



Teacher Advisory Council 2022–2023

2022 – 2024 Cohort

Carolina Barros is a Visual Arts educator living in Tigard, OR. Originally from Brazil, Carolina has a bachelor's from the College of Charleston, where she experienced firsthand the dividing forces of racism in the United States. Determined to inspire people to see each other as humans above all, she moved to Oregon in 2005, where she studied at Lewis and Clark College. Since earning her MAT in 2008, Carolina has worked at the International School of Portland, where she is a fierce advocate for equality and tolerance. An avid learner, she brings her culture and those of many other artists around the world to her curriculum, which is ever-changing and always expanding to add the experiences of lesser-known artists.

Eugena “Gena” Fields is a professional art educator at Park Academy School in Lake Oswego which serves students in grades 3–12 with Dyslexia and other learning differences. Gena has taught and studied art in Portland most of her life. She has a bachelor's in Drawing, Painting, and Printmaking, and a master's in Education, both from Portland State University. During her time in college, she also painted murals for children's spaces and taught art part time so she could spend more time with her own children. She has been teaching art for the past 17 years, and has taught at almost all levels, including preschool, in the Forest Grove and David Douglas school districts. Her most recent position prior to Park Academy was at a K-12 charter school in North Portland, where she was able to collaborate with colleagues and create art lessons that were based in the constructivist learning approach.

Jon Holt, PhD is Professor of Japanese and Section Head of Japanese at Portland State University. He regularly teaches third- and fourth-year Japanese as well as culture classes ranging from literature, film, religion, and manga (comic books). His research interests include modern Japanese poetry, Japanese Buddhism, and manga. As a specialist on Miyazawa Kenji (1896–1933), arguably the most important modern Japanese poet, Dr. Holt has published a number of research articles and essays on this avant-garde poet and beloved children's story writer, including “Ticket to Salvation: Nichiren Buddhism in Miyazawa Kenji's ‘Ginga tetsudō no yoru’” (*Japanese Journal of Religious Studies*, 2014) and “Discovering the Lotus on This Shore: A Reading of Miyazawa Kenji's ‘Okhotsk Elegy’” (*Dharma World*, 2016). In addition, he has written a number of articles on how to read and teach manga and has published translations of the poetry of Hayashi Amari. For the past two years, Dr. Holt and his former master's student, Teppei Fukuda, together have translated a large number of essays by Manga Studies scholar Natsume Fusanosuke and introduced his seminal writings to North American and European audiences through academic and commercial journals. When not researching or teaching at PSU, he is out roaming the streets of Portland and the fields of the Columbia River Gorge with his wife and their pug, General.

Olivia Jones-Hall was born and raised in Portland, though life has taken her to the Oregon Coast, Ireland, and Ohio, where she earned a BA in Creative Writing from Oberlin College. Olivia is a writer, dancer, and musician of many years, and much of her life and career choices have been informed by her interest in art, in all its many iterations. She is also passionate about access to education and the power of writing and explores those passions in her role as the Director of Youth Programs at Literary Arts. In her tenure at the organization, Olivia has developed close relationships with more than a dozen schools across Portland, East Multnomah County, and Woodburn by coordinating arts programming for high schoolers, including creative writing residencies, meetings with world-famous authors, and slam poetry competitions. Olivia also cochairs the Equity Committee at Literary Arts, and strives to make the organization, and her programming,



as accessible, equitable, and informed as possible. Olivia is always looking for new and creative ways to reach and engage students, and to support them in gaining confidence in their writing and themselves.

Allen Koshewa, originally from Atlanta, Georgia, thinks that good teaching focuses on creativity, caring, and communication. He has taught abroad in Asia, Europe, and Central America during his 43-year teaching career, as well as in public schools and universities in the U.S. His MS in Applied Linguistics and PhD in Language Literacy have informed his work with English Language Learners. Allen is the author of the ethnography *Discipline and Democracy: Teachers on Trial* as well as poetry, memoirs, and essays. His photography has won awards and has been published in several magazines, most recently in *Wild Roof Journal* and *Multiplicity*. Whether teaching kindergarten students to use drawing to understand science or teaching teachers how to integrate art and drama in their classrooms, he has devoted much of his career to integrative inquiry that emphasizes the visual and performing arts, social justice issues, and writing. Allen retired in Portland in 2020 after seven years in Shanghai, China and enjoys having more time for cooking, gardening, travel, and creative pursuits such as playing and singing jazz.

Alodie Janel Lopez (she/her, Puerto Rican and Mexican American) is originally from New York. She now teaches K-8 Art at Winterhaven School in Southeast Portland. Alodie graduated from Ithaca College with a BS in Cinema and Photography. In 2000, she moved to Portland and freelanced in the Portland theater scene for a few years as a sound technician, prop master, and scenery artist. After a few years of freelancing, Alodie earned her master's in Education from Portland State University. She taught general education in the younger elementary grades for 14 years before becoming a specialized Visual Arts Teacher. Alodie is passionate about teaching art to children. She has witnessed first-hand how art education enhances children's learning and provides a positive and healthy outlet for expression. Through art, children learn how to express themselves in a variety of ways, take risks, make decisions, be reflective, be open to different points of view and be creative. Art has always played an instrumental role in her life. She grew up in a home that valued art, spending countless hours in museums with her mother and sister. Her mother engaged Alodie and her sister in discussions about what they observed and felt about the art they saw. Those experiences taught her about the diversity of people, cultures, and perspectives, which have influenced Alodie in her own art. Alodie enjoys learning about and using different art mediums, as this expands her abilities as an artist and a teacher. When she isn't teaching, Alodie enjoys sharing museums and art making with her four-year-old daughter Alia.

Arienne Melton was raised in Gresham, OR and is now an educator teaching fifth grade close to home in the Reynolds School District at Margaret Scott Elementary School in Portland, OR. She grew up involved in arts in the community, including theatre, choir, and band. Her experiences growing up in the arts in Gresham shaped her path to education and who she is as an educator today. Arienne's focuses and priorities as an educator are equity and inclusion in education, flipped classroom, coconstructing community and learning in the general education classroom, and person-centered education pedagogy that places the "teacher" as a participant in the learning community and facilitator of learning structures rather than central to the space. She believes in creating a foundation where students grow as scholar-advocates, have voice and agency in their learning and learning community, and are able to make broad connections and transfer their learning across disciplines and topics. Theatre, storytelling, and the arts are central to her guiding ideas, philosophies, and pedagogies as an educator. Arienne began her research in person-centered learning, co-construction, and student voice through a theatre and education pedagogy/practice lens while working on her Bachelor of Arts in Theatre at Lewis and Clark College (BA '18). After completing her BA, she completed her Master of Arts in Teaching with endorsements in Elementary Multiple Subjects and ESOL (English for Speakers of Other Languages) and the Lewis and Clark Graduate School of Education and Counseling. She is now about to begin her fourth year of teaching and looks forward to continuing to grow both her research and practice around radically transforming classroom spaces to center around the



learners, starting at the elementary level. Her work and research would not be possible without her unconventional path to teaching via theatre arts pedagogy, practice, and the collaboration and design thinking skills that she learned through a lifetime in the arts.

Christina Thompson (she/her) is a native Oregonian who studied at the University of Oregon and the University of Portland. As a teacher she enthusiastically shares her love of learning with students. This will be Christina's 20th year of teaching. She teaches English to emerging bilinguals for Beaverton Literacy Project and at Portland Public Schools. In her classroom, Christina invokes art as a powerful medium to connect beyond and within language and culture. She strives to promote inquiry and curiosity within her classroom. As a member of Portland's LGBT2QIA community, she is proud to co-lead the Gender and Sexuality Alliance at Benson Polytechnic High School as well as volunteer for Basic Rights Oregon. When not attending the museum's meditation nights and other events, she can be found combining her love of bicycling and photography around Oregon.

Erin Ryono Werner grew up in Ventura County and studied sociology and religion as an undergrad. After moving to Bend, Oregon in 2006, she earned her master's degree and began work in ESOL and language arts classrooms. She currently teaches at Sunset High School (journalism, language arts, and International Baccalaureate), has served as a literacy leader for Beaverton School District, and has helped to create curriculum for the district's Teacher Source site. Erin and her students explore how meaning is constructed in literature, film, advertisements, art, social media, and politics. A highlight of her career was taking her classes to the Portland Art Museum to study *All Things Being Equal* by Hank Willis Thomas, so Erin is thrilled to join PAM's Teacher Advisory Committee. These days, Erin is learning from nature, travel, the garden, fellow Nikkei voices, community organizers, and her two curious daughters.

Brad Wipfli is an Associate Professor and Interim Assistant Dean of Academic Affairs in the OHSU-PSU School of Public Health. He earned his PhD in Exercise Science from Arizona State University in 2008, and was a researcher at OHSU prior to joining the faculty at Portland State University in 2016. In his research, he focuses on identifying behavioral and environmental strategies that positively impact physical and mental health. He also investigates the ways in which small changes in health behaviors can impact physiology and clinical indicators of illness and disease.

PPS Arts Standing Member

Elisabeth Herrera-Very (she/her) is the K-12 Visual Arts Teacher on Special Assignment (TOSA) for the PPS department of Visual and Performing Arts. She is an art education specialist who has spent the past decade serving students and communities in Atlanta, GA. Her goal is to provide inclusive, thoughtful, and relevant art experiences for all participants. She holds a BSED in Art Education from Missouri State University and a MA in Art Education from Boston University. Her personal art practice involves transformative processes of reclaimed materials, and her pedagogical philosophy emphasizes socially conscious teaching and learning. She has experience creating educational museum programming, providing community art pop ups, curating public art, serving as a teaching artist, and providing mentorship for elementary art teachers in Georgia. She worked as the Curator-in-Residence with the Atlanta BeltLine in 2021 to provide access to community resources, despite Covid restrictions, through artworks embedded in the community. She relocated to Portland in 2022 to join the PPS VAPA team and looks forward to collaborating with this cohort and exploring new ways to provide meaningful resources to educators and their students as well as artful experiences for all members of our unique community.



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 Wisconsin. 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 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 served on a Diversity, Equity, and Inclusion Committee where she supported, facilitated, and designed 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 and 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 self-contained teacher at **Sunnyside Environmental School**, she has her dream job teaching Art to K-8 students. 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, PhD 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 BS 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 nonsmokers. 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 cofounded (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 BA in History and Classical Civilization from the University of California-Los Angeles and a JD 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 joined **Northwest Academy** as an English/Humanities teacher, happily dissecting the hero's journey while debating issues of cosmologies in conflict with her students and is now serving as the Head of High School. 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 third 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 started a new position as BRYT (Bridge for Resilient Youth in Transition) Coach at **Roosevelt High School**.



Past Members

2019–2022 (extended one year due to Covid shutdown)

Mimi AlSuhaimi, Laurelhurst K-8 and Lewis and Clark College
Carolyn Hazel Drake, Portland Public Schools Visual & Performing Arts
Kirk Ellis, St. Mary's Academy
Katie Gillard, Beaverton High School
Cynthia Carmina Gómez, Community and Civic Engagement, Portland State University
William Kendall, Artist Mentorship Program (AMP)
Michael Koopman, Kids Community Learning Center
Brandi Kruse, Springwater Trail High School
Lisa Notman, Portland State University and Northwest Academy
Anna Scarpino, Sabin Schellenberg Career and Technical Center
Anmarie Trimble, University Studies, Portland State University

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