



Teacher Advisory Council 2022–2023

2023 – 2025 Cohort

Ashley Clemens (she/her) moved to Oregon in 2004 to study English and Spanish at the University of Oregon, where she graduated with a BA and a Masters of Education in Teaching and Learning. She is 16 years into her career teaching high school Language Arts, and in that time has led state and district initiatives in Ninth Grade On-Track systems, middle-to-high school transition programs, equitable grading and assessment models, and early college credit attainment. Ashley has lived and taught in Germany, The Netherlands, and stateside in Hillsboro, Oregon, where she is currently the International Baccalaureate Diploma Program Coordinator, an Instructional Coach, and an IB DP Language and Literature teacher at **Hillsboro High School**. Ashley believes in the transformative power of relationships and the importance of exploring the arts in order to critically examine one’s identity and perspective in the context of their global community. In her roles, she works to ensure equitable access to supportive and rigorous academic opportunities for all students by leveraging her power and privilege to subvert harmful social and educational systems. She lives in SW Portland with her husband and son and in her free time, tends her garden, plays soccer, and makes pottery.

Emily Falk grew up in Ames, Iowa and earned a BA in English with a concentration in Modern Studies and a minor in Religious Studies from The University of Virginia. Emily began her teaching career as an AmeriCorps service member in Washington D.C. in 2011, and has taught in a variety of public, charter, and independent schools since then. She now teaches 7th grade English and 8th grade Creative Writing at **Northwest Academy** in downtown Portland, just around the corner from the Portland Art Museum! Emily loves the academic and arts partnership emphasized at Northwest Academy, and revels in the interconnectedness of the humanities discipline. Emily is relatively new to Portland, but has quickly formed communities on the fields playing ultimate frisbee and in studios taking art classes in her spare time. Emily is an award-winning poet and is excited to get more involved with the letterpress culture of Portland this year. She is currently pursuing her Masters of Arts in English at Middlebury College Bread Loaf School of English with an anticipated graduation date of August 2024.

Katie Seidl was born and raised in the Pacific Northwest and has lived in Portland for 16 years. Katie currently serves as a district administrator for equity and inclusion in the **Camas School District** where she designs and facilitates professional development for staff, advocates for educational access for students, organizes community events and connections for students and families, and supports school principals in equitable practices. She has been an educator for 14 years, including as a high school English Language Arts teacher, as a leader of an integrated arts and academics program, as a teacher in a project-based high school, and as a dean of students in a middle school. The arts have always been where Katie returns for grounding and creativity. Katie tap danced her way through childhood, played the flute, and continues to dabble in painting, photography, jewelry making, floral arranging, graphic design, and fashion and styling. Katie sees art as a medium for learning that drives curiosity and exploration in students at any age or level. This natural journey promotes a growth-mindset and offers all students a way to access learning,



and this is where Katie sees the power of the arts in education. As a life-long creative learner, Katie challenges others to see new perspectives and notice the minutia that makes our world beautiful.

Kelsey Ferreira (she/her) has worked in public education for the past 15 years, engaging learners in art, architectural, and design history at **Portland Community College**. Kelsey is passionate about teaching at community college where her students range from high schoolers taking courses towards college credit, to adult learners embarking on careers in new fields. She is dedicated to making art history as inclusive and accessible as possible. She has authored or co-authored several open educational resources, designed to support both students and faculty by removing cost barriers to course materials and by providing ways to rethink the standard art history curriculum. Kelsey also has experience in public art management and loves working at the intersection of art, education, and community. She earned her B.A. in Art History from Willamette University and her M.A. in Art History from University of Oregon.

Michelle Swinehart is an avid fan of all things story. She had the pleasure of living stories through her work at StoryCorps, Narrative 4, Portland Art Museum's Object Stories and The Right Brain Initiative. Michelle received a MAT from Lewis and Clark College in Secondary Art Education and holds an MFA in Art and Social Practice from **Portland State University**. She is currently an Assistant Teaching Professor in PSU's interdisciplinary general education program and School of Art. She lives on [Full Plate Farm](#) in Ridgefield, Washington, with her husband, three kids, and a whole bunch of vegetables.

Ondrea Bell Levey was born and raised in the borderlands of Arizona & Mexico. She received her BFA at University of Arizona and her MFA in Visual Studies at Pacific Northwest College of Art in Portland, Oregon. Her work is an expression of compassion towards the shadows and dark corners of ourselves using large-scale installation that draws you to an intimate connection. Ondrea's practice expands to pedagogical concerns. She has teaching experience with emphasis on identity, play, and practice development. She has been invited to present her work and teaching practices at University of Arizona, University of Arkansas, Museum of Contemporary Art Tucson, Jewish History Museum, and Teaching Artist Podcast. Currently, she is teaching visual art at **Athey Creek Middle School** in West Linn and an active collective member with Well Well Projects in North Portland.

Reagan Lê is the middle child of Vietnamese refugee parents and is a first-generation college graduate who was born in Portland and has lived mostly in the Willamette Valley. He considers himself a triple Beaver as he earned both his bachelor's and master's degrees at **Oregon State University**, and currently serves as the Director for Diversity & Cultural Engagement (DCE) supporting the needs of the seven cultural resource centers and affiliated initiatives. Prior to returning to Oregon State University as a professional faculty, he worked at the University of Oregon and Colorado State University. Beyond DCE, he is actively engaged on campus by serving on the Bias Response Team, Equity Leaders Consortium, Community Wellness, Education and Safety Network (CWESN) Advisory Group, and as faculty advisor for the Vietnamese Student Association. Outside of OSU, he currently serves on the Pacific Islander Student Alliance Steering Committee and Unite Oregon c3 Board. Reagan seeks inspiration through mutual learning and developing spaces for "ah ha moments" around social/political/cultural/racial/environmental justice,



identity development, and creative innovations. In his free time, he enjoys traveling, hiking, car camping, photography, visiting museums, foodie adventures, collecting art/books, and being an audiophile.

Stephanie Madrid (she/her) was born and raised in the border city of El Paso, Texas. She attended the University of Texas at El Paso and received a bachelor's in English Literature. Her love of art and engaging with youth in inquiry-based learning derived from her experience as a docent at the El Paso Museum of Art. In 2014, Stephanie packed up her belongings and moved to Portland where she began working for Portland Public Schools as a paraeducator. Stephanie discovered her passion for early childhood education and the importance of play during her time as Community Engagement Manager at Portland Children's Museum. Stephanie specializes in creating play environments where children can explore their senses, tinker with loose parts, use their creativity and discover their own agency through hands on experiences. She believes that all children are capable, curious, and creative. Creating a more diverse, inclusive, and equitable world for historically excluded communities is at the foundation of all her work. She currently works as a Recreation Coordinator for **Portland Parks & Recreation** creating quality programming for Gateway Discovery Park in East Portland.

Tamarind Arnold was born in Compton, California, and moved with her family to Oregon during her elementary years. Her work experience for the past 25+ years has been with the Portland Public Schools District. The positions she's held from current to past include: Transition Specialist for both **Franklin and McDaniel High Schools**, Paraeducator K-12, Paraeducator Post-High School Community Transition Program, Parent Organizer for the Portland Schools Alliance and a Parent Volunteer while she and her husband reared their three boys during their elementary school years. Tamarind has always been an advocate for education and the arts. She has a passion to present a greater opportunity, to bring diverse perspectives, and to share the art world with historically marginalized communities, who may not have had exposure. She works with youth, families, and in collaboration with community-based organizations and the faith community to assist youth in their goals. Many of these families have never stepped into a museum and would greatly benefit from the experience it brings. Tamarind is a champion of the diverse students she works with and always looks to ensure diversity, equity, and inclusion in every aspect of her life. Tamarind firmly believes and acts upon the words of educator Rita Pierson: "Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be." On a personal note, Tamarind enjoys traveling, the arts, eating at local restaurants, and spending time with friends and family, especially her grandchildren.

Tracy Miranda is a Visual Arts educator living and teaching in Portland, Oregon. She started her art journey where she grew up in Baltimore, Maryland, eventually studying Art and Art History at University of Maryland. Ready for adventure and a change of scenery, Tracy moved to Portland in 1998, enrolling at Lewis and Clark to earn an MAT in Art Education. In 2000, she began teaching middle school students at a Title 1 school and has been learning, loving, and living the middle school vibe ever since. Tracy's main goal in teaching her students is to create "out-of-the-box" thinkers who can respect and appreciate the differences they experience in the art room and their lives. She has taught at **Lane Middle School** since 2014.



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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 Members

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.



Li Ezzell (he/him) is a visual arts educator and arts advocate who currently serves as the Program Administrator for Visual & Performing Arts with Portland Public Schools. He is a Reed College graduate (Studio Art, 1998), and taught in Japan for 7 years after finishing Reed. He returned to the US with his family in 2008, and taught art at all grade levels in the Sacramento area. In addition to teaching art, Li has worked as district VAPA specialist, and district Art Coordinator. He served on the state council of the California Art Education Association (CAEA) for many years and is currently CAEA's Past-President. Since 2010, Li has worked with the California Arts Project (TCAP) to provide professional learning to VAPA teachers across California. In addition to an art credential, Li holds credentials in science and elementary education, as well as an administrative credential. He earned his M.Ed. in Integrated Teaching through the Arts from Lesley University. Li's personal artistic interests have focused on the intersection of art and science, particularly biology, anatomy, and natural history, as expressed through sculpture, printmaking, photography, painting, and drawing.

Past Members

2021–2023

Erika Alabarca, Roseway Heights Middle School
Dora Lisa Chavez, Fairview Elementary School
“Indigo” Caryn Corwin, Sunnyside Environmental School
Bill Griesar, PhD, NW Noggin, Portland State University, and OHSU
M. Michelle Illuminato, Portland State University
Joanne Kim, Northwest Academy
Tiffany Koyama Lane, Sunnyside Environmental School
Alyson Osborn, Multnomah Arts Center and Portland State University
Ximena Keogh Serrano, Pacific University
Marcelle Valladares, Catlin Gabel School
Ezra Whitman, Roosevelt High School

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 (extended one year due to Covid shutdown)

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