas Ballon is a sophomore at American University in Washington, DC, a Minority Scholars Program alumnus and a former MSP student task force leader.

Over the Wall - Abolishing Prisons One Letter At A Time

Grades: 6 – University

This workshop seeks to introduce students and educators to the 2.3 million people who live behind walls and bars in the United States. We’ll look at and discuss prisoner art and poetry, creativity, and the power of imagination and caring connections. During the session participants will receive information that they will be able to apply directly when teaching and speaking about the existence of prisons, the system of hyper-incarceration, racial dynamics, mental health, and exploring questions around justice. Participants will leave the presentation with reflection questions, writing prompts and a letter writing kit, and ideas for action other online resources.

Facilitator(s): Ashley Ragus, Organizer w/ Incarcerated Workers Organizing Committee (Oakland Chapter), Casper Cendre, Organizer w/ Black + Pink, Hunter King, Organizer w/ the Alameda County Jail Fight Coalition, Rox Chavez, Educator & Organizer w/ Ghost Town Prisoner Support

Intentional & Inclusive Family Engagement

Grades: All

Initiating and maintaining family engagement practices can be challenging, as culturally aware citizens of the world we should ask ourselves, how do we begin or continue to grow and engage parents, families and community members in the education of our children. In this hour we will grow in our ability to define family engagement using an equity lens and explore how to create inclusive spaces on our campus’ where families are active participants in the learning community. We will dive into our own thoughts, biases and experiences and strengthen our own understanding of the roles we play.

Facilitator(s): Donicia Carlos is a parent activist with more than 20 years’ experience in parent engagement in both public and private schools.

In the Fields: Teachers As Advocates For Evidence-based Policy

Grades: K - 12

The workshop will feature the stories of two Salinas-based teachers who engage in political advocacy in order to reduce the use of pesticides that can be applied near their schools. Participants will learn the basic health harms associated with short-term and chronic pesticide exposure, view and interact with pesticide use maps, learn current regulations facing growers near schools, learn what community organizations are doing to address agricultural pesticide use as one of the many health risks that face their communities, and listen to stories to experience how teachers have played an integral role in improving the environmental quality of their schools and the health of their students.

Facilitator(s): Ana Barrera is a teacher at Everett Alvarez High School in Salinas, a mother, passionate leader and a social justice warrior! Oscar Ramos is the winner of the California Teachers Associations Cesar Chavez “Si Se Puede” Human Rights Award, teacher at Sherwood Elementary in Salinas, president of the Salinas Elementary Teachers Council, and Lucia Calderon is the community organizer of Safe Ag Safe Schools.
Everyone Has a Story to Tell: Students & Self-Publishing
Grades: 9 - University
Room 308
We can bridge the diversity gap in children’s literature by celebrating the many different voices in our schools and communities. In this talk for teens and adults I advocate for a model of community-based publishing that uses print-on-demand technology to transfer power from the industry’s gatekeepers to those excluded from the publishing process. I have published over twenty-five books for children and young adults using both traditional and independent publishing channels. This workshop shows writers how to draw on their personal history to tell a compelling story about the past, present, or future.

Facilitator(s): Zetta Elliott is a Black feminist scholar/educator and the award-winning author of over 25 books for young readers.

Creating a “Class Set” of Social Justice Posters
Grades: 6 - 12
Room 309
How can art be a tool to inspire and affirm students, developing their skills in divergent thinking, questioning, creativity, curiosity, and resilience, and values of resistance, solidarity, and social justice? Class Set is a project which aims to do this by providing teachers a free set of 10 art prints, each featuring a quote from a radical writer, artist, or activist (including Gloria Anzaldúa, Steve Biko, and Toni Morrison), and designed by a different Bay Area artist. In this workshop, participants will explore ways to use their “class set” of posters to engage students in discussion of artwork and text, then support students in creating their own poster featuring a quote they find inspirational; thus, a new class set of posters is generated by students and can be shared with the entire school community. This workshop will provide classroom resources for discussion, art-making & writing.

Facilitator(s): Jessalyn Aaland is a Bay Area artist and educator who works in collage, installation, and socially-engaged art; she is also a former high school English/ELD teacher and currently supports teachers through professional development and curriculum design at the San Francisco Museum of Modern Art.

Above the Noise: Cutting Through the Media Hype + Modeling Critical Inquiry
Grades: 6 - 12
Room 323
This session explores how to inspire civic engagement using a variety of resources and methods designed to increase critical media literacy in this age of fake news and emotionally charged, partisan viewpoints. A media resource from KQED investigates the research behind topics relevant to teens (such as racial bias in the criminal justice system, gerrymandering, or psychological impacts of social media use) - and models using critical inquiry to get closer to the truth. This is an effort to produce engaging media for a teen audience that evaluates evidence, analyzes data and asks critical questions about issues that impact their lives is one potential approach of adapting media literacy education to meet the challenge of the new “post-truth” context we live in.

Facilitator(s): Chanelle Ignant, youth media specialist at KQED, Raquel Ramirez, member of KQED’s Youth Advisory Board, Rachel Roberson, news education manager at KQED

Teaching Social Justice Under the New California Framework
Grades: K - 12
Room 324
How can the new CA Framework help you guide, support and defend your curricular choices as you address current social justice issues in the classroom? Participate in a structured discussion with colleagues about how to engage your students in controversial issues through the best practices of history instruction. Following an overview of the H-SS Framework as it relates to the themes of power, inequity and civic engagement, we will hold a World Cafe to guide a series of coordinated, jigsawed small-group discussions and gives Social Justice teachers permission and guidance to include these discussions in their instruction.

Facilitator(s): Devin Hess, Academic Coordinator and Director of Technology Integration for the UC Berkeley History-Social Science Project, designs and leads professional development for schools and districts in the Bay Area helping educators implement the new CA H-SS Framework.
Pushing Back on the School-to-Prison Pipeline from Inside San Quentin
Grades: All Room 325
The Academic Peer Education Project offers college prep classes for and by men incarcerated at San Quentin State Prison. On this panel, formerly incarcerated APEP teachers will share their personal experiences with the school-to-prison pipeline and describe their efforts to dismantle it.

Facilitator(s): Tim “Detroit” Long served 26 years in prison, spending 10 of those years volunteering as a math teacher. He currently works for Five Keys Charter School. Carlos Flores served 23 years in prison, and is still an active advocate for “brothers in blue.” Ellen Dahlke (moderator) is a former high school English teacher and current director of APEP.

Teaching Poetry to Build Community and Consciousness
Grades: 6 - 12 Room 326
In his famous poem “Like You,” Salvadoran poet Roque Dalton wrote, “I believe the world is beautiful/and that poetry, like bread, is for everyone.” This workshop will demonstrate how poetry is for everyone and that through poetry our students’ lives—the “landscape and bread” of their homes, their ancestors, their struggles and joys—are invited into classrooms as subjects worthy of study. Students’ histories as members of a particular race, class, neighborhood, or even illness become part of our classroom anthology. During this workshop, participants will reclaim any part of our lives that society has degraded, humiliated, or shamed, and raise it up, share it, and sing praises to that “unanimous blood/of those who struggle.”

Facilitator(s): Linda Christensen, editor of Rethinking Schools and the Director of the Oregon Writing Project, taught HS language arts for four decades.

Grades: All Room 326A
In this workshop educators will learn about and gain the tools to teach about and think about the role of sports in the realm of social justice, resistance and change. In this workshop participants will learn not only about key figures in the history of sports but will also learn about the manner in which black, brown, men, women, LGBTQ athletes fought not only for their rights but used sports as a platform to fight for those who they represent.

Facilitator(s): Fakhra Shah, a San Francisco Bay Area native teaches the Peer Resources Program at Mission High School, she teaches Social Change & Critical Thinking and Diversity in Education.

The Re-education of Us: Youth Participatory Action Research (YPAR) as Transformative Counter Story
Grades: 6 - 12 Room 328A
Classics such as Woodson’s Miseducation of the Negro and Constantino’s Miseducation of the Filipino have drawn attention to the way that schooling has created dominant narratives. Such narratives have impacted the way that some students of color see and represent themselves -- as broken, damaged, not enough, as bad. This workshop immerses participants in how 3 Humanities (i.e. English and/or Social Studies) teachers have worked to counter the system of miseducation by agitating, arousing, and inspiring (Camagian) Black and Brown students to critically and systematically aim towards liberation. With the use of pop cultural texts, multi-media, and previous student work, this workshop intersects Critical Race Methodology, Camagian’s 5 Levels of Analysis & YPAR to create counter stories that work towards community healing & transformation.

Facilitator(s): G.T. Reyes, Assistant Professor in the Educational Leadership for Social Justice program at CSU East Bay, former teacher, school leader & youth development leader. Karen Salazar is an Instructional Coach and Professional Development facilitator at Education for Change and a former teacher. Nhi Truong is a 10th & 12th grade English teacher at ARISE High School.

Building Culturally Relevancy and Resiliency in the Outdoors
Grades: All Room 329
During the workshop educators and youth workers will be introduced to the resources available to them through Bay Area Wilderness Training’ which they can use to open up access to outdoor
experiences for youth. With a panel of educators, youth workers, and youth we will explore how our culture and identities influence our experiences in the outdoors. We will also discuss how outdoor experiences can build resilience. Participants will leave with examples for how to create outdoor experiences for youth, which are supportive, relevant, and inclusive.

Facilitator(s): Aaron Byrd is the Program Director at Bay Area Wilderness Training and has over 10 years of experience leading outdoor adventure programs for youth and adults. Andrea Fraume is the Outreach Coordinator for Bay Area Wilderness Training. She is helping to expand outdoor education opportunities for youth in the South Bay and her hometown of San Jose. Amy Spierling is the Gear Library Manager at Bay Area Wilderness Training.

Envisioning Collective Liberation; Building A Model of Popular Education
Grades: 6 - University Room 330
In this workshop participants will envision & strategize a new model for education that reflects their own teaching philosophies and needs of their communities. Through critical dialogue, movement activities, self-reflection, creative expression and community building, participants will learn about the many ways in which we can learn and teach each other. Participants do not need any prior knowledge because in the movement for liberation we all enter with varying degrees of knowledge and access yet should all have a say in our own freedom. This workshop is meant to challenge the outlook on our current educational system and make space for participants’ own creative power to radically change the ways in which they learn and teach.

Facilitator(s): Alnaly Acosta is the Building Bridges In-School Leadership Program Coordinator. Devan Torres is the Building Bridges Youth Programs Intern, QTPOC film and photography student, actor, and social justice unicorn. Both Alnaly and Devan work with The California Conference for Equality and Justice (CCEJ) in Long Beach.

Amplifying Youth Voice - From Local to Viral
Grades: 9 – University Room 332
Although adult voices have and continue to dominate many media outlets, the changing face of how we receive and consume information has vastly changed. With that, opportunities for new voices, including those who have been historically marginalized, are surfacing at increasing rates. This workshop, led by youth participants from Youth Radio will demonstrate how we take a story from the local to national, utilizing audio, visual, and online storytelling. We break down the importance of the “perfect pitch,” adapting it to a national audience, and share opportunities for students to publish their stories on our Youth National Network.

Facilitator(s): Riley Lockett is an 11th grader at Orinda Academy and specializes in filmmaking. He is also an intern with the Video department at Youth Radio. Charlie Stuip is an 11th grader at Oakland School for the Arts and is also an intern at Youth Radio’s Newsroom and a staff writer for her school newspaper. Cliff Lee is a former Oakland teacher and current associate professor of Education and Justice, Community, and Leadership at Saint Mary’s College of CA and is the scholar-in-residence at Youth Radio.

How to Support Undocumented Students Pursue College: Information, Resources and Best Practices
Grades: 9 - 12 Room 334
This presentation will be providing educators with a general overview of best practices, information and resources for supporting undocumented students to go to college. The presentation includes information about Deferred Action for Childhood Arrival, the CA Dream Act and AB 540 and scholarships. By the end of the presentation, educators will have a basic understanding of the opportunities and resources that undocumented youth and families can access in their pursuit of a college education.

Facilitator(s): Rocio Preciado, Community Education Manager, and Nancy Jodaitis, Higher Education Initiatives Director
Let's Counter Islamophobia Through Stories
Grades: K - 8
Room 338/9
Through presentation, breakout groups and discussions, this workshop will provide participants an overview of Islamophobia in the US, its impact on children and ways to address it. There will be a discussion of themed, curated booklists which feature Muslim kids/traditions/stories to spark conversations in the classroom in a secular and inclusive manner. Participants will learn about various books and lesson ideas that can be combined within existing curriculum ideas to ensure positive representations of Muslims. Participants will also brainstorm on ways through which they can apply the Social Justice Standards developed by Teaching Tolerance - Identity, Diversity, Justice and Action (IDJA) to reduce discrimination and build empathy amongst children.

Facilitator(s): Gauri Manglik and Sadaf Siddique are the founders of Kitaabworld, an online platform and bookstore through which they advocate for South Asian representation and diversity. Earlier in 2017, they ran a 'Counter Islamophobia Through Stories Campaign' to create a framework for parents, educators and librarians to showcase positive representations of Muslims.

Justice for “Comfort Women,” WWII Japanese Military Sexual Slaves
Grades: 9 – University
Room 340
Over 200,000 girls and women from at least 13 Asian countries were forced into sexual slavery by the Japanese Imperial Army before and during WWII. These “comfort women” are still waiting for an official apology from Japan. Taking an international perspective, this workshop explores the victims’ stories of strife. The struggles of redressing the history of comfort women in Japan and in the Bay Area will be discussed. As will be emphasized in this workshop, while sexual violence is common during wars, the massive scale and chillingly methodical nature of the “comfort women system” render it a crime against humanity.

Facilitator(s): Mkyung Kim, IPSA (International Political Science Association) Human Rights Research Committee Chair; Asst. Professor in the College of Ethnic Studies at SFSU, former SF Supervisor; Myungsuk Yun, Visiting researcher at Chinese Comfort Women Research Center in Shanghai Normal University; Sung Sohn, Founder of SFUSD Korean/English bilingual program, Exec Director of Education for Social Justice Foundation; Christina Tang, SFUSD High School History Teacher.

WE NEED YOUR FEEDBACK!

Please provide feedback for your workshops & the conference.
Complete your conference & workshop evaluations!

Lunch is provided- FREE- in the cafeteria- from 12:30pm-1:15pm

Afternoon Keynote begins at 1:30 in the Auditorium

Please donate!
Connecting Struggles & Radical Resilience

Lunch Break Out Sessions: 12:30-1:15pm

Social Justice Adult Educators’ Forum  
Grades: Adult educators  
Room 201  
Adult educators often work with some of the most marginalized students and with extremely limited resources at the margins of the education system. Particularly in the current political climate, schools that teach ESL can be critical sites for sharing information that can keep students safe. From protecting immigrant students and formerly or currently incarcerated students, to privatization and standardized testing, struggles in adult education often reflect broader educations struggles but come with their own specific angles. This will be more of a meeting than a workshop. It is an opportunity for radical adult educators in the Bay Area to talk together about the kinds of work they do, the social justice issues they wrestle with, and what support they could use. Hopefully, the conversation will be just a beginning and can outline topics for ongoing conversations about how adult educators can best support adult students in building their knowledge and their power.

Facilitator(s): Lee Goodman-Gargagliano has been teaching adults who are earning their high school equivalency in Chicago and the Bay Area for the past 10 years and currently teaches at Next Step Learning Center in Oakland.

Making History Matter: Connecting Japanese American Incarceration w/Current Events  
Grades: 9 – University  
Room 227  
Participants will learn about new tools for teaching Principles of Democracy with a recently released documentary film, AND THEN THEY CAME FOR US, by Peabody-winning filmmakers Abby Ginzberg and Ken Schneider. The film, which focuses on the damage done by Executive Order 9066 and the incarceration of 120,000 Japanese Americans through newly rediscovered photographs of Dorothea Lange, connects the dots between the Japanese American incarceration and the current threat to rule of law and civil liberties presented by the travel ban and potential Muslim registry. (Trailer: https://www.thentheycamedoc.com/about/ ) The presentation will include an introduction to the film, a sample lesson, and other resources for use in the classroom.

Facilitator(s): Michelle Lau-Seim has been is a Social Science teacher at Albany High School for 15 years, working on bringing a more inclusive and social justice curriculum to the classroom.

Critical Pedagogy In Math: Breaking Down Power Dynamics Through Co-construction  
Grades: All  
Room 228  
In this workshop, participants will investigate how power dynamics can be broken down through co-construction with the intention to shed light on power dynamics in the classroom. A review of literature on critical mathematics pedagogy and power dynamics will frame the conversation leading to discussion of a study that looks to investigate how co-construction impacts power dynamics between students and faculty. Participants will be able to reflect and share their thoughts with the intention of building from each other's experiences.

Facilitator(s): Vanson Nguyen is a community college Math educator looking to achieve equitable outcomes for students of color and low-income students.

REMEMBER TO ENJOY THE RESOURCE FAIR!  
BE ON TIME TO THE AFTERNOON KEYNOTE!  
BE KIND and PATIENT WITH OUR VOLUNTEERS!
Centering Resistance: Slavery in the US and 60’s/70s Social Movements
Grades: 6 - 12
Room 201
How can we center histories of resistance while also recognizing deep legacies of oppression? How do we complicate the question of resistance? What kinds of resistance took place? To what extent was this resistance successful? How do we define successful resistance? In this workshop, participants will learn about strategies for centering resistance within units that also examine histories of oppression.

Facilitator(s): Becca Rozo has been teaching in East Oakland for 5 years. She is also raising an awesome 3 year old and does political organizing around education, immigration & workers rights.

The Act of Listening: Using StoryCorps and Oral History for Empowerment
Grades: 6 - 12
Room 203
In this hands-on workshop, participants will have the opportunity to explore and engage with the model of storytelling and deep listening developed by StoryCorps. A national oral history project affiliated with NPR and the Library of Congress, StoryCorps represents the largest single collection of human voices ever gathered. Workshop participants will have the chance to learn more about and practice StoryCorps’ “conversation of a lifetime” interview format. Through a variety of resources- including lesson plans, writing prompts, animated stories, and audio clips- we will explore how educators can use the tools of oral history to support students as they reflect on the value of their own identity, strengths, and personal history.

Facilitator(s): Ela Banerjee is a Facilitator and Community Engagement Associate at StoryCorps San Francisco, with a background in education and creative writing from UC Berkeley.

Want To End The School to Prison Pipeline? Stop Jail Construction in Your Town!
Grades: 9 – University
Room 206
We are working to ensure investments and policy changes that will diminish (and ultimately abolish) youth imprisonment. In this workshop, youth & others in the community who are fighting the current wave of incarceration will talk about local community organizing to fight jail projects in the bay; what is the status of these campaigns, what solutions we are demanding & how to get involved.

Facilitator(s): No New SF Jail Coalition, Decarcerate Alameda, local coalitions of organizations and community members working to stop jail expansion in the bay area, and end leasing of local jail space to ICE and neighboring counties to increase their capacity to incarcerate.

Inquiry as an Equity Strategy
Grades: All
Room 207
Participants will experience inquiry through a guided collaborative conversation about their practice and classrooms. Developing an inquiry stance helps teachers grapple with the deeper and most essential questions that we come across in our profession. An inquiry stance guides us to reflect on our own biases and get honest about what is really happening in our classroom. Inquiry leads to stronger teacher-student relationships and improved student achievement for our most marginalized students. In this session, four teachers will engage participants in their processes of developing an inquiry stance to promote equity in their classrooms.

Facilitator(s): Julia Beers Moss teaches 2nd grade at Malcolm X Elementary in Berkeley and facilitates teacher collaborative inquiry groups through Mills Teacher Scholars. Nick Easter is a Humanities teacher at Roosevelt Middle School in Oakland. Luz Salazar-Jed teaches at Melrose Leadership Academy in Oakland. Steve Wright teaches Computer Science at Oakland Tech HS.
**Talkin' Bout Trump**
Grades: All  
Room 208

“Talkin’ Bout Trump” is an interactive youth-led workshop that uses film, sharing, and Theater of the Oppressed to demonstrate how to engage a group in dialogue about the impacts of Trump’s administration. We will be screening a short documentary about Trump’s impacts, that our interns have worked on throughout the summer. The workshop & discussions will be led primarily by BAY-Peace youth. During the session participants will learn about various issues, what communities are doing to resist and how they can start similar dialogues in the communities they work with.

*Facilitator(s):* Leilani Salvador-Jones, BAY-Peace Program Manager, is an arts educator who facilitates performance art, Chay Tadeo, BAY-Peace Program Facilitator, has been active in social justice organizing ever since high school. Chay & Leilani will co-facilitate w/ 3 BAY-Peace interns.

**Dismantling The Man: Depatriarchalization Through a R.E.A.L Ideology**
Grades: All  
Room 211

This workshop is intended to create a space in which people can gain a deeper understanding of the overarching impact that colonial patriarchal systems have on oppressed peoples, especially people of color who do not identify with or benefit from the norms and ideals created by the colonizer. Participants will have the opportunity to reflect on how they have oppressed others through patriarchal acts, have been negatively impacted by the colonial patriarchy on a personal/communal level, and the individual/communal steps that can be taken to dismantle oppressive systems in place for the last 525 years.

*Facilitator(s):* David Flores is a Xicano teacher, mentor, coach, and motivational speaker from Oakland, CA via Northwest Pasadena who seeks to depatriarchalize and decolonize his classroom and communities of influence until he dies happily.

**Exploring Environmental Justice & Challenges: The Big Picture Thru Documentary Film & Visuals**
Grades: All  
Room 222

This Workshop 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 community or classroom settings. How can we provide the content knowledge and resources that will create understanding? How can teachers cognitively, spiritually, pedagogically and with powerful curriculum begin to infuse the important themes of local, global and planetary sustainability and justice into their teaching? We have been exploring (both locally and internationally) ways to introduce this content and to provide structures and approaches that will support teachers to infuse these themes into community and classroom teaching.

*Facilitator(s):* Lisa Grady Environmental, biology and garden educator working with Middle School, High School and young adults. Alestra Menendez-Teacher and curriculum developer in the areas of science and literacy development. Jeff Nagata-Restorative Justice facilitator and Special Education teacher. Sudia Paloma McCaleb Director of Teacher Education at New College of CA for 15 years and founding director of the Center for Critical Environmental & Global Literacy.

**Creating Equity Through Inquiry**
Grades: 9 – 12  
Room 224

A struggle in creating a safe space in the classroom where all voices are both heard and appreciated is that some people, used to being heard and appreciated, can come to feel what they believe to be as oppressed. This feeling, I argue, comes from a space where the person has become accustomed to feeling dominant; loss of that dominance, then, can make him or her feel less, and, therefore oppressed, at least in their own eyes; however, it is not oppression per se but the loss of accustomed privilege. In this session, we will discuss how building a space for equity among both students and the teacher can relieve this stress as well as allow those who have been marginalized to fully participate in a safe environment.

*Facilitator(s):* David Haston is a teacher at Somerset High School near San Antonio, Texas and has been a teacher for 10 years. He is also adjunct faculty (3 years) at University of Texas, San Antonio.
Beyond the Dream- From Langston to Kendrick, Martin to Chance the Rapper
Grades: 6 – 12
Room 227
Explore how activists of the past and conscientious rappers of today used their words to encourage action. Dr. King talked about his dream, Langston Hughes wrote about a dream deferred. What does that mean today? How do the lyrics of Chance the Rapper and Kendrick Lamar unite young people? Participants will consider how poetry and music can bring us together in conversations; be tools for social studies and language arts; helping students learn while developing strategies to address challenges in community/society. In the session we will share tools, ideas and strategies for integrating equity in learning. Participants will learn effective strategies to expose young people to diverse literature and ways to infuse social justice concepts in language arts and social studies.

Facilitator(s): E’rika Chambers currently serves as Executive Director of Collective. Nico Bremond brings new energy to the field; as a graduate of the University of San Francisco, he merges his love of hip hop with academics, sharing the history and evolution of a modern day music movement.

Language as a Human Right in Our Classrooms
Grades: All
Room 228
What role does multilingualism play in our classrooms? What does social justice teaching look like in the context of bilingualism and emergent bilinguals? We'll look at these and other questions by focusing on a set of principles, including respect for students' home languages, equity between students and between languages, well-developed social justice curriculum, meaningful family and community involvement, and critical reflection.

Facilitator(s): Pilar Mejia is a retired bilingual educator who worked for about 40 years in San Francisco public schools and with social justice groups.

Hearing History: People’s Songs as Primary Sources
Grades: K - 5
Room 235
Through singing and sharing folk and popular music connected to three stories in many elementary social studies programs--Columbus, MLK & Civil Rights, and Women's History--we will: hear voices of actual participants as well as contemporary songwriters reflecting on the stories; examine the ways these primary sources and popular poets re-frame and critique the dominant-culture bias of the textbook versions and experience the power of group singing together and receive encouragement for bringing that power to classrooms.

Facilitator(s): Bonnie Lockhart is an activist, musician and teaching artist whose decades of work in Oakland and Berkeley public schools is rooted in Anti-bias practice.

Self Care is Revolutionary! (Especially now!)
Grades: All
Room 237
Do you ever feel burnt-out or overwhelmed? As educators and activists, we are devoted to other people’s happiness and personal growth. But what about our own? Every time you put off taking care of yourself (going to the doctor, eating well, working out, sleeping, etc.), you are not only hurting yourself, but you are actually NOT practicing social justice. Check out this workshop to learn why self-care is revolutionary for yourself, your students, and your community!

Facilitator(s): Ayana Labossiere. Ayana is a Special Education Teacher at Unity Middle School in Oakland. She is also a Personal & Professional Development Coach. She is an activist. She is a wife, mother, and forever on a quest to learn how NOT to lose her mind.

Social Justice and School Discipline: The Four "C's" to Remember
Grades: All
Room 239
This workshop is intended to serve as an instructional discussion for educators and students concerned with developing strategies and frameworks for addressing discipline issues in their school. After framing the important relationship between ideas of social justice and school discipline, participants will be asked to share questions and concerns on the issue of school safety and educator practice in the context of anti-oppressive/ anti-discriminatory educational efforts. The workshop space is intended to serve a dual purpose of being an educational space while also
challenging the feelings of alienation and confusion that educators of social justice experience when confronted with highly charged disciplinary incidents or atmospheres.

Facilitator(s): Darrick Smith is a Bay Area native that is a former teacher, youth development worker, and school leader. He is an assistant professor at the University of San Francisco & serves as the Co-Director for USF's Transformative School Leadership Administrative Credential Program.

**Bringing Human Rights Into Your Elementary School Classroom**

**Grades: K - 5**

Room 308

High school students from 4 bay area schools will be designing and field testing lesson plans and educator tools to bring human rights education into elementary school classrooms. These high school students would like to introduce human rights education to E.S. teachers and share the best lesson plans, practices and educator tools developed by our high school students.

Facilitator(s): 3-4 Youth Presenters & Zoe Marinkovich, Ed.D. is an Expeditions Teacher at Summit Public Schools and teaches Human Rights for 9-12 graders at 4 schools in the SF Bay Area.

**Youth Create: Reflecting and Acting Through a Systems Framework**

**Grades: 9 - 12**

Room 309

Youth Create is developing methods for reflecting and acting on social justice problems that other youth-led social justice groups can use to ensure that youth drive the process. We will share what we have learned so far and draw on the field of System Dynamics to frame social justice problems. We will show an example of a project we did in the 2016-17 school year on gentrification and facilitate a set of activities in which participants will work together to build their own theory of change and identify actions for a critical social issue. You will leave with an introductory understanding of systems tools that could be used with students as well as resources and recommended next steps for deepening your learning.

Facilitator(s): Andrew Frangos is math and engineering teacher in Los Angeles at Downtown Magnets High School and consults on a variety System Dynamics modeling projects. Amanda Meyer serves as Director of Improvement for the CORE Districts & supports educators in the use of improvement methods, including systems thinking. She has also taught high school ESL in Texas.

**Graduation Obstacles for LGBT Youth**

**Grades: 6 - 12**

Room 323

Our school is renowned for being a safe, welcoming public school setting for a diverse group of students, especially, LGBTQA+. However, these students still seem to graduate in lower numbers and less prepared for college. We started addressing this problem with student focus groups, peer mentoring and open dialogues between support staff and students. We will share our concerns and findings, as well as create a network of educators to provide resources for these students.

Facilitator(s): Student volunteers and Valerie Neer. Valeria has been teaching mathematics at Cypress Charter High for 14 years and devotes herself to advocacy for marginalized students.

**This Is Who You Are: Affirming The Beauty, Culture, Integrity, and Intellectual Capabilities in Students of Color.**

**Grades: All**

Room 324

The purpose of this workshop is to provide educators with affirming exercises that will combat the "Stereotype threat" that most students of color experience on a daily basis. Research has shown that students who are consistently affirmed can result in a reduction of stress and uncertain sense of belonging that can stem from being a member of a negatively stereotyped group. Affirming students of color within the classroom substantially contributes to the decrease of poor academic performance of marginalized and disenfranchised students.

Facilitator(s): Candace Evans is an English teacher at El Camino Fundamental School (SJUSD) in Sacramento, CA. She has been teaching since 2006. Maribel Servin is an Ethnic Studies teacher at San Juan High School (SJUSD) in Sacramento, CA. Maribel.
8 Reasons Teachers Need to Understand Childhood Trauma
Grades: All
Room 325
Through 8 specific reasons, definitions, and researched solutions this workshop will allow participants to become even better teachers who are more informed about childhood trauma. This workshop will provide a collaborative setting for teachers to create plans and a commitment towards increasing awareness and understanding for childhood trauma in their school or community. Through personal stories, statistics and simulation this session will help us understand the impact of trauma on students in the classroom.

Facilitator(s): Alex Shrewsberry, M.S. is a 6th-8th grade Emotional Disturbance Special Education Teacher within the Long Beach Unified School District. He has also been a member of the National Alliance on Mental Illness (NAMI) Youth Advisory Board for the last two years.

Using History to Teach Gender Diversity
Grades: Grade All
Room 326
This workshop will explore ways to teach gender and gender identity with diverse groups of students/youth, both within and outside the classroom. Using adaptable materials, I will share my experience working with peer educators on anti-oppression topics, including homophobia, transphobia, racism, and immigrant oppression. By drawing upon California/Bay Area history, we will explore how educators can use local experiences to open up conversations about gender, race, and immigration by developing a "history timeline" that draws out the intersectionality of gender and immigrant policing and oppression. This workshop also addresses why so many youth of color and immigrant youth are often left out of conversations about gender and gender identity.

Facilitator(s): Mauro Sifuentes has been a scholar & social justice educator for over a decade, and has worked primarily with youth of color and immigrant youth across the diverse urban, suburban & rural regions of California to address racism, xenophobia, homophobia, transphobia and more.

Deconstructing “Islamoracism” & Creating Critically Conscious Learning Communities
Grades: All
Room 326A
This workshop was formed from a Social Justice course that explores, confronts, and seeks to deconstruct thought processes related to the oppression of marginalized groups and promotes critical thinking around the many topics of race, ethnicity, gender, and sexuality faced by our community at Mission High School in San Francisco, in the U.S., and around the world.

Facilitator(s): Fakhra Shah, a San Francisco Bay Area native and high school teacher, teaches courses through the San Francisco Peer Resources Program at Mission High School. Courses she has taught include Social Change and Critical Thinking and Teaching for Diversity.

Teaching Radically Inclusive Sex Education
Grades: 5 – University
Room 327
Every person has the right to receive comprehensive, inclusive, shame-free sex education. Unfortunately, we know that traditional sex education has been far from inclusive, and even potentially traumatic, for many students (queer, trans, and intersex youth, as well as youth of color, in particular). It is our responsibility as educators to talk about sex and sexuality in ways that promote empowerment and resilience for young people and avoid perpetuating shame, stigma, and inequality. In this workshop, we will discuss the history of sex education in schools and assess different frameworks for teaching sex ed. We will discuss and practice ways to change language around common sex education topics to promote accuracy, understandability, and inclusivity.

Facilitator(s): Soraida Acosta and Elis Herman are Health Educators with Planned Parenthood of Northern California. Elis Herman holds Bachelor’s degrees in Gender Studies and Sociology from Salem College in Winston-Salem, North Carolina. Elis has published writing on transgender issues. Soraida Acosta has a Bachelor of Science in Health Education, Community-based Public Health Emphasis with a minor in Women’s Health Issues from San Francisco State University.
How Brown Became Color Blind: School Desegregation, Resegregation & Moving Forward
Grades: All
Room 328A
This workshop contextualizes the current segregation debate by exploring the history of school desegregation and resegregation efforts, reviews the impacts of integration (both positive and negative), examines ways in which school choice policies can further segregate schools, and shares examples of communities that are effectively fighting to continue to integrate their schools. Rooted in our own experiences, this workshop provides space to learn the history and obstacles faced by desegregation attempts, discuss the implications of contemporary choice policies, and begin thinking about renewed efforts to advance desegregation in our communities.

Facilitator(s): Emily Bean has taught bilingual/dual immersion kindergarten in Oakland for the past 9 years; she’s driven by a sense of social justice in the classroom as well as the educational system.

What does a Culturally Responsive Classroom Look Like?
Grades: All
Room 329
In this session, we will organize the principles of Critical Race Theory into four basic themes and experience and model together specific strategies you can put into practice on Monday. The four themes we will be focusing on include: context and representation; classroom practices; building community; and content connections. We'll be rotating through four small group, collaborative activity stations and will open and close as a large group with additional ideas for you to use as inspiration in your own teaching practice and planning. We'll also have a list of additional resources for you to view, read, and discuss within your own local cohort after you return to your school site.

Facilitator(s): Maria Laws is an AUHSD high school science classroom educator, an OUSD middle school art + science coach, and an ACOE Integrated Learning Specialist Program faculty member. Jan Robertson is a MDUSD science curriculum coach and professional development facilitator. Both Maria and Jan are also members of the CTA/SCOPE/SNBRC Instructional Leadership Corps.

Critical Healing and Social Justice Engagement With System Impacted Youth of Color
Grades: 6 - 12
Room 330
This workshop will shed light on the experiences of youth in both alternative education and probation departments, their reactions, reflections, but most critically, their visions for transformation within those institutions. Through participatory research, ethnic and social justice studies, and dialogue a group of adult allies will explore the root causes of youth placement within the systems and captured the student’s visions for reform inside and outside their experiences in alternative education and probation.

Facilitator(s): Dr. Carissa A. Purnell, Andrea Manzo, Luis “Xago” Juarez, Laura Tinajero, George Villa, Youth Justice Leaders.

Using Humanizing Pedagogy to Thrive in the Era of 45
Grades: All
Room 332
Leveraging Paulo Freire’s Humanizing Pedagogy and Critical Consciousness, Shawn Ginwright’s Radical Hope and Healing, and East Bay Meditation Center’s mindfulness practices and agreements on multicultural interactions, the presenters will share classroom practices they have used to create caring, Critical, and nurturing classroom communities to combat the dehumanizing effects in our current sociopolitical realities. Space will be created for dialogue with participants to share other classroom strategies folks have used for cultivating humanizing classroom communities.

Facilitator(s): Cliff Lee is a former Oakland teacher & associate professor of Education and Justice, Community, and Leadership at Saint Mary’s College of CA and is the scholar-in-residence at Youth Radio. Whitneé L. Garrett-Walker is a former teacher at Madison Park Business and Art Academy in Sobrante Park, East Oakland and current assistant principal at Skyline High School in Oakland.
Supporting Students From High School to College and Career: Lessons from SF International, City College of San Francisco and SF State.

Grades: 9 – University

This workshop will investigate what it takes to build supportive college and career pathways for marginalized students, particularly those who are learning English as a new language. First, this workshop will explore the work of students and teachers at San Francisco International High School and City College of San Francisco over the past four years from the perspective of students, high school staff, and City College staff to highlight the conditions for success we have identified and the mistakes we make. The presentation will include interactive activities to learn more about the work we have done so far, and a discussion about how to apply this work to different contexts and wider student populations.

Facilitator(s): Marian Baquilar is a second year student at San Francisco State University pursuing nursing. Amanda Chui (Math) & Kyle Halle-Erby (English) have been teachers at SF International High School since 2011 and worked for the Internship and Early College programs at SFIHS while developing the college retention program for SFIHS alumni at SFSU. Kyle is also a 2017 New America California fellow. Jasson Enriquez is a first year student at San Francisco State University pursuing a degree in Mechanical Engineering. Amel Manea is a first year student at City College of San Francisco planning to transfer and study nursing. Leticia Silva is a counselor at City College of San Francisco in the Latino Services Network. Leti also leads the AB540 task force at CCSF and serves as the faculty advisor to VIDA, a student-led advocacy organization for and by undocumented students.

#100kMasks Challenge: UnMasking-Strong Teacher-Student Relationships

Grades: 9 – University

Through presentation, hands on activities, and film this workshop will introduce participants to the world of gender support groups, with a focus on young men. Far too often urban young men of color have to navigate the complex world of school, home, and the streets by themselves. Issues like fitting in, self-esteem, trauma, loss, body image and the pressures of life keep many youth from realizing their full potential inside and outside of school. This workshop will provide a space for educators to get real about the challenges that they are facing as educators in this work. The Ever Forward Club and part of this workshop is featured in a documentary by Jennifer Siebel Newsom and The Representation project called, “The Mask You Live In,” which premiered at the 2015 Sundance Film Festival.

Facilitator(s): Lorenzo Cooper was born and raised in Oakland CA, studied at SFSU, has been an EFC mentored for 3 years and a Program Officer for EFC for the last year. Darius Simpson, & the Students of the Ever Forward Club that mentors young men in grades 6th-12th across the Bay.

Social Justice Community Building Activities for the Classroom

Grades: 6 – University

Learn how to facilitate interactive activities that build culturally caring communities through a trauma informed and culturally responsive lense. The activities taught in this session can be used in education settings both with students and administration to build skills in cross-cultural literacy, culturally-caring relationships, critical thinking, personal reflection, and leadership development. Come prepared to be engaged and interactive! Participants will receive a link with full directions for the activities to take home.

Facilitator(s): Kristina A. Williams is a Doctoral Student in International & Multicultural Education concentrated in Human Rights. As an educator, Kristina has served over 11 years rooted in directing youth work that centralizes socio-emotional and socio-cultural development. She currently serves as a Student Affairs professional on the university level and produces film & photography artivism that speaks to the trauma informed lived experiences of communities of color.

We need your feedback! Complete your workshop & conference evaluations!
Also please help restore the workshop classrooms to their pre-conference conditions, to be ready for students on Tuesday!

THANK YOU!

EARN CONTINUING EDUCATION CREDITS from the University of San Francisco for attending our conference today!

The University of San Francisco School of Education is pleased to partner with Teachers 4 Social Justice to offer continuing education (CE) hours to conference participants. Participants can earn up to 7 hours of continuing education units for a $40 fee. Be sure to bring your completed CE form to the USF table before leaving the conference. Registration Deadline: October 10, 2017 @5pm. For more info visit: www.t4sj.org

Nominate an Educator 4 Social Justice

T4SJ’s Thank a Social Justice Educator, Annual Fundraiser and Celebration!
Do you know any educators who are 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 year end event in May 2018 will celebrate the teachers, paraprofessionals, after-school, youth workers and even administrators who are working hard to create empowering learning environments for all youth.

Visit www.t4sj.org to NOMINATE in February 2018.
Study Groups provide teachers with focused, peer-based professional development opportunities that are tied to existing classroom practice. Instead of one-shot “training” workshops that happen during the conference, this curriculum is built around investigation of a specific topic through research and personal experience over time.

**H.E.L.L.A Teachers of Color East Bay Study Group**

(H)ope (E)mpowerment (L)ove (L)iberation (A)ction

Participants will explore the theory of community cultural wealth in depth by learning from and building with other school and community practitioners of color who are committed to putting this framework into praxis. The study group is centered and driven by educators of color and is intended to build on the leadership strengths, critical analyses, racially diverse experiences/testimonios, and pedagogical creativity of classroom & community based educators who are committed to working in solidarity w/ students and communities in under-served, culturally & linguistically diverse schools.

**H.E.L.L.A. People’s On the Run**

H.E.L.L.A. Peoples on the Run Is a grassroots organization collaboration between the Teachers 4 Social Justice and the People’s Education Movement to create opportunities for educators/organizers of color to heal collectively, network, build together and RUN—ROLL, JOG or WALK! at Lake Merritt in Oakland.

**Book Club- SF**

Teachers in this group will use literature and discussions as a basis for rethinking their actions in the classroom. Teachers will alternate reading Young Adult fiction and scholarly non-fiction. 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.

**East Bay Radical Reading Group**

We will be focused on building community and engaging in critical scholarship. We will follow monthly themes and hold short, complex texts in conversation in order to push our own analysis and understanding of social justice and education. Examples of themes include trauma and healing, challenging deficit thinking and decolonial education. Our intention is to build a community that prioritizes the needs and perspectives of people of color. We welcome community-based educators, classroom teachers and organizers to join us. Meetings will be held in Albany, Ca.

**Teachers As Writers- SF**

This writing group will be for educators who want to write and need the space to write. We will meet every 3-4 weeks staring in November. Writers can write curriculum, articles, their own YA novel, or whatever they are holding. We will spend the first hour writing and the second hour sharing using a protocol.

**R&R – Read and Reflection Series- SF**

This year T4SJ will run a series of one-night discussions. Come to one, come to a couple, 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. New folks always welcomed. You must RSVP online for each date you plan to attend.

If you are interested in any of our study groups visit [www.t4sj.org](http://www.t4sj.org) for more information.
At Teachers 4 Social Justice we end every meeting with APPRECIATIONS:

To the T4SJ core group and others who helped organize this conference:

<table>
<thead>
<tr>
<th>Karen Zapata</th>
<th>Chalida Anusasananan</th>
<th>Tara Ramos</th>
<th>Chela Delgado</th>
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<tr>
<td>Jeremiah Jeffries</td>
<td>Mira-Jean Carberry</td>
<td>Nicole Farley</td>
<td>Liz Murray</td>
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<td>Pui Ling Tam</td>
<td>Andrea McEvoy-Spero</td>
<td>Cady Sitkin</td>
<td>Andrew Yeung</td>
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<td>Sarah Brant</td>
<td>Farima Pour-Khorshid</td>
<td>Cynthia Meza</td>
<td>Gabriela Lopez</td>
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<td>TR Amsler</td>
<td>Amber Lancaster</td>
<td>Kevin Odle</td>
<td>Caroline Varner</td>
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<tr>
<td>Liana Koehler</td>
<td>Our T4SJ Children, Partners &amp; Families</td>
<td>Allison Matamoros</td>
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To our distinguished presenters: **Sol Development & Connie Wun, Ph.D.**

To our community partners:

<table>
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<tr>
<th>Design Action Collective</th>
<th>Eric Guthertz, Principal GiGi Hasley &amp; MHS Cheerleaders Mission HS Custodial &amp; Security Staff The Mission High School Family</th>
<th>Miriam Flores</th>
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<tr>
<td></td>
<td>Chris Mendieta Masterpiece Catering</td>
<td>David Sanchez Native Hands</td>
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<td>Peer Resources</td>
<td>Mark Sanchez, SF Board of Education</td>
<td>MetWest High School</td>
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<td>EDU- Educators for a Democratic Union</td>
<td>SFUSD Superintendent, Vincent Matthews Cheryl DeSanti, Executive Assistant to the Superintendent</td>
<td>University of San Francisco Teacher Education Department</td>
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<tr>
<td>UESF Lita Blanc, UESF President</td>
<td>518 Valencia- The Eric Quezada Center for Culture &amp; Politics</td>
<td>Everett MS</td>
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<td>Buena Vista Horace Mann</td>
<td>Ships in the Night –Radical Queer Transbay Dance Party</td>
<td>The Haven</td>
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<tr>
<td>Spotlight Printing</td>
<td>Our ASL Interpreters: Anita Buitrago, Juan Ramirez, Samantha Johnson &amp; Samantha Ettlin</td>
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Teachers 4 Social Justice Advisory Board and our Fiscal Sponsor:

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<tr>
<th>Mark Sanchez, President</th>
<th>Pui Ling Tam</th>
<th>Jeremiah Jeffries</th>
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<tr>
<td>Susan Sandler</td>
<td>Karrie Amsler</td>
<td>Amanda Scheper &amp; Community Initiatives</td>
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To Bruce Wolfe for our information and technology systems, the workshop facilitators, resource fair organizations & vendors, childcare providers, volunteers and all who help make this day possible…

THANK YOU!
T4SJ stands in solidarity with Muslims, DACA students, Dreamers and the marginalized standing up for justice and self-determination.

We dedicate this conference to the memory of:
Dr. Antonio Nieves Martinez, Social Justice Educator

Teachers 4 Social Justice honors the life and legacy of our brother, committed comrade, loving community member, and dear friend, Dr. Antonio Nieves Martinez who left the physical world on July 11, 2017. Antonio was a founding member of The People’s Education Movement and has long been involved in multiple community projects and coalition of educators, activists, community members, and researchers working towards liberatory education. He served as a former council member of the Association of Raza Educators and board member of the Education for Liberation Network (EdLib).

As a scholar, Antonio studied the importance of teachers collectivizing to transform larger systemic issues undermining the humanity of people in culturally wealthy communities of color. Through this work, Antonio helped further establish the importance of developing popular education programs to challenge some of the more colonial, deficit, and neoliberal narratives and practices reproduced in society. Antonio argued why and showed how the concerns of students, families, community members and critically conscious teachers should inform the type of education needed to transform dehumanizing social conditions.

Antonio also took on leadership roles within the Critical Educators for Social Justice (CESJ), Special Interest Group for the American Educational Research Association. His research article titled, "Solidarity with the People," which he co-wrote with Carolina Valdez and another People’s founding member, Stephanie Cariaga, as well as his article titled, “Critical Professional Development: Centering the Social Justice Needs of Teachers” that he co-wrote with Rita Kohli, Bree Picower and Natalia Ortiz, were transformative theoretical and practical guides to the liberatory work that we all aspire to do within the education system. We will continue to keep his legacy alive through our organizing and social justice pedagogy, as well as through our continued prayers & support for his life partner, Jerica & his beautiful daughter, Huitzin.