

APPENDIX V – 128

Summer
2016

TUCSON UNIFIED
SCHOOL DISTRICT

Institute for Culturally Responsive Education

June 16-18, 2016



Sponsored by:



College
of
Education

Special Thanks:

University of Arizona: College of Education

National Panel for Culturally Responsive Curriculum and Instruction:
Chairperson: Christine Sleeter, California State University- Monterey Bay
Luis Moll, University of Arizona
Jacqueline Irvine, Emory University
Kris Gutiérrez, University of Colorado- Boulder
Anthony Brown, University of Texas- Austin
Patricia Gándara, University of California- Los Angeles
Ernest Morrell, Columbia University

Hon. Raúl Grijalva, US Representative

Hon. Richard Elías, Pima County Supervisor, District #5

Hon. Regina Romero, Tucson City Council, Ward 1

Raúl Aguirre, CEO- REA Media Group

Hon. Richard Fimbres, Tucson City Council, Ward 5

Marisol Flores-Aguirre, Director- Women's Business Center, YWCA of Southern Arizona

Barbea Williams Performing Company

Calpulli Teoxicalli

Tucson Urban League

Songhai Drummers

Mariachi Inspiración

Ballet Folklórico Los Tucsonenses de Tucson High

Department Purpose Statement:

Culturally Responsive Instruction and Culturally Relevant Curriculum centered in TUSD's Culturally Relevant Pedagogy and Instruction Department serves to spearhead the District's effort to work toward academic success for all students, in particular, its Latino and African American students. This research-based approach functions as "best practice" that counters a culturally subtractive model of education. As stated in the Cabrera Report, "This curriculum is critically important to provide opportunities that enhance student learning."



Images and Meaning



Since the dawn of civilization, societies have used images to communicate the most important aspects of culture, validating and reinforcing their values and traditions with graphic representations. For students of history and culture, a cursory examination of such images reveals that most ancient societies shared a reverence for certain universal values. Two of those values—a respect for knowledge and the wisdom of reflection—are blended in the image illustrating the logo of the Department of Culturally Relevant Pedagogy and Instruction (CRPI).

In Africa, the Great Pyramid of Giza demonstrates a remarkable knowledge of astronomy and engineering in ancient times. In Mesoamerica, the teocalli step-pyramids served as the center of social life. The dwellings of village inhabitants would be built in the fields surrounding the massive structures. Though often used for ceremony, these structures were primarily places of learning and the creation of knowledge. The study of poetry, history, astronomy, mathematics, medicine, engineering and agriculture produced discoveries that in some cases still surpass our contemporary understanding. For the people of these two regions, the pyramids mark a deep and abiding respect for knowledge and culture.

Similarly, the West African concept of Sankofa, originating with the Akan people of southern Ghana, is depicted with the image of an egret—a type of heron—posing with a backward gaze. In its beak the bird holds an egg, which represents the future. Loosely translated, the image depicts the concept of looking to the past to retain the collective memory and history of a people.

Interestingly, the image of a heron also alludes to Mexican American history and the storied land of Aztlán, identified as the original homeland of the Aztec people, somewhere in today's American Southwest. Translated from Nahuatl, Aztlán means "the place of the herons."

Our intent as educators is to ensure that students prepare for a changing world while simultaneously developing the wisdom to appreciate and sustain their cultural heritage, a heritage that enriches all students. While we recognize and value the multitude of cultural heritages represented in our community, our logo highlights the specific mission assigned to the CRPI Department: to develop and teach a curriculum centered on African American and Mexican American literature and history. The CRPI staff has taken the mission to heart and is proud to help provide our students with an education of the highest possible quality.

Summer Institute for Culturally Responsive Education
Tucson Unified School District
Annual Conference: Summer 2016
Conference Theme: *Achieving educational equity in an urban setting*
June 16th-18th, 2016

It is estimated that within a 25 year span, ethnic minorities will comprise the majority of the American population. In many parts of the country, particularly in large urban settings, that projection has already materialized. These changing demographics illuminate a structural problem that exists in the American educational system. This problem lies in the constant inability to effectively address the needs of students of color. Given the demographic shift, this failure constitutes an educational and social crisis. The disparities in academic achievement for students of color are alarming. This so called "achievement gap", or as some scholars have called the "opportunity gap", coupled with the attack on public compensatory education has caused top educational leaders to declare that "education is the civil rights issue of our generation" (Arne Duncan 2011).

Within Tucson Unified, there has been a concerted effort to directly address the issue head on. There has been a renewed and intense commitment to achieving educational equity. With a student population of 64% Latino, 6% African American and 20% White/Anglo, Tucson Unified recognizes the importance of educational equity. In this effort, the district has taken a systemic approach to address this historic shortcoming. Policies and practices have been modified and programs have been created all in an effort to kick the doors open to a brighter future for children.

Through the Summer Institute for Culturally Responsive Education, Tucson Unified, the Department of Culturally Relevant Pedagogy and Instruction (CRPI), in conjunction with the University Of Arizona- College Of Education, seek to promote innovation in addressing issues of educational equity. For this year's conference, we chose the theme "*Achieving Educational Equity in an Urban Setting*". The rampant inequities in educational outcomes have also been attributed to what some have called the "opportunity gap". The broad focus of this theme is an acknowledgement of the fact that there are many factors that contribute to this disparity. Some of these inequities include funding, disparate discipline policy implementation, a lack of culturally and historically relevant curriculum, pedagogical strategies that are unresponsive to student needs, etc.

As many educational leaders seek to find the proverbial silver bullet that will solve the issues faced in educating urban youth, participants will gain insight into the complexities of the work. These complexities are not limited to the areas of curriculum and instruction. Culturally responsive education depends on theoretical understandings as well as personal and professional dispositions of the educator. We expect this yearly conference to provide a platform for cutting edge research in culturally responsive education. Hosting this yearly event will place Tucson back on the forefront of this most critical work.

Keynote Speakers



Dr. Christine E. Sleeter

Author; Educator; Activist

Dr. Christine E. Sleeter is Professor Emerita in the College of Professional Studies at California State University Monterey Bay. She is past President of the National Association for Multicultural Education, past Vice President of Division K (Teaching and Teacher Education) of the American Educational Research Association, and a Fellow of the American Educational Research Association. Her research focuses on anti-racist multicultural education and teacher education. Dr. Sleeter has published over 140 articles in edited books and journals. She has also authored or edited 19 non-fiction books and one novel *White Bread*. Recent awards for her work include the American Educational Research Association Social Justice in Education Award, the Chapman University Paulo Freire Education Project Social Justice Award, the American Educational Research Association Division K Legacy Award, and Doctor of Humane Letters from Lewis and Clark College.

Dr. Ernest Morell

Macy Professor of Education;

Director, Institute for Urban and Minority Education

Dr. Ernest Morrell is the Macy Professor of Education and Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. He is also a Class of 2014 Fellow of the American Educational Research Association and the President of the National Council of Teachers of English. Dr.



Morrell's research focuses on drawing upon youth's interest in popular culture and participatory media technologies to promote academic and critical literacy development, civic engagement and college access. He is also recognized nationally for developing powerful models of teaching and learning in classrooms and non-school environments and for engaging districts, schools, and communities in the project of educational reform. Dr. Morrell has written more than 50 articles that have appeared in numerous journals. He has written several book chapters and five published books focusing on how to provide youth the skills they need to succeed academically and function more powerfully as citizens in a multicultural democracy. Dr. Morrell has also received several commendations for his teaching including being recognized five times by Who's Who among America's High School teachers and receiving UCLA's Department of Education's Distinguished Teaching Award. Dr. Morrell received his Ph.D. in Language, Literacy, and Culture from the University of California, Berkeley and was the recipient of the Outstanding Dissertation award.



Dr. Antwi Akom

Professor, San Francisco State University

Dr. Antwi Akom is an Associate Professor in the Department of Africana Studies and an affiliated faculty in Educational Leadership at San Francisco State University.

Dr. Akom is a nationally and internationally recognized expert on the green economy, climate justice, racial inequality, participatory technology/GIS mapping, sustainable development, and educational equity. His research focuses on the links between race, space, place, and waste in cities and schools; the role of the green economy in facilitating pathways out of poverty for vulnerable populations and green

innovation in creating smart, sustainable, and shareable cities for all; and the role of local knowledge, participatory technology, and community engaged design in making our cities more resilient, democratic, and just so that everyday people have a voice in transforming the structures that impact their daily lives.

Dr. Akom's research and practice works to build partnerships between local residents, schools and universities, environmental and educational experts, community based organizations, labor unions, green businesses, and city planners to generate policy, planning, and community engaged design solutions that promote practices of green urbanism, environmental health, and economic mobility.

Dr. Akom is the Director of STEM Education for the \$30M Green Corridor Partnership—an innovative collaboration designed to create a thriving region of clean technology, innovation, and sustainable community development that generates high-quality green jobs and meets social and environmental goals. He is also a board member of Eco-Districts, one of the leading organizations in the country focusing on accelerating sustainable neighborhood development from the ground up.



Dr. Nolan Cabrera

Assistant Professor, University of Arizona

Dr. Nolan Cabrera is an assistant professor in the Center for the Study of Higher Education where he researches the impact on what the New Start Summer Program has on low-income, first-generation, and racial minority college students.

Dr. Cabrera graduated from UCLA where he worked on Dr. Sylvia Hurtado's NIH-funded project regarding diversifying the sciences. His dissertation, "Invisible Racism: Male Hegemonic Whiteness in Higher Education", critically analyzed White, male undergraduates racial ideologies. Dr. Cabrera's primary research interests include race/racism in higher education, Whiteness formation, diversity, and affirmative action. Prior to his graduate studies, Dr. Cabrera was the Director of a Boys & Girls Club in the San Francisco Bay Area. He earned his BA from Stanford University and is originally from McMinnville, Oregon.



Dr. Ángela Valenzuela

Author; Professor; Director, National Latino Education Research Agenda Project

Angela Valenzuela is a professor in both the Educational Policy and Planning Program Area within the Department of Educational Administration and the Cultural Studies in Education Program within the Department of Curriculum & Instruction at the University of Texas at Austin where she also serves as the director of the University of Texas Center for Education Policy.

A Stanford University graduate, her previous teaching positions were in Sociology at Rice University in Houston, Texas (1990-98), as well as a Visiting Scholar at the Center for Mexican American Studies at the University of Houston (1998-99). In 2007 as a Fulbright Scholar, she also taught in the College of Law at the University of Guanajuato in Mexico.

Valenzuela is also the author of *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring and Leaving Children Behind: How "Texas-style" Accountability Fails Latino Youth*.

Her most recent publication is a book that is based on her national-level work as director of the National Latino/a Education Research and Policy Project (NLERAP) titled, entitled *Growing Critically Conscious Teachers: A Social Justice Curriculum for Educators of Latino/a Youth*.

Valenzuela's research, teaching, and policy interests are in the sociology of education, race and ethnic relations, education policy, school partnerships, and urban education reform.

Dr. Bettina L. Love

Author; Professor

Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. Her research focuses on the ways in which urban youth negotiate Hip Hop music and culture to form social, cultural, and political identities to create new and sustaining ways of thinking about urban education and social justice. Dr.

Love also concentrates on transforming urban classrooms through the use of non-traditional educational curricula and classroom structures. Recently,

Dr. Love was named the Nasir Jones Fellow at the W. E. B. Du Bois

Research Center at Harvard University. She began her fellowship at Harvard in the Spring of 2016,

where she will develop a multi-media Hip Hop civics curriculum for middle and high school students.



Tucson Unified School District

Governing Board

Adelita Grijalva- President
Kristel Ann Foster- Clerk
Cam Juárez, Member
Dr. Mark Stegeman, Member
Michael Hicks, Member

Superintendent

Heliodoro Torres Sánchez Ed.D

Administration

Abel Morado, Ed.D. - Deputy Superintendent (Interim) Secondary Leadership
Richard Foster - Assistant Superintendent (Interim) Curriculum and Instruction
Ana Gallegos - Assistant Superintendent of Elementary and K-8 Leadership
Eugene Butler, Jr. - Assistant Superintendent of Student Services
Karla Soto - Chief Financial Officer
Anna Maiden - Chief Human Resources Officer
Stuart Duncan - Chief Operations Officer
Scott Morrison - Chief Technology Officer
Clarice Clash – Sr. Director of Curriculum

Culturally Relevant Pedagogy and Instruction

Lorenzo López Jr., Director
María Federico-Brummer, Program Coordinator
Veronica Castro-Vega, Administrative Assistant

Staff

Itinerant Teachers

Salvador Gabaldón
José González
Corina Ontiveros
Jennifer Johnson-Marlow
Yolanda Sotelo

School to College Liaisons

Alfred Chavez
María Teresa Mejía
Mario Greene

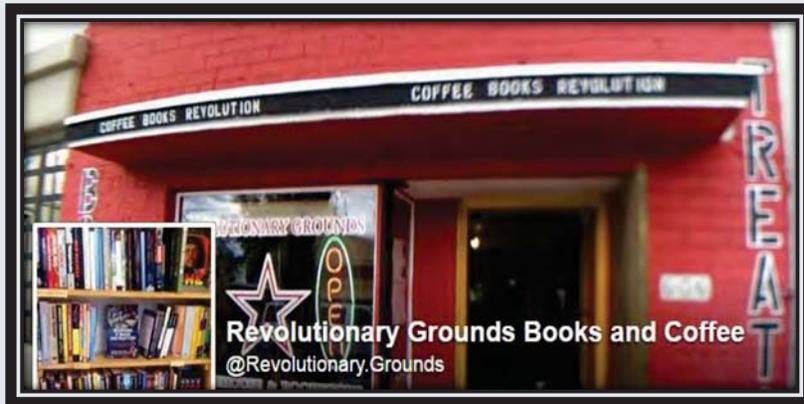
TUCSON UNIFIED SCHOOL DISTRICT

Diverse Community **Culturally Relevant** **EDUCATION** **Empowering** **HISTORY** **Transformative** **Academically Rigorous** **Engaging** **Identity** **Multidimensional** **Relationships** **Africana** **Chicano** **Diaspora** **Ubuntu** **Reflección** **Literature** **Research-Based** **Validating & Affirming** **Cultural Thinking** **Social Justice** **Xinachtli** **Raices** **Sankofa** **In Lak Ech** **VIEWPOINTS** **Cultura** **Liberating** **English** **Academically Rigorous** **English** **Academically Rigorous** **English** **Academically Rigorous**

TUCSON UNIFIED
SCHOOL DISTRICT

Barba Williams Performing Company (BWPC)
Company "AUDITIONS"
Actors, Dancers and Drummers

Barba Williams Performing Company
School BWPC's 2016-2017 Performing Season



Thursday, June 16, 2016

7:45 A.M. - 8:00 A.M.	Registration
8:00 A.M. - 8:15 A.M.	Ceremonial Opening Calpulli Teoxicalli: Jesus Ruiz
8:15 A.M. - 8:55 A.M.	Welcome Lorenzo Lopez Jr., CRPI Director Raul Aguirre, Master of Ceremony Dr. HT Sanchez, Superintendent, Tucson Unified School District Dr. Ron Marx, Dean, UA College of Education Dr. Deborah Embry, Director, CEO Tucson Urban League Hon. Adelita Grijalva, President, TUSD Governing Board <ul style="list-style-type: none">Culturally Responsive Teacher Award
8:55 A.M. - 9:05 A.M.	Dr. Augustine Romero, Principal, Pueblo Magnet High School.
9:05 A.M. - 10:05 A.M.	Keynote: Dr. Antwi Akom- San Francisco State University The Green Path Out of Poverty Dr. Akom will discuss the ways in which technological innovation is transforming the flow of information, the fluidity of social action, and is giving birth to a new forms of bottom up innovation, Dr. Akom will discuss the ways in which technological innovation is transforming the flow of information, the fluidity of social action, and is giving birth to a new forms of bottom up innovation.
10:05 A.M. - 10:30 A.M.	African Percussion
10:35 A.M. - 11:35 A.M.	Keynote: Dr. Christine Sleeter, Culturally Responsive Pedagogy and the Decolonization of Education Why does the research consistently find culturally responsive curriculum and pedagogy to make a positive impact on students? After briefly reviewing the research, Professor Sleeter will discuss the colonizing function of education, particularly curriculum and pedagogy in the classroom, and, with examples, how culturally responsive curriculum and pedagogy directly challenge that function. She will also share what the research suggests teachers need to do to prepare themselves to do this work well.
11:35 P.M. - 12:20 P.M.	Lunch
12:20 P.M. - 1:15 P.M.	Breakout Session I

1:15 P.M. – 1:45 P.M.	Mariachi Inspiracion
1:45 P.M. – 2:45 P.M.	Keynote: Dr. Ernest Morrell, Columbia University Critical Literacy, Popular Culture & Educational Reform Dr. Morrell’s keynote will discuss such issues as popular culture, critical literacy, and civic engagement. Dr. Morrell may also take questions about the status of controversial projects of educational reform and the growing influence of corporate technology companies in publishing instructional and testing materials
2:50 P.M. – 3:50 P.M.	Breakout Session II
3:50 P.M. – 4:00 P.M.	Conference Survey

Thursday, June 16, 2016

Workshops

First Breakout Session I

Workshop A: Dr. Antwi Akom, “The Green Path Out of Poverty”

In addition to extending his keynote remarks, Dr. Akom will dialog with participants on the role of the green economy in facilitating pathways out of poverty for vulnerable populations and green innovation in creating smart, sustainable, and shareable cities for all, while also giving everyday people have a voice in transforming the structures that influence their lives.

Workshop B: Dr. Christine Sleeter, “Critical Family History”

Teachers often wish to incorporate family history into culturally relevant curriculum. What might this work look like, and what kinds of tools are available? Dr. Christine Sleeter will discuss what makes family history “critical” and decolonizing and why this is important, then share tools and resources that are available, including some that can be used with children and youth.

Workshop C: Teri Hollingsworth, “The School-to-Prison Pipeline”

Participants will read, analyze and discuss various explanations and critiques of the school-to-prison pipeline. Topics will include the Prison Industrial Complex (including private prisons and immigrant detention centers), the new Jim Crow reality, and the use of School Resource Officers on high school campuses.

Workshop D: Kevan Kiser-Chuc, “Using Art and Poetry to Help Students Construct an Academic Identity”

Through dialog based on samples of student self portraits that combine visual images and text, participants will examine ways to use art and poetry to promote students’ ability to speak with authority about their cultural identity and personal experiences.

Workshop E: Katy Long, “Culturally Responsive Teaching in a Digital World”

A discussion focusing on the use of technology to explore the connections between subject area content and students’ cultural backgrounds. Participants will examine recent technological developments that individual teachers can incorporate into the classroom to promote students’ academic engagement.

Thursday, June 16, 2016

Workshops

Second Breakout Session II

Workshop A: Dr. Ernest Morrell, “Critical Literacy, Popular Culture & Educational Reform”

This session will provide participants with an opportunity to follow up on Dr. Morell’s keynote comments and to discuss such issues as popular culture, critical literacy, and civic engagement. Dr. Morell may also take questions about the status of controversial projects of educational reform and the growing influence of corporate technology companies in publishing instructional and testing materials.

Workshop B: Dr. Deborah Embry, President/CEO, Tucson Urban League, “Little Brother”

Participants in this session will view and discuss a video clip from *Little Brother*, a series of 15-minute documentary films dedicated to giving black boys a unique voice. Filmmakers Nicole Franklin and Jai Tiggett interviewed boys as young as nine about the love society often denies them.

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Friday, June 17, 2016

7:45 A.M. - 8:00 A.M.	Registration
8:00 A.M. - 8:15 A.M.	Ceremonial Opening Calpulli Teoxicalli: Jesus Ruiz
8:15 A.M. - 8:45 A.M.	Welcome: Raul Aguirre, Master of Ceremony Richard Elias, Pima County Supervisor Dr. Anna O'Leary, University of Arizona, Mexican American Studies Camiliano Juarez, TUSD Governing Board Member <ul style="list-style-type: none">• CRPI 2016 Distinguished Teacher Award
8:45 A.M. – 9:45 A.M.	Keynote: Dr. Nolan Cabrera, University of Arizona This session will provide an overview of the historical development of Ethnic Studies, what constitutes Ethnic Studies, and the research around the efficacy of this curricular/pedagogical approach. Within this context, it will also explore a frequently invisible component of Ethnic Studies: Whiteness and White Privilege. The intersection of these two areas, Ethnic Studies and White Privilege, will serve as a critical point of dialogue in terms of developing inclusive, supportive, and academically challenging classrooms.
10:00 A.M. – 10:30 A.M.	Ballet Folklorico Los Tucsonenses de Tucson High
10:35 A.M. – 11:35 A.M.	Breakout Session III
11:40 A.M. – 12:20 P.M.	Lunch
12:20 P.M. – 1:20 P.M.	Keynote: Culturally Relevant Teacher Panel CR Pedagogy: Tap Root of Educational Empowerment As members of the group of Tucson educators involved in the first-in-the-nation public school ethnic studies program accredited for graduation, the panelists (Director Lorenzo Lopez, Maria Federico-Brummer, Salvador Gabaldon, Jose Gonzalez, Corina Ontiveros, Jennifer Johnson-Marlow, and Yolanda Sotelo) will share their experiences, successes, and vision for the program. Margaret Chaney, Tucson Magnet High School CRC teacher, will serve as moderator.
1:30 P.M. – 2:00 P.M.	Capoeira Menino Bom
2:00 P.M. – 3:00 P.M.	Breakout Session IV
3:00 P.M. – 3:10 P.M.	Conference Survey

Friday, June 17, 2016

Workshops

First Breakout Session III

Workshop A: CRC Panel, "CR Pedagogy: Tap Root of Educational Empowerment"

As members of the group of Tucson educators involved in the first-in-the-nation public school ethnic studies program accredited for graduation, the panelists (Director Lorenzo Lopez, Maria Federico-Brummer, Salvador Gabaldon, Yolanda Sotelo, Corina Ontiveros, Jennifer Johnson-Marlow, and Jose Gonzalez) will share their experiences, successes, and vision for the program. Margaret Chaney, Tucson Magnet High School CRC teacher, will serve as moderator.

Workshop B: Rosario Hutchings, "Historical Fiction and the Black Panther Movement"

The presenter will discuss her experience in teaching the novel *One Crazy Summer* by Rita Williams Garcia. Participants will discuss ways of using young adult literature and media to build students understanding of history from a social justice perspective.

Workshop C: Sal Gabaldón/José González, "Critical Literacy in the Culturally Responsive Classroom"

The presenters will demonstrate a method for enhancing students' academic writing through the use of templates and a study of sample passages from African American literature. Participants will discuss the method and its potential for promoting student writing that contains strong voice.

Workshop D: Dr. Lane Santa Cruz & Jim Byrne, "Systems of Oppression & Critical Pedagogy Classrooms"

Following a brief presentation on the systems of oppression faced by many of our students outside and inside American public schools, the presenters will invite participants to engage in a discussion of the alternative models of instruction that have the potential to transform communities as well as schools.

Workshop E: Dr. Desiree Cueto, Director Multicultural Curriculum, "Bridges Not Borders: Building Cultural Connections through Literature, Inquiry and Dialogue"

This presentation outlines a collaborative action research study that documents a process of curricular development aimed at infusing diverse perspectives and supporting the academic needs of historically marginalized students in the Tucson Unified School District.

Workshop F: Christy Friske-Daniels & Amy Rusk, "In Defense of Your Right to Read"

This session is designed to educate participants about the legal procedures to be followed when library books are challenged. Covering the history of intellectual freedom, and the legal rights and responsibilities of library patrons, the talk may also be adapted for a unit on intellectual freedom during October's Banned Book Week or February's Love of Reading Week.

Friday, June 17, 2016

Workshops

Second Breakout Session IV

Workshop A: Dr. Nolan Cabrera, "A Frank & Open Conversation"

Dr. Cabrera will be extending the remarks he presented in his keynote address and will welcome comments from participants. The discussion may branch out into the many other reasons of interest that he has studied, including issues of racial ideology, racism in higher education, whiteness formation, diversity, and affirmative action. He may also address the study he conducted of Tucson Unified's Mexican American Studies program and the influence it may have on the pending court decision.

Workshop B: Rosario Hutchings, "Historical Fiction and the Black Panther Movement"

The presenter will discuss her experience in teaching the novel *One Crazy Summer* by Rita Williams Garcia. Participants will discuss ways of using young adult literature and media to build students understanding of history from a social justice perspective.

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Saturday, June 18, 2016

8:00 A.M. - 8:15 A.M.	Registration
8:15 A.M. - 8:30 A.M.	Ceremonial Opening Calpulli Teoxicalli: Jesus Ruiz
8:35 A.M. - 9:35 A.M.	Breakout Session V
9:45 A.M. - 10:45 A.M.	Breakout Session VI
11:00 A.M. - 12:00 P.M.	Lunch
12:00 P.M. - 12:30 P.M.	Welcome Marisol Flores-Aguirre, Mistress of Ceremony Hon. Regina Romero, City Council Isabel Garcia, Esq., Human Rights Activist Hon. Kristel Ann Foster, TUSD Governing Board Member 2016 CRPI Student Awards
12:30 P.M. - 1:30 P.M.	Keynote: Dr. Angela Valenzuela Dr. Angela Valenzuela will be presenting from her latest anthology, <i>Growing Critically Conscious Teachers: A Social Justice Curriculum for Educators of Latinola Youth</i> . It represents the culmination of years of work in developing a Grow Your Own (GYO) Latin@ teacher framework as part of the National Latino/a Education Research and Policy Project (NLERAP) that she also directs. Located in 5 cities in 5 states, it creates pathways for Latin@s into the teaching profession through a partnership model. She will describe this national effort in tandem with its application and relevance to a local, Austin, Texas, GYO initiative that she also directs in order to make this model tangible and potentially translatable to Tucson's local context.
1:30 P.M. - 2:00 P.M.	African Dance: Barbea Williams Performing Company
2:00 P.M. - 3:00 P.M.	Keynote: Dr. Bettina Love Imagining Mattering: Hip Hop Civics Ed, Intersectionality, & Black Joy Dr. Love will discuss how Hip Hop Civics Ed, when linked to the framework of intersectionality, creates a space where Black lives matter and analytic sensibilities are nurtured to engage students in the work of fighting for visibility, inclusion, and justice. Her talk will end by calling for educators not only to teach students about racial violence, oppression, and how to make sustainable change in their communities through innovative and radical civic initiatives and movements, but also to expose youth to the possibilities that come with envisioning a world built on Black joy.
3:00 P.M. - 3:30 P.M.	Enrique Garcia-Naranjo: Spoken word
3:30 P.M. - 3:45 P.M.	Conference Closure and Survey

Saturday, June 18, 2016

Workshops

First Breakout Session V

Workshop A: Dr. Angela Valenzuela, “Subtractive Schooling and the Latino Teacher Pipeline”

Dr. Valenzuela will welcome comments and questions relating to her keynote address, as well as any discussion about her areas of interest, including the concept of subtractive schooling and how education policies in Texas have negatively impacted Latino students.

Workshop B: Rickyana Estrada, “Curriculum in Action”

In this session participants will analyze samples from the ongoing development of TUSD’s Culturally Relevant curriculum, including descriptions of course units and actual lesson plans. Participants will be encouraged to offer ideas for revisions to the curriculum and the selected course materials.

Workshop C: Dr. Raúl Gonzáles, “Music of Marginalization”

This interactive presentation focuses on designing classroom lessons that are based on music analysis. The strategy promotes student engagement and provides teachers with a way to help students understand historical marginalization. The presenter will model the mechanics of the lesson.

Workshop D: Jennifer Johnson-Marlow, “Let’s Talk about Race...ism”

The presenter will moderate a panel discussion involving the experiences of new and veteran teachers instructing middle and high school Culturally Relevant classes in Tucson schools. The focus of the discussion will be the topic of race and racism in literature and history, the specific instructional strategies used that impacted student learning this year, and how their students responded when engaged in frank dialog on the topic.

Workshop E: María Federico-Brummer, “Teaching Tolerance’s Anti-bias Framework: A Tool for Culturally Responsive Education”

TUSD’s English and Social Studies curricula include the Anti-bias Framework composed of twenty anchor standards and eighty grade-level outcomes organized into four domains: Identity, Diversity, Justice and Action. Participants will examine how the framework promotes reflective teaching practices and equitable learning environments.

Workshop F: Nicole Snook, “Explicit Empathy: A Vehicle for Transforming Education”

Creating a culture of empathy in a teen-age world that’s “all about me” is no easy task. The presenter will discuss how Changemaker High School approaches the challenge and convinces students to refocus on service to the community as individual changemakers.

Saturday, June 18, 2016

Workshops

Second Breakout Session VI

Workshop A: Dr. Bettina Love, "The Power of Hip Hop in Classroom Instruction"

This session will expand on Dr. Love's keynote comments. Participants will be encouraged to share their experiences in urban education and social justice, as well as ways to transform urban classrooms through the use of non-traditional educational curricula and classroom structures.

Workshop B: Rickyana Estrada, "Curriculum in Action"

In this session participants will analyze samples from the ongoing development of TUSD's Culturally Relevant curriculum, including descriptions of course units and actual lesson plans. Participants will be encouraged to offer ideas for revisions to the curriculum and the selected course materials.

Workshop C: Dr. Raúl González, "Music of Marginalization"

This interactive presentation focuses on designing classroom lessons that are based on music analysis. The strategy promotes student engagement and provides teachers with a way to help students understand historical marginalization. The presenter will model the mechanics of the lesson.

Workshop D: Jennifer Johnson-Marlow, "Let's Talk about Race...ism"

The presenter will moderate a panel discussion involving the experiences of new and veteran teachers instructing middle and high school Culturally Relevant classes in Tucson schools. The focus of the discussion will be the topic of race and racism in literature and history, the specific instructional strategies used that impacted student learning this year, and how their students responded when engaged in frank dialog on the topic.

Workshop E: Maria Teresa Mejia, "Black Lives Matter in the Classroom"

A demonstration of an innovative classroom lesson using multimedia presentations and literature to explore and critique the *Black lives matter vs. all lives matter* debate. Participants will discuss how to organize respectful and inclusive student dialog involving controversial subjects such as racism, police brutality, and stereotyping, as well as ways to manage student interaction with material that contains adult language.

Workshop F: Nicole Snook, "Explicit Empathy: A Vehicle for Transforming Education"

Creating a culture of empathy in a teen-age world that's "all about me" is no easy task. The presenter will discuss how Changemaker High School approaches the challenge and convinces students to refocus on service to the community as individual changemakers.