

APPENDIX V – 149

Summer 2017  
Cover photo by Jes Ruvalcaba

# Empowering

# Transformative



## Institute for Culturally Responsive Education

June 15-17, 2017

# Diverse



TUCSON UNIFIED  
SCHOOL DISTRICT

## **Special Thanks:**

**University of Arizona: College of Education**

### **National Panel for Culturally Responsive Curriculum and Instruction**

**Chair: Dr. Christine Sleeter, California State University- Monterey Bay**

**Dr. Anthony Brown, University of Texas- Austin**

**Dr. Amado Padilla, Stanford University**

**Dr. Ernest Morrell, Columbia University**

**Dr. Kris Gutiérrez, University of California- Berkley**

**Dr. Geneva Gay, University of Washington- Seattle**

**UA- College of Education, Dr. Ronald Marx**

**TUSD Superintendent- Dr. Gabriel Trujillo**

**UA Prof. Dr. Mary Carol Combs**

**UA Prof. Dr. Francesca López**

**TUSD Curriculum and Instruction- Dr. Clarice Clash**

**F. Jes Ruvalcaba Production**

**TUSD Communications**

*The loving community of Tucson and its educators who are committed to educational equity*



***Logo:***

The graceful heron depicted in our logo is borrowed from traditional images created by the Akan people of Ghana to symbolize the concept of ***Sankofa***—the collective memory and history of a people. Posing with a backward gaze, the bird holds an egg, representing the future, in its beak.

The Mexica culture also alludes to the heron, naming its storied original homeland ***Aztlán***—meaning “the place of the herons” in the Nahuatl language.

The Sankofa-Aztlán connection evokes an ancient understanding about the value of safeguarding our heritage and knowing our origins.

***Mission:***

The CRPI Department, created in 2012 as part of a federal court consent decree, is charged with spearheading TUSD’s effort to address the needs of the two historically underserved groups specifically named as plaintiffs in the case: African American and Mexican American students.

To that end, the CRPI Department has designed and implemented a culturally relevant curriculum supported with professional development and culturally relevant materials for elementary, middle and high school instruction.

**TUCSON UNIFIED SCHOOL DISTRICT**  
**2017 Summer Institute for Culturally Responsive Education**

# Creating Transformative Spaces in Urban Education

Welcome to the second annual Summer Institute for Culturally Responsive Education, sponsored jointly by TUSD's Department of Culturally Relevant Pedagogy and Instruction (CRPI) and the College of Education at the University of Arizona. This year's theme, Creating Transformative Spaces in Urban Education, relates to the first of the six tenets adopted by the CRPI Department:

- *The teacher transforms the classroom into a safe, student-centered space.*
- *The teacher views students as co-creators of knowledge.*
- *The teacher sets high expectations and fosters dialog-rich interactions.*
- *The teacher promotes students' active engagement in their community.*
- *The curriculum is oriented toward social justice.*
- *The students develop critical consciousness, a strong academic identity, an appreciation of other cultures, and an informed sense of pride for their own.*

Schools of course should be places where students are physically safe and protected from violence, but students can suffer harm in less obvious ways, involving a schools ambience, the emotional attachments that students make with each other and with the school staff, and the connections that teachers make or fail to make between students and the curriculum.

As many others have noted, teachers who design complex and challenging lessons that engage all students in reflection and analysis concerning racism, poverty and the many injustices imposed on their communities often discover a puzzling paradox: it is only when we tackle the most emotionally difficult subjects that we produce the most liberating and energizing awareness among our students.

With that sobering realization in mind, our presenters offer an outstanding series of breakout sessions intended to challenge, encourage and inspire teachers to continue taking risks beyond their comfort zone and to continue creating those "safe spaces" where critical thinking and courageous conversations prepare our students for the work of building a better tomorrow for us all.

## Keynote Speakers:

**Dr. Aja Y. Martínez** is Assistant Professor of Writing and Rhetoric at Syracuse University. Dr. Martínez conducts research on and teaches a range of courses concerning rhetorics of race and ethnicity, including the rhetorics of race within both Western and non-Euro-Western contexts, and beginning, professional and advanced writing courses. Her single-authored monograph, *Counterstory: The Writing and Rhetoric of Critical Race Theory* (currently under review), presents counterstory as a method by which to actualize critical race theory (CRT) in rhetoric and composition studies research and pedagogy. Dr. Martínez's work argues specifically that counterstory provides opportunities for other(ed) perspectives to contribute to conversations about narrative, dominant ideology, and their intersecting influence on curricular standards and institutional practices. Voices from the margins can become voices of authority through the formation of counterstories—stories that examine, document, and expose the persistence of racial oppression and other forms of subordination. Counterstory serves as a natural extension of inquiry for theorists whose research recognizes and incorporates lived and embodied experiences of marginalized peoples both in the U.S. and abroad. Dr. Martínez's method provides an interdisciplinary understanding of how counterstory functions, while accomplishing a further goal of establishing counterstory as a pedagogically employable method in writing classrooms. Dr. Martínez is a Tucson native, and a proud Cholla High School and UA alum.



Go Chargers and Wildcats!



**Dr. David Stovall** is an Associate Professor of Educational Policy Studies and African-American Studies at the University of Illinois at Chicago (UIC). His scholarship investigates four areas 1) Critical Race Theory, 2) concepts of social justice in education, 3) the relationship between housing and education, and 4) the relationship between schools and community stakeholders. In the attempt to bring theory to action, he has spent the last ten years working with community organizations and schools to develop curriculum that address issues of social justice. His current work has led him to become a member of the Greater Lawndale/Little Village School of Social Justice High School design team, which opened in the Fall of 2005 where he also serves as a volunteer social studies teacher.

## Keynote Speakers:



**Dr. Francesca López** is an Associate Professor in Educational Policy Studies and Practice at the University of Arizona. She began her career in education as a bilingual (Spanish/English) elementary teacher, and later as an at-risk high school counselor, in El Paso, Texas. After completing her Ph.D. in Educational Psychology at the University of Arizona (2008), she served on the faculty of the Educational Policy and Leadership department at Marquette University (2008-2013). Her research is focused on the ways educational settings promote achievement for Latino youth and is currently providing an intensive in-service training for teachers in TUSD's CRPI Department.

**Dr. Kris D. Gutiérrez** is Carol Liu Professor at the Graduate School of Education, University of California, Berkeley. Gutiérrez is a leader in the learning sciences, literacy, educational policy, and qualitative, design-based approaches to inquiry. Dr. Gutiérrez is a member of the National Academy of Education and fellow of AERA and the Center for Advanced Study in the Behavioral Sciences. Dr. Gutiérrez's research examines learning in designed environments, with attention to students from non-dominant communities and Dual Language Learners. Her work on Third Spaces examines the affordances of syncretic approaches to literacy and learning, new media literacies, STEM learning, and the re-mediation of functional systems of learning. Her work in social design experiments seeks to leverage students' everyday concepts and practices to ratchet up expansive and equitable forms of learning. Key examples of longstanding collaborations with immigrant and migrant communities include Las Redes, a 15-year long after-school afterschool program that privileged hybrid language practices for youth, grades K-5, El Pueblo Mágico, a STEM-oriented after-school program, and the UCLA Migrant Student Leadership Program for California youth from migrant



farmworker backgrounds.

## Keynote Speakers:

### Dr. Kevin Lawrence Henry

A native of New Orleans, Louisiana and graduate of the University of Wisconsin-Madison (Ph.D.) and Tulane University (B.A.), Assistant Professor of Education Policy Studies and Practice, Dr. Kevin Lawrence Henry, Jr.'s program of research revolves around two central, interrelated questions. The first question critically examines how power and dominance shape and structure educational policies, practices, and reforms. The second question is concerned with how educational actors—marginalized by race, gender, class, and/or sexuality—understand, resist, reconstitute and transform educational fields to be more equitable and socially just. In doing so, he considers how macro issues are associated with marginalized educational actors' micro environments and consequently how their perspectives and practices can reshape educational fields to be more equitable and freeing. His research and teaching primarily focuses on the social contexts and political sociology of education with a particular emphasis on privatization/neoliberal restructuring, charter schools and school choice policy, social stratification, and counter-hegemonic practices/pedagogies and theories (critical race theory, feminist theories, and queer of color critique). His scholarship has been published in *Educational Policy*, *Journal of Social Studies Research*, *Handbook of Urban Education*, and elsewhere. Dr. Henry is also a faculty affiliate in the Institute for Lesbian, Gay, Bisexual, and Transgender Studies, as well as in the Africana Studies Program at the University of



Arizona.



**Dr. Anthony Brown** is Associate Professor of Curriculum & Instruction at the University of Texas at Austin. He also is an affiliated faculty with the John Warfield Center for African and African American Studies and the department of African and African Diaspora Studies. Dr. Brown received his PhD from the University of Wisconsin Madison in Curriculum & Instruction in 2006. Before becoming a professor, Dr. Anthony Brown was a classroom teacher in Long Beach, CA and Cambridge, MA. He also served as a school administrator for several years at a K-8 school in Massachusetts. Since arriving at UT in 2006, Dr. Brown has maintained a firm commitment to quality teaching in K-12 and higher educational settings. In 2011 the University of Texas Regents acknowledged his excellence in undergraduate teaching, awarding him the prestigious Regents' Outstanding Teaching Award. Dr. Brown has worked with over 100 preservice teachers that are now teaching middle school and high school in Texas and across the nation.

His research agenda falls into two interconnected strands of research, related broadly to the education of African Americans. His first strand of research examines how educational stakeholders make sense of and respond to the educational needs of African American male students. The second strand examines how school curriculum depicts the historical experiences of African Americans in official school knowledge (e.g. standards and textbooks) and within popular discourse. Dr. Brown has published over 25 journal articles, 9 book chapters, 1 edited book and 2 full-length books. His most recent publications are *Black Intellectual Thought in Education: The Missing Traditions of Ann Julia Cooper, Carter G. Woodson and Alain LeRoy Brown* (with Carl A. Grant and Keffrelyn D. Brown) and *Reclaiming the Multicultural Roots of the U.S. Curriculum: Communities of Color and Official Knowledge in Education*. (with Wayne Au and Lola Calderon)





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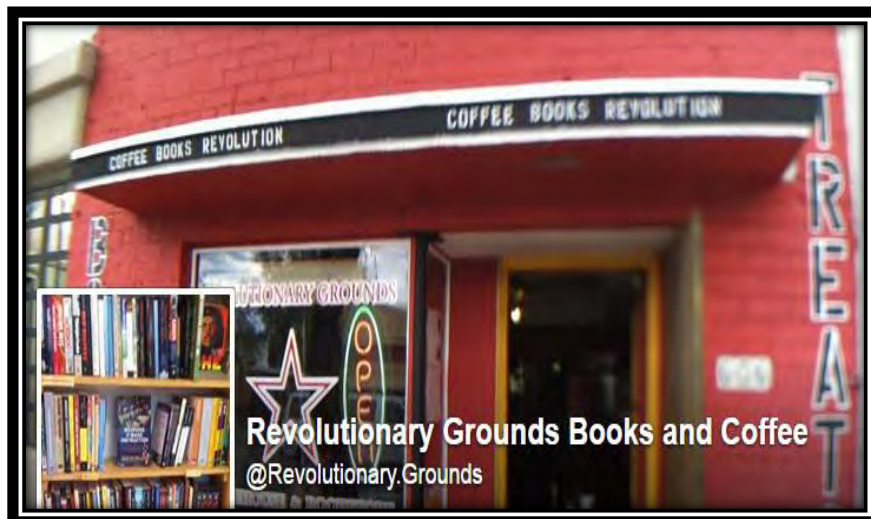
Tucson Unified is where  
Students love to Learn  
Teachers love to Teach  
and People love to Work  
We are Team TUSD



**Notes:** \_\_\_\_\_

Lined area for notes, consisting of 24 horizontal lines.

# TUCSON UNIFIED SCHOOL DISTRICT



## Agenda Thursday, June 15, 2017

- |             |   |
|-------------|---|
| 8:00-8:10   | REGISTRATION: Sign-in and Clock-in  |
| 8:10-8:30   | Ceremonial Opening: <b>Nayona Smith &amp; Calpolli Teoxicalli Jesús “Chucho” Ruiz:</b>  |
| 8:30-9:00   | Welcome: <b>Lorenzo López Jr., CRPI Director; Dr. Gabriel Trujillo, Interim Superintendent, Tucson Unified School District; Dr. Ronald Marx, Dean, UA College of Education</b>  |
| 9:00-10:00  | Keynote: <b>Dr. Aja Martínez: “Access, Agency, and Counterstory: A Conversation on Space, Comfort, and the Responsibility of Privilege”</b><br>In this keynote the speaker will elaborate on the critical role of Counter-story in relation to providing students spaces that serve to combat the marginalization of their lived experiences.   |
| 10:00-10:30 | Tohono O’odham Powwow Dancers   |
| 10:30-11:30 | Breakout Session I  |
| 11:30-12:30 | Lunch   |
| 12:30-1:30  | Keynote: <b>Dr. David Stovall- Talking Old Soldiers: Revisiting the Will to Resist and Build</b><br>The talk will engage the necessity of centering race, class, gender, age, sexual orientation, ability in K-12 classrooms under conditions of extreme duress. Highlighting examples from Chicago and other locales across the country, the presentation seeks to develop an understanding of the intensity of the political moment, while engaging strategies to support our students. |
| 1:30-2:00   | Barrio Mindz  |
| 2:00-3:00   | Breakout Session II   |
| 3:00        | Closing   |

**THURSDAY MORNING—BREAKOUT SESSION I**  
**10:30-11:30 a.m.**

ROOM	PRESENTERS	DESCRIPTION
ED 211 (Kiva)	Dr. Aja Martínez	<p><b>The Role of Self-reflection in Teaching and Writing</b>  A discussion about the value of thinking introspectively about one’s own teacher subjectivities in the classroom and how this self-reflection can inform one’s philosophical approach to teaching in a way that respects the varying contexts of our students.</p>
ML 303	Leslie Franzblau-Wirth & Peter Blankfield	<p><b>Raising the Consciousness of Middle Schoolers</b>  This workshop highlights the interdisciplinary approach in Language Arts and Social Studies to introduce students to the Freire’s Levels of Consciousness. This approach further utilizes systems thinking while intertwining literature and history.</p>
ED 308	Rashanda Snead	<p><b>Critical Literacy and Anti-War Songs of Protest</b>  The presenter will incorporate critical literacy strategies to examine anti-war Vietnam era songs of peace and protest to enhance students’ understanding of political protest through the use of music and art as an introduction to student-led, social justice projects using the critical praxis design.</p>
ML 314	Aidé Silva & Brenda Maytorena	<p><b>The Anti-Bias Framework Unwrapped</b>  Participants will engage in collaborative group activities and explore picture books from TUSD’s Multicultural Collection to identify potential lesson ideas that address the four domains in the Anti-Bias Framework—Identity, Diversity, Justice and Action.</p>
ED 240	Sal Gabaldón	<p><b>Hidden Knowledge: Secrets of U.S. History for Teachers in K-8</b>  How did the people of Mexico play a crucial role in support of George Washington and the U.S. War of Independence—and why have educators remained largely in the dark about this fascinating episode in our nation’s long and troubled history? Participants will uncover the truth.</p>
ED 441A	Roberto “Dr. Cintli” Rodríguez	<p><b>Being and Becoming Human: A Maiz-based Philosophy of Life</b>  An interpretation of a maíz-based continent-wide philosophy, gleaned primarily from the works of a native Yucatec Maya speaker &amp; linguist, Domingo Martínez Parédez, centered on Quetzalcoatl-Kulkulcán.</p>
ML 304	Alexandro Escamilla	<p><b>The 1966 Crusade for Justice (CFJ): Chicano Ideology in Action</b>  Participants will examine the epic poem, <i>I Am Joaquín</i> (1967) and political ideas of Rodolfo “Corky” Gonzales, the establishment of separate Chicano institutions and what ultimately became the U.S. government’s war on the CFJ through the FBI’s counter intelligence program (COINTELPRO).</p>

**THURSDAY AFTERNOON, BREAKOUT SESSION II**  
**2:00-3:00 p.m.**

ROOM	PRESENTERS	DESCRIPTION
ED 211 (Kiva)	Dr. David Stovall	<p><b>Beyond Resistance: Democratic Possibilities for Practice and Policy</b>  An investigation of the significance of race in the quality of schools located in communities that are changing both racially and economically. The presentation draws from Critical Race Theory, educational policy analysis, political science, community organizing, and youth culture.</p>
ML 303	Leslie Franzblau-Wirth & Peter Blankfield	<p><b>Raising the Consciousness of Middle Schoolers</b>  This workshop highlights the interdisciplinary approach in Language Arts and Social Studies to introduce students to the Freire's Levels of Consciousness. This approach further utilizes systems thinking while intertwining literature and history.</p>
ED 308	Dr. Teri Hollingsworth	<p><b>The School-to-Prison Pipeline: Going Against the Flow</b>  To open the conversation, participants will interact with group as presenter presents data to analyze. Participants will then discuss the implications of the data on our classrooms. Time will then be provided within the session to debrief and begin the important conversation.</p>
ML 314	Aidé Silva & Brenda Maytorena	<p><b>Unwrapping the Social Justice Standards</b>  Participants will engage in collaborative group activities and explore picture books from TUSD's Multicultural Collection to identify potential lesson ideas that address the four domains in the Social Justice Standards—Identity, Diversity, Justice and Action.</p>
ML 312	José González	<p><b>Freirean Critical Dialogue, Critical Race Praxis &amp; Authentic Caring</b>  Participants will explore ways to build classroom relationships between the students and their teacher so that they see each other as co-learners engaged in critical reflection.</p>
ED 441A	Roberto "Dr. Cintli" Rodríguez	<p><b>Being and Becoming Human: A Maiz-based Philosophy of Life</b>  An interpretation of a maíz-based continent-wide philosophy, gleaned primarily from the works of a native Yucatec Maya speaker &amp; linguist, Domingo Martínez Parédez, centered on Quetzalcoatl-Kulkulcán.</p>
ML 304	Joy Noriega	<p><b>Pendejismos and You: Language &amp; Identity in Burciaga's <i>Drink Cultura</i></b>  Participants will examine a lesson designed for students in high school CR language arts classes. The lesson guides students into an exploration of the history of explicit language in English while also studying the influence of explicit Spanish words in Mexican-American vernacular. Participants will read "Pendejismo" from José Burciaga's famous text.</p>

## Agenda Friday, June, 16, 2017

8:00-8:10	REGISTRATION: Sign-in and Clock-in
8:10-8:30	Ceremonial Opening: <b>Calpolli Teoxicalli Jesús “Chucho” Ruiz</b>
8:30-8:35	Welcome: <b>Lorenzo López Jr.</b>
8:35-9:00	CR Teacher Recognition: <b>Angel Martínez, Jack Scott, Tiffany Muñoz, Leslie Franzblau-Wirth, Julie Elvick</b>
9:00-10:00	<p>Keynote: <b>Dr. Francesca López: <i>Nurturing Confianza: Altering the Trajectory of the Self-Fulfilling Prophecy with Asset Based Pedagogy</i></b></p> <p>This keynote will detail how a “race-reimagined” perspective of teacher expectations, the Asset Based Pedagogy framework, nurtures confianza in our historically marginalized youth. Confianza can be translated as confidence, trust, and hope. For teachers to nurture confidence in students’ own abilities—one of the strongest predictors of achievement—teachers must understand the historical context that contributes to the disparities evident today. They must also, however, foster students’ beliefs in the assets they possess, which in turn helps develop students’ identities in positive ways. Accordingly, the word also exemplifies the trust that must be cultivated between teachers and students. In engaging in asset-based pedagogy, teachers and students are part of the hope of equitable access that can eliminate disparities.</p>
10:00-10:30	African Percussion: Songhai Drummers
10:30-11:30	<p>Keynote: <b>Dr. Kris Gutiérrez</b></p> <p>This keynote will focus on Third Spaces within the classroom, which examines the affordances of syncretic approaches to literacy and learning, new media literacies, STEM learning, and the re-mediation of functional systems of learning.</p>
11:30-12:30	Lunch
12:30-1:30	Breakout Session I
1:30-2:00	Mariachi Inspiración
2:00-3:00	Breakout Session II
3:00	Closing

**FRIDAY MORNING—BREAKOUT SESSION I**  
**12:30-1:30 a.m.**

<b>ROOM</b>	<b>PRESENTERS</b>	<b>DESCRIPTION</b>
ML 411	Dr. Francesca López	<b>Nurturing Confianza: Altering the Trajectory of the Self-Fulfilling Prophecy with Asset Based Pedagogy</b> Participants will engage in reflective activities linked to various asset-based practices.
ED 333	Dr. Kris Gutiérrez	<b>Transforming the Social Context of Education</b> Participants will discuss ways to construct designed learning environments for students from non-dominant communities and for English Learners, using students' everyday concepts and practices to expand beyond traditional forms of learning.
ED 308	Kevan Kiser-Chuc	<b>A Pedagogy of Possibility: Student Identities Expressed through Art, Literature &amp; Culturally Responsive Practices</b> The presenter will demonstrate techniques for promoting students' academic identities and voices in the classroom based on reflection about the meaning & significance of students' personal experiences.
ML312	Dr. Julian Kunnie	<b>African Studies in a Culturally Relevant Classroom</b> A discussion focused on the pervasive influence that Africa has had on human culture, including its art, music, literature, history, technology and science.
ML 314	María Federico-Brummer	<b>ADE's Guidelines for Culturally Inclusive Practices: A critique</b> As a participant in the Arizona Department of Education's Inclusive Practices Committee, TUSD highlighted its culturally responsive and relevant expertise. This session will explain how the Culturally Inclusive Practices guidelines can enhance our classroom instruction.
ED 441A	Tyler Feucht	<b>Media Bias and Fake News: From the Zoot Suit Riots to Today</b> The presenter will describe the development of a unit on media bias and fake news. Participants will examine samples of media bias as displayed in 1940's newspapers towards Mexican-American zoot suiters, culminating in the 1943 Zoot Suit Riots.
ML 304	Rosario Hutchings & Rickyana Estrada	<b>The Xicano Murals Movement: Then and Now</b> A workshop that highlights a history unit on the Xicano Movement as represented through murals dealing with such themes as identity, family, community, politics, immigration and education. The unit culminates with a class mural project.
ML 303	Dominique Calza	<b>Chicana HERstory: Voices within the Movimiento</b> Participants in this workshop will examine the contributions of queer and Chicana feminist perspective in the Chicano movement. The presenter will utilize literary pieces and poetry to explore these often marginalized perspectives.

**FRIDAY AFTERNOON, BREAKOUT SESSION II**  
**2:00-3:00 p.m.**

ROOM	PRESENTERS	DESCRIPTION
ED 308	Kevan Kiser-Chuc	<p><b>A Pedagogy of Possibility: Student Identities Expressed through Art, Literature &amp; Culturally Responsive Practices</b>            The presenter will demonstrate techniques for promoting students' academic identities and voices in the classroom based on reflection about the meaning &amp; significance of students' personal experiences.</p>
ML312	Dr. Julian Kunnie	<p><b>African Studies in a Culturally Relevant Classroom</b>            A discussion focused on the pervasive influence that Africa has had on human culture, including its art, music, literature, history, technology and science.</p>
ML 314	María Federico-Brummer	<p><b>ADE's Guidelines for Culturally Inclusive Practices: A critique</b>            As a participant in the Arizona Department of Education's Inclusive Practices Committee, TUSD highlighted its culturally responsive and relevant expertise. This session will explain how the Culturally Inclusive Practices guidelines can enhance our classroom instruction.</p>
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## Agenda Saturday, June 17, 2017

- 8:00-8:10 REGISTRATION: Sign-in and Clock-in
- 8:10-8:30 Ceremonial Opening: **Calpolli Teoxicalli Jesús “Chucho” Ruiz**
- 8:30-8:40 Welcome: **Lorenzo López Jr.**
- 8:40-9:00 Emerging CR Teacher/Teacher Appreciation: **Tyler Feucht**  
CR Teacher Leader: **Stephanie Miller**  
Student Recognition:  
**Nathaniel Abeyta**, Valencia MS 8th grade  
**Azura Cádiz**, Tucson MHS 12th grade  
**Liliana Espinoza**, Rincon HS 11th grade  
**Mona Rodríguez**, Safford K-8 8th grade
- 9:00-10:00 Keynote: **Dr. Kevin Henry: Historicizing Educational Choice: Beyond Charters and Vouchers, Toward a Humanizing Pedagogy and Politic**  
In this keynote the speaker will explore the ways in which 'school choice' has been utilized to de-professionalize the field of education and further the 'educational debt,' while proponents of school choice argue it is the progeny of the Civil Rights Movement. In this keynote the speaker will draw from histories of Black and Brown educational resistance that moves beyond school choice, toward educational self-determination.
- 10:00-10:30 Ballet Folklórico Tapatio
- 10:30-11:30 Breakout Session I
- 11:30-12:30 Lunch
- 12:30-1:30 Keynote: **Dr. Anthony Brown: A Talk on Invisibility, Racial bias, and Humanizing Pedagogies**  
Dr. Anthony Brown's keynote lecture will explore the conceptual meanings of *invisibility*. Dr. Brown will also discuss how invisibility relates to issues of *implicit racial bias* and what this means to the day-to-day practice of schooling. His presentation will also explore the kind of *humanizing pedagogies* we must bring into the classroom to overcome the subtle effects of bias and invisibility in the classroom.
- 1:30-2:00 African Dance: **Barbea Williams Performance Company**
- 2:00-3:00 Breakout Session II
- 3:00 Closing

**SATURDAY MORNING—BREAKOUT SESSION I**  
**10:30-11:30 a.m.**

ROOM	PRESENTERS	DESCRIPTION
ED 211 (Kiva)	Dr. Kevin Henry	<p><b>Power &amp; Dominance in Educational Policy</b>            The workshop examines how power and dominance shape policies, practices, and reforms in education, and how educational actors—marginalized by race, gender, class, and/or sexuality—understand, resist, reconstitute and transform educational fields to be more equitable and socially just.</p>
ED 349	Jim Byrne	<p><b>In the Wake of the Dragon: Learning the So-Called War on Drugs</b>            Participants will have an opportunity to share and discuss resources, activities, and approaches to teaching history thematically with the so-called War on Drugs. Emphasis will be on critical pedagogy and social justice engagement.</p>
ED 337	Dr. Raúl González	<p><b>Voter I.D. Laws: A Return to ‘Jim Crow’ Politics</b>            Participants will explore the connections between efforts to thwart and subvert the voting rights of African Americans in the Jim Crow South with current efforts to reduce voter participation among minority communities across the United States.</p>
ED 320	Julia Hillman & Junko Sakoi	<p><b>Revisiting the 2016 Presidential Election: A Study in Peculiarity</b>            Participants will discover how to create and implement unit lessons based on culturally relevant topics that are critical to students’ understanding of self, others, and literary works. The presenter will provide books, reading materials and multimedia items.</p>
ED 316	Alexandro Escamilla	<p><b>T.H.U.G.L.I.F.E.: (Acronym) The Life and Legacy of Tupac Amaru Shakur</b>            An exploration of the life and legacy of Shakur and the worldwide impact he had on history, culture and philosophy. Many know Tupac only as a “thug” or “gansta” rapper but in reality he was a prophet who unapologetically documented the oppressive realities of the inner city. Tupac’s harsh commentary forces people to recognize the price of neglected promises, which remain unfulfilled to this day.</p>
ML 312	José González	<p><b>Freirean Critical Dialogue, Critical Race Praxis &amp; Authentic Caring</b>            Participants will explore ways to build classroom relationships between the students and their teacher so that they see each other as co-learners engaged in critical reflection.</p>
ED 341	Teri Hollingsworth	<p><b>The School-to-Prison Pipeline: Going Against the Flow</b>            To open the conversation, participants will interact with group as presenter presents data to analyze. Participants will then discuss the implications of the data on our classrooms. Time will then be provided within the session to debrief and begin the important conversation.</p>

**SATURDAY AFTERNOON, BREAKOUT SESSION II**  
**2:00-3:00 p.m.**

ROOM	PRESENTERS	DESCRIPTION
ED 211 (Kiva)	Dr. Anthony Brown	<p><b>Getting Schooled: The Education of African American Students</b>  Participants will examine how educational stakeholders make sense of and respond to the educational needs of African American male students, and how school curriculum depicts the historical experiences of African Americans in official school knowledge (e.g. standards and textbooks) and within popular discourse.</p>
ED 349	Jim Byrne	<p><b>In the Wake of the Dragon: Learning the So-Called War on Drugs</b>  Participants will have an opportunity to share and discuss resources, activities, and approaches to teaching history thematically with the so-called War on Drugs. Emphasis will be on critical pedagogy and social justice engagement.</p>
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ED 316	Alexandro Escamilla	<p><b>T.H.U.G.L.I.F.E.:(Acronym) The Life and Legacy of Tupac Amaru Shakur</b>  An exploration of the life and legacy of Shakur and the worldwide impact he had on history, culture and philosophy. Many know Tupac only as a “thug” or “gansta” rapper but in reality he was a prophet who unapologetically documented the oppressive realities of the inner city. Tupac’s harsh commentary forces people to recognize the price of neglected promises, which remain unfulfilled to this day.</p>
ED 240	Sal Gabaldón	<p><b>Hidden Knowledge: Secrets of U.S. History for Teachers in K-8</b>  How did the people of Mexico play a crucial role in support of George Washington and the U.S. War of Independence—and why have educators remained largely in the dark about this fascinating episode in our nation’s long and troubled history? Participants will uncover the truth.</p>
ED 341	Rashanda Snead	<p><b>Critical Literacy and Anti-War Songs of Protest</b>  The presenter will incorporate critical literacy strategies to examine anti-war Vietnam era songs of peace and protest to enhance students’ understanding of political protest through the use of music and art as an introduction to student-led, social justice projects using the critical praxis design.</p>



# **Tucson Unified School District**

## **Governing Board**

Michael Hicks- President  
Dr. Mark Stegeman - Clerk  
Kristel Ann Foster  
Adelita Grijalva  
Rachel Sedgwick

## **Interim Superintendent**

**Gabriel Trujillo, Ed.D.**

## **Administration**

**Abel Morado, Ed.D. - Deputy Superintendent (Interim) Secondary Leadership**  
**Mark Álvarez - Assistant Superintendent (Interim) of Elementary and K-8 Leadership**  
**Karla Soto - Chief Financial Officer**  
**Anna Maiden - Chief Human Resources Officer**  
**Stuart Duncan - Chief Operations Officer**  
**Scott Morrison - Chief Technology Officer**  
**Stefanie Boe - Communications**  
**Clarice Clash, Ph.D. – Sr. Director of Curriculum**

## **Culturally Relevant Pedagogy and Instruction**

Lorenzo López Jr., Director  
Norma González, Program Coordinator  
Verónica Castro-Vega, Administrative Assistant

## **Staff**

### **Itinerant Teachers**

Salvador Gabaldón  
Rickiana Estrada  
Margaret Chaney  
Yolanda Sotelo  
Rosario Hutchings  
Aidé Silva  
Dr. Teri Hollingsworth  
Alexandro “Salo” Escamilla  
Rashanda Snead  
Kevan Kiser-Chuc

### **School to College Liaisons**

Alfonso Chávez  
Rachel Arvizu  
Mario Greene