



Teacher Advisory Council 2021–2022

2021 – 2023 Cohort

Erika Alabarca was born and raised in Wisconsin, a first-generation U.S. citizen to Filipino parents. After earning a Bachelor of Fine Arts degree in film and video production at the Savannah College of Art and Design, Erika moved up to New York City two days before the September 11th attacks. In the wake of this experience, Erika pursued her first foray into grassroots organizing, weaving art, story, and community collaboration to bring a portion of the internationally known photo exhibit, “Here is New York: A Democracy of Photographs” to her hometown in WI. Upon moving to Portland in 2003, Erika has found ways to continue building grassroots community projects, including “From the Bottoms Up”, which looked at what can be learned and gained in a sustainable rebuilding approach to New Orleans in the wake of Hurricane Katrina, and, currently, the Regenerative Gardening Project - a youth-led initiative to address the climate crisis through carbon sequestration and changing agricultural practices. Erika has been a middle school language arts and social studies teacher at **Roseway Heights** for the past 12 years, and has been a long-standing member of the PPS Climate Justice Committee.

Dora Lisa Chavez is a proud Chicana who was born and raised in Oregon. Her passion for working in arts in education started with her work in an after-school program some 15 years ago, from there her passion took off. She is an educator at a bilingual preschool program at **Fairview Elementary and Salish Ponds Elementary School** in Reynolds School District. Her teaching approaches are child-centered, social-emotional focused, where children learn through art and play. In addition, embedded in her teaching approach is equipping young learners with tools on Social Justice, Equity, and Inclusion in the classroom and in their lives. She also serves on a Diversity, Equity, and Inclusion Committee where she supports, facilitates and designs DEI trainings and content. Dora Lisa received her bachelor’s degree in Art History from Portland State University. In her spare time, Dora Lisa can be found on the lookout for coffee shops & murals, at a bookstore or at the beach.

“**Indigo**” **Caryn Corwin** grew up in Des Moines, Iowa then attended the University of Iowa earning her Bachelor of Studio Arts and teacher certification for Art grades K-12 in 1993. After graduating she worked at Camp Westwind on the Oregon Coast and fell in love with Portland. The city felt like a village with kind creative people, clean water, beautiful trees, and a thriving bike culture. Her first job was selling flowers downtown a block from Pioneer Square where she continued to be inspired by the people who call Portland home. Through the years she has taught Art in many settings with all ages from summer camp, after-school programs, her in-home art studio “Art with Indigo,” as a visiting artist in PPS schools, and as an adjunct professor at PSU for students earning their elementary teaching degree. In 2008 she received her Masters in Curriculum and Instruction from PSU. After 11 years as a middle school 6th-8th self-contained teacher at **Sunnyside Environmental School**, she has her dream job teaching Art to students K-8th grade. In her classroom community, she strives for a culturally responsive environment where all students feel seen and heard, where there is space for multiple perspectives and it is safe to share unique lived experiences. She believes all humans are artists and creators; we just need to find the mediums that speak to us. Creating and looking at Art helps heal from trauma and boosts self-esteem. She finds peace in her garden, adventure through travel, and laughter with her friends and family.

Bill Griesar, Ph.D. is Senior Instructor in Psychology at **Portland State University**, founder and Neuroscience Coordinator of **Northwest Noggin** and Affiliate Graduate Faculty in Behavioral Neuroscience at **OHSU**. He loves teaching, learning and listening to stories—from all ages, everywhere,



all the time. Bill earned his bachelor of science from the Department of Neuroscience at Brown University, where he studied visual perception, and his doctorate in Behavioral Neuroscience at Oregon Health & Science University, where he explored the cognitive effects of nicotine in non-smokers. Along the way he's worked in a public library in New York, a grocery store in Maine, a bar in Rhode Island, a publishing company in Manhattan, a research lab at Rockefeller University in New York City, as an English teacher (on the JET program) in rural Japan, as the author of a guide for North American undergraduates seeking study opportunities in Ireland and the U.K., as a university study abroad advisor in Los Angeles and Portland and as Coordinating Officer for the Waseda-Oregon Program, a consortium of collaborating universities in both Oregon and Japan. Bill developed and has taught neuroscience courses at PSU, OHSU, PCC, Clark College, WSU Vancouver and Lower Columbia College since 2001, and co-founded (with his PSU colleague Jeff Leake) the art + neuroscience outreach nonprofit nwnoggin.org. Through NW Noggin (which is entirely volunteer) he's met with more than 50,000 K-12 students, houseless youth, members of Congress, incarcerated young people, museum-goers, bike shop pub patrons and other community members over shared interests in perception, cognition, behavior and brains, brain research and art. He's been recognized as an innovator by the Obama White House, and has won numerous teaching awards. Bill and his husband are proud dads of two sons.

M. Michelle Illuminato is an artist and educator who heads CORE, the first-year experience for art students at **Portland State University**. In her 25-year career, Illuminato has designed innovative curriculum and abroad programs for PSU, Alfred University, Carnegie Mellon and Bowling Green State University. She has collaborated with faculty in Milan, Florence, and Belgrade to produce educational and artistic experiences that have taken place in unusual locations—a northern Italy ex-cheese factory, a defunct Turkish bathhouse, a student-run radio station and some non-touristy neighborhoods. Illuminato's large-scale collaborations, artworks, and events are also inspired by people and places. She has asked people to literally get on a soapbox and give impromptu speeches, to jump on a trolley to revisit Mister Rogers' tours to better understand neighborhoods, and to collaborate on the Main Street in a Pennsylvania mill town. Her work has been exhibited nationally and internationally and has received numerous awards including the Key to the City of Aliquippa and the Best Event in Pennsylvania. Her project the *Lost & Found Factory* was recognized nationally as one of the most compelling public artworks of 2015 by the *Americans for the Arts and Public Art Network*. In 2017 she was honored with the Master Teacher Award from the Foundations: Art, Theory, and Education national teaching association. Originally from Pittsburgh, Pennsylvania, she now lives in another city with many bridges, Portland, Oregon.

Joanne Kim earned a B.A. in History and Classical Civilization from the University of California-Los Angeles and a J.D. from Boston College Law School. While working on programming for a museum and archive of Cold War material culture, Joanne found she so enjoyed sharing her passion for the archival materials and their associated historical narratives with others that she decided to just do that full time and became a teacher through Teach for America. She completed her coursework to become certified in secondary education at Loyola Marymount University and taught social studies at the middle and high school levels in Los Angeles before moving to Oregon to better commune with the electric green moss and daffodils of Portland. She is now an English/Humanities teacher at **Northwest Academy** and happily dissecting the hero's journey while debating issues of cosmologies in conflict with her students. Joanne is also a ceramicist and enjoys singing in community choirs.

Tiffany Koyama Lane (she/her) is a community organizer, Japanese American (Yonsei), activist, and educator. After graduating from the University of Oregon, she moved to New York City where she got her start teaching in programs that utilized the vibrant city as an active-learning classroom space, specifically Harlem and Brooklyn. Since moving back to Portland, she has taught the full range of elementary grade levels, from K-5, in a variety of educational settings. Each learning community, every student, mentor, and



mentee has deepened her commitment to children and the broader communities they inhabit. Tiffany loves supporting students in exploring their own intersecting experiences and identities so they can bring themselves more fully into learning communities. In addition to centering justice work in her lessons as a third-grade teacher at **Sunnyside Environmental School**, she is a community organizer for child- and family-centered anti-racist events, engaged in the local AAPI community, and an active member of the Portland Association of Teachers. During her free time, you can find her biking, dancing, and exploring with her two children and partner.

Alyson Osborn began her career working with emotionally disturbed youth at a school where it was feared by the administration that introducing creative freedom into the classroom would “cause too much commotion.” From that stolid mindset her own certainty about the value of arts in education took flight. She is a neurodivergent teaching artist with passionate involvement in performing, visual, and literary arts, grateful to have found opportunities to work with many dynamic programs over the years. She’s currently designing STEM-inspired theatre classes for **Multnomah Arts Center**, and teaching English with **Portland State University’s International Special Programs**. In 2003 she helped cofound PlayWrite, Inc, a creative writing program where students explore healing and empathy through the creation of theatre pieces based on their life stories.

Ximena Keogh Serrano is an assistant professor of Spanish and Latinx Studies at **Pacific University**. Her areas of specialization lie at the intersection of Latin American and U.S. Latinx literary and cultural studies, and studies in gender and sexuality. In her research, she explores themes of borders, migration, and belonging across a range of literary texts, visual art, film, and performance in the Americas. In addition to her teaching and scholarship, Ximena is also a poet. Her poems have appeared in journals and anthologies, including *The Chiricú Journal*, the *Journal for Latina Critical Feminism*, among others.

Marcelle Valladares (she/her) was born and raised in Oregon and has worked in education for the past 13 years as a science educator and elementary school teacher. She is a mother of two young kids and currently teaches 2nd grade at **Catlin Gabel School**. Active in her school and the greater Portland community she advocates for changing systems of oppression of marginalized identities. Growing up Brown in rural Oregon was challenging at times and she deeply understands the impacts implicit bias and overt racism have on BIPOC individuals, especially within the education system. Nurturing identity development with young students is one way she approaches dismantling whiteness and the gender binary in the classroom, along with a multitude of culturally responsive teaching strategies. In addition to her commitment to social justice work she has a deep appreciation for the outdoors and views racial and environmental justice as being inherently linked. To create meaningful and lasting change for safer and more equitable communities, Marcelle believes that our minds need to be decolonized along with our systems. Finding connections between subjects and people, along with thinking critically and challenging the status quo, guide her approach to teaching.

Ezra Whitman grew up on the Nez Perce Reservation in Idaho. Since his tribe originally moved with the seasons through what is now Oregon, Idaho, and Washington he has family ties throughout the Pacific Northwest, and always considered Portland a second home with his father’s side of the family. After barely graduating high school, Ezra hightailed it off his reservation and disappeared as a runaway for a few years. Through various attempts at college and various spins through homelessness and wandering, Ezra ended up in Central America for a few years before returning to the Northwest to finish school. Ezra was able to complete studies in Humanities and Foreign Languages and Health Education. He later became a nurse and spent time working for Oregon Health and Science University’s Department of Neurological Surgery, local health non-profits, and homeless youth programs. While working, Ezra also completed graduate studies in Fine Arts and later in Education for teaching credentials through Portland State University. Ezra has always



wanted to protect and nurture Native youth and was lucky enough to secure a position as an ELA teacher at the Many Nations Academy at the Native American Youth and Family Center in Northeast Portland, where he taught for several years. In Fall 2021, Ezra starts a new position as BRYT (Bridge for Resilient Youth in Transition) Coach at **Roosevelt High School**.

2019 – 2022 Cohort

(Please note, due to the COVID shutdown in spring 2020, the Council did not accept new members. Current members had their terms extended to three years.)

Mimi AlSuhaimi was born in Portland, but grew up between Bahrain and Saudi Arabia until coming to the USA for college. She taught and created the Arabic language program at West Sylvan Middle School from 2011–2015. She then went on to teach Kindergarten and second grade at Beach Elementary in Portland Public Schools from 2015–2018. She now works as a Cultural Exploration Middle School Elective teacher at **Laurelhurst K-8** as well as an adjunct instructor teaching ESOL, Reading and Social Studies courses for pre-service and in-service teachers at **Lewis and Clark College**. Mimi has enjoyed being a part of the TAC team over the past few years and also spent June to August 2019 working at Portland Art Museum as a Teacher Leadership Fellow. During this time, she was able to create numerous student activities and teacher resources based around the museum’s permanent collection.

Kirk Ellis moved to Portland from his hometown of San Diego in 1994 and remains deeply grateful for the conifer forests, the eastern plains and prairies, rolling grassland valleys, volcanic peaks, and watersheds of the Pacific Northwest bioregion. His love of—and involvement with—poetry, music, theater, outdoor education, yoga, contemplation, and literature has flourished here. He has been teaching for 18 years, and is currently a member of the English Department Faculty at **St. Mary’s Academy** in downtown Portland. He holds two Master’s degrees, one in English: Writing and another in Education. His published poetry has appeared in *Fireweed: Poetry of Western Oregon*, *Orlo’s Bear Deluxe*, *The Spring Hill Review*, and *The Birthing Room* among others. His collaborations with Oregon Humanities, Literary Arts (Writers in the Schools), and Community of Writers blend his interest in curriculum design with a creative process. Over the years, his particular focus as a classroom teacher has been building a student-centric, student-led model of learning and inquiry, particularly in the humanities and fine arts. He has found success and satisfaction directly addressing barriers that have limited the access to resources, voice, and opportunities for young and marginalized people. He strives to stand shoulder to shoulder with students, their families, and colleagues so that growth is communal and relevant.

Katie Gillard has been teaching Visual Arts in the Beaverton School District for over 20 years and currently teaches at **Beaverton High School**. Katie’s teaching experiences include teaching 12 years in all three of the International Baccalaureate Programmes including the Primary Years, Middle Years, and Diploma Programmes. She has also worked as a teaching artist and consultant at the University of Oregon with the Center for Asian and Pacific Studies and the Jordan Schnitzer Museum of Art. Katie has served on a variety of committees for art standards, curriculum development & assessment, art advocacy, and has facilitated several types of professional development for teachers. For 15 years, she has served in a variety of Board positions on the Oregon Art Education Association, and currently is the Advocacy Chair. Katie’s passion for art, social justice, and community engagement inspires her to seek learning, growth, and collaboration with other artists, educators, and art advocates.

Cynthia Carmina Gómez was born in Camp 52, Arizona, a small migrant community beyond the outskirts of Phoenix and raised in Yuma on the U.S. Mexico border. Today, Cynthia Carmina serves as the Executive Director of the **Cultural Resource Centers at Portland State University (PSU)** where she oversees a rich



portfolio of programs serving communities of color. She is also a faculty member in a course that teaches students about environmental justice through mentoring adjudicated Latinx youth while exploring Oregon's natural areas. Since moving to Oregon in 1993, Cynthia Carmina has worked for the nonprofit sector, operated her own consulting firm, and volunteered with Oregon Latino Agenda for Action. While working at Latino Network as the inaugural Director of Civic Engagement and Leadership Programs, she founded various programs still in operation today including Lideres and the Summer Academia. In 2010 she was appointed by the Governor to serve on the Oregon Commission on Hispanic Affairs and the Environmental Justice Task Force. In 2018, she co-wrote/produced a play with Voz Alta founder, Joaquín López called Generaciones. She also published a feature article in Oregon Humanities Magazine's Spring 2019 Push Issue. Written on the ten-year anniversary of the renaming of Cesar Chavez Blvd. in Portland, Oregon, the article is about the racism and differential treatment faced by the Latinx community in the two-year-long effort to name a major city street after the civil rights leader. Cynthia is a Fishtrap: Writing in the West 2018 Fellow and a recipient of the Governors' Gold Civic Leadership Award.

William Kendall is from London, England, and was raised in Los Angeles, California, before moving to Portland in 2000. William holds a degree in communication arts from the Pacific Northwest College of Art in Portland. Since 2014 he has worked as p:ear's Art Programs Coordinator where he coordinates p:ear's music and art programs along with coordination of "The p:ear Gallery." In this role, William works to connect Portland's homeless youth population to art resources, cultural opportunities, and engagement activities. Consistent with the mission of p:ear, William's goal is to build healthy relationships with youth who are experiencing homelessness through the arts. Providing music and art opportunities to homeless youth since 1994 William founded the Artist Mentorship Program (AMP) in 2005 a nonprofit committed to creating music, art, and art scholarships to youth experiencing homelessness. He received citations from the MESD board and San Francisco Mayor's office for creating dynamic and educational environments for homeless and at-risk youth. When not coordinating the p:ear art program, William enjoys making his own art, running, tennis, a cup of tea, and a game of chess.

Michael Koopman attended the University of Oregon, where he received a Bachelors in Theatre Arts. Originally from La Grande, a small town in Eastern Oregon nestled in the Blue Mountains, he settled in Portland after a stint in New York City. A part-time job working with children at an after school care program called **Kids Community Learning Center** changed everything. He found a profession that he cared about more than acting, and devoted his life to Education. Michael attended Lewis & Clark University, where he received his education credentials, and took a four-year break from KCLC to gain classroom experience teaching fourth and fifth grade at Trillium Charter school along with one year as a school administrator. Michael has returned to KCLC as the Executive Director. Michael has been published in Rethinking Schools Magazine and has presented at the NW Teaching for Social Justice Conference for three consecutive years as well as the Crossing Borders Conference in Vancouver B.C., focusing on how to teach historical social justice movements through role play and characterization. In his spare time, Michael enjoys staying home with his partner and dog Tucker, camping with his friends, visiting his friend in Hawaii, and making trips back home in La Grande, OR.

Brandi Kruse (b. 1979, she/her) is an artist and educator from Ypsilanti, Michigan and based in Portland, Oregon. Kruse's artwork spans multiple disciplines and addresses our expectations within real and imagined spaces. As a social justice educator working at the confluence of art and language, Kruse is committed to interdisciplinary teaching through a critical literacy perspective. She is the co-founder of KC, a writers' collective publishing poetry zines since 2013 and in 2015 she produced an artist publication called Impossible Paper Architecture. Kruse earned a BS in Education (Art and Literature) from Central Michigan University in 2003 and an MFA in Print Media from Pacific Northwest College of Art in 2016. She is an art instructor at **Pacific University, Pacific Northwest College of Art** and **Springwater Trail High School**. Kruse is the



recipient of residencies at the Portland Art Museum (2018-19), Caldera Arts Center in Sisters, OR (2017), and The Städelschule in Frankfurt, Germany (2015). Kruse's work has been exhibited at numerous institutions in Portland, including the Center for Contemporary Art & Culture, Museum of Contemporary Craft and Fuller Rosen Gallery. Kruse has also exhibited work in Tacoma, WA at 950 Gallery, Union Gallery in Amherst, MA, Paper Plane Gallery in Atlanta, GA, Lost Coast Culture Machine in Ft. Bragg, CA, and Worksound International in Mexico City, MX.

Lisa Notman is originally from eastern Washington but has happily called Oregon home since 2009. She is an Adjunct Senior Instructor of Spanish at **Portland State University** and a Spanish instructor at **Northwest Academy**. She received her Master's in Spanish from Portland State University in 2017, where she also received BAs in English, Spanish, and Arts and Letters. Lisa is currently working on a second Master's in Postsecondary Adult and Continuing Education with an emphasis on community based learning and service learning. As a member of the Teacher Advisory Council, she is excited to be working with students and teachers and using art to make connections with our diverse global and local communities. When not teaching or taking courses, Lisa enjoys reading, hiking all over the Northwest, and attending trivia nights with her friends.

Anna Scarpino has been a secondary teacher since 1999 and has worked in alternative programs for the last 16 years. She currently teaches at **New Urban High School**, a magnet program in the North Clackamas School District. She holds an M.Ed with a specialization in Curriculum and Design and is licensed as a teacher leader with endorsements in language arts and mathematics. Art has always been the core of her development as a human and a teacher. She believes art integration in all subject is fundamental for meaningful connections with students and for pushing students to becoming compassionate, creative, courageous thinkers and community members.

Anmarie Trimble is Assistant Professor in University Studies at **Portland State University**. She connects her interdisciplinary background in peer-based learning, literature, music, and multimedia arts to facilitate student exploration of creative and intellectual connections across disciplines. She currently teaches The Work of Art Freshman Inquiry, which explores the interwoven relationship between domination, resistance, and empowerment through the lenses of art, literature, science, politics, and other fields. Her Senior Capstone, Mentoring & Empowerment, is a 12+ year collaboration with the Native American Youth and Family Center (NAYA), and combines student-centered and trauma-informed pedagogy with cross-cultural understanding. Anmarie is also a musician and creative director for the literary art-rock band little hexes, and creates multimedia installations in collaboration with other Portland artists. Her poems have appeared in *Black Warrior Review*, *Field: Contemporary Poetry and Poetics*, and other publications, and until 2014 she edited the now-retired Born Magazine (www.bornmagazine.org), which pioneered new forms of literary-technology collaboration on the Web.

PPS Arts Standing Member

Carolyn Hazel Drake is a Portland-based sculptor, arts educator, and third-generation Oregonian. Her work integrates textiles, ceramics, and domestic objects assembled and layered through traditional craft techniques and collage. Since 2018, she has been awarded the GLEAN residency, the Leland Ironworks Residency, and the Suttle Lodge Artist Residency. She is currently a member of Waterstone Gallery and Wave Contemporary. Drake studied Literature & Architecture at Portland State University's Honors College and spent a term as a curatorial research & writing intern for the Smithsonian American Art Museum, with a particular focus on sculpture. She has an M.Ed. in Arts Education and has been a longtime public educator in Oregon districts; she taught visual art, art history, and language arts for over a decade in the Molalla, Silverton, and Centennial School Districts. She is currently the **Portland Public Schools**



Academic Program Administrator for Visual & Performing Arts, where she supports best practice, curriculum development, and professional learning district-wide. The PPS Arts Administrator has a standing position on the Council.

Past Members

2018–21

Patrick Bowden, Oregon Health and Science University
Courtney Ferrari, Valley Catholic School
Subashini Ganesan, Natya Leela Academy and New Expressive Works (N.E.W.)
Charlene Martinez, Oregon State University
David Martinez, Portland Public Schools
Jessica Orellana Lima, Rex Putnam High School
Franky Stebbins, H.B. Lee Middle School
Hoan Tran, Gresham High School

2019–20

Jason Lamb, Central Oregon Community College (COCC), Bend, Oregon

2018–19

Isatou Barry, IRCO/Africa House
Derrais Carter, Portland State University, Black Studies

2017–19

Carrie Brown, Faubion School with PPS Indian Education at Native Montessori Preschool
Ilsa Bruer, Benson High School
Greg Hellman, Oregon City High School
Dori King, Oregon Episcopal School
Jeff Leake, Portland State University, University Studies and NW Noggin
Mary Levy, Lake Oswego High School
Dawn Nelson, Forest Grove High School
Emily Squires, Center for Equity & Inclusion
Charles Sanderson, Wellness, Business and Sports School in Woodburn, Oregon
Conrad Schumacher, Centennial Park School and Portland State University, University Studies
Abigail Steichen, Corbett Arts Program with Spanish (CAPS) at Springdale School
Lilly Windle, Lincoln High School

2017–18

Kristen Brayson, Portland Public Schools Arts Teacher on Special Assignment
Emiko Konomi, Portland State University School of Business
Tara Nunimaker, Academy of International Studies at Woodburn

2016–18

Laresa Beck, Beach Elementary School
Marcie Brewer, Portland Jewish Academy
Matt Chalmers, Alder Creek Middle School
Andrea Chunga-Celis, Chicas Youth Development Program at Adelante Mujeres
Mariam K Higgins, Catlin Gabel School



Andy Kulak, Jefferson High School
Nicole Penoncello, Buckman Elementary School
Clay River, Native American Youth and Family Center Early College Academy
Jeanne Sheets-Sagoo, Center for Advanced Learning
Ben Taylor, Native American Youth and Family Center Early College Academy

2016–2017

Cornel Pewewardy, Portland State University, Indigenous Nations
Rina Shriki, Grant High School

2015–2017

Loren Chasse, Rigler Elementary
Breck Foster, Lake Oswego High School
Michela Grohn, Creative Science School
Annie Knepler, Portland State University, University Studies
Veronica Ledoux, Catlin Gabel High School
Sue Pritzker, Childpeace Montessori School
Caitlin Scott, Education Northwest
Alissa (Penna) Tran, Molalla High School
Lynn Yarne, Grant High School

2015–2016

Hanne Gradinger Duncan, Laurelhurst School
Jennifer Shelton, South Meadows Middle School
Peter Towson, Jefferson High School

2014–2016

Brett Bigham, Multnomah Educational Service District
Wren Christopher, Scappoose and St. Helens school districts
Carolyn Hazel Drake, Centennial High School
Lisa Jarrett, Portland State University School of Art + Design
Melanie Morris, West Sylvan Middle School
Wendy Thompson, University of Portland
Pamela Wilson, Capitol Hill Elementary
Michelle York, George Middle School
Christopher Zinn, Portland Waldorf High School

2013–2015

Susie Bartley, Franklin High School
Matt Chalmers, Alder Creek Middle School
Katie Gillard, Cedar Park Middle School
John Holloran, Oregon Episcopal School
Julie Jansen, International School
Laurie LePore, Riverdale High School
Lynn Malzahn, Ainsworth Elementary School
Randy Maves, Madison High School
Kathy Mitchell, St. Mary's Academy
Swapna Mukhopadhyay, Portland State University
Sarah Wolf Newlands, Portland State University



Donald Rose, Beaumont Middle School
June Satak, West Albany High School
George Zaninovich, Catlin Gabel School