

TUSD's Response #73 to the 01/04/2015 Special Master Request for Information related to the appointment of CRPI Director

Below are TUSD's responses to the Special Master Request for Information related to the appointment of CRPI Director, submitted on 01/04/15.

Special Master #1: *I would appreciate receiving this information by January 9 so that I can follow up, if necessary, when I'm in Tucson the next week. To bring closure to R&R related the appointment of the Culturally Responsive Pedagogy and Instruction Director. Please provide me with the following:*

The job description;

TUSD Response to 1: The District utilized the services of Dr. Jacqueline Jordan Irvine, Candler Professor Emeritus, Emory University as the CRPI expert for the hiring and selection process. The District consulted with Dr. Irvine for feedback and consultation on the job description, job announcement and interview questions. The recommendations that Dr. Irvine made were adapted into the Job Description and interview questions. The Hiring process for SLD & Director level was followed.

See job description, RFI 73 (1) attached;

Special Master #2: *The name, position and race of the persons on the interview committee;*

TUSD Response to 2:

See RFI 73 (2) attached;

Special Master #3: *The questions asked of all candidates (this applies to the common questions only);*

TUSD Response to 3:

See RFI 73 (3) attached.

Special Master #4: *Disaggregated by race and ethnicity, the following:*

- *The number of applicants;*
- *The finalists—those interviewed by the Superintendent*
- *If number of persons offered the position there was more than one*
- *If the position was offered to someone other than the appointee, what reason was given for declining to accept the position?*
- *The number of applicants who are already employed by Tucson Unified School District;*

TUSD Response to 4:

- The number of applicants;

B	H	I	W	U	Total Applicants
3	6	1	9	2	21

- Leadership Interview

H	I	W
3	1	1

- The finalists—those interviewed by the Superintendent

H
1

- If number of persons offered the position there was more than one
Not Applicable

- If the position was offered to someone other than the appointee, what reason was given for declining to accept the position?
Not Applicable

- The number of applicants who are already employed by Tucson Unified School District;

In District Applicants
9

Special Master #5: *When was the position first announced and when was the final date applicant could apply?*

TUSD Response to 5:

10/6/14-11/2/14

Special Master #6: *How and where was the position advertised? Please indicate the dates on which the position was advertised in each venue.*

TUSD Response to 6:

Most were posted 10/7/14 (30 day ads)
 TUSD Website (10/6/14-11/2/14)
 Diversity Recruitment partners (national)
 AZ Dept. of Education
 HBCU(national)
 NASBE(national)
 Hispanic Chamber of Commerce
 Phoenix Career Services

Special Master #7: *The vitae of the appointee.*

TUSD Response to 7:

See RFI 73 (7) attached.



CODE: 16176
UNIT: ADM
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION TITLE

DIRECTOR – CULTURALLY RESPONSIVE PEDAGOGY

SUMMARY

Directs district wide culturally responsive pedagogy and practices to allow academic success for all students at Tucson Unified School District (TUSD).

MINIMUM REQUIREMENTS

Master's degree in instruction and culturally responsive pedagogy, as well as related areas in curriculum and ethnic/cultural studies.

Experience in instruction and culturally responsive pedagogy, as well as related areas in curriculum and Ethnic Studies, Cultural studies, Mexican American Studies, African American Studies, Urban Education, Multicultural Education or a related field

Arizona Administrator Certificate with a Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification.

Three (3) years program management and/or supervisory experience.

Five (5) or more years of any combination of teaching experience, administrative/supervisory or program management experience in a multicultural K-12 educational setting.

Verbal and written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

PREFERRED REQUIREMENTS

Doctorate degree in instruction and culturally responsive pedagogy, as well as related areas in curriculum and ethnic/cultural studies.

Experience designing, implementing, and evaluating culturally responsive instructional programs that enhance learning opportunities for multicultural students.

Experience designing, implementing, and evaluating culturally responsive teacher professional development programs as well student and administrator learning groups.

Active participation working with culturally diverse populations and organizations.

Experience writing grants, fund development, public speaking and presentation preparation.

ADDITIONAL REQUIREMENTS AFTER HIRE

Must hold the Arizona IVP fingerprint clearance card.

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Directs District-wide culturally responsive instructional strategies to enhance achievement of all students, especially those at-risk.

Oversees the development and implementation of culturally responsive pedagogy.

Works with appropriate TUSD personnel to establish and implement district policies and procedures to have an equity based and culturally responsive curriculum and instructional services that result in high achievement for all students.

Directs educational approaches and practices which create and support inclusive learning environments utilizing learner centered approaches that emphasize students' cultural assets, backgrounds, social conditions, and individual strengths, while engaging families of students as partners and resources in instruction, culturally responsive pedagogy, as well as related areas in curriculum and ethnic/cultural studies.

Collaborates with appropriate TUSD personnel to facilitate opportunities to create best practices in the classroom and/or school to coach and mentor students for academic success using culturally responsive pedagogy.

Collaborates with appropriate TUSD personnel to develop and implement standards-based curriculum and instruction focusing on cultural and historical experiences to engage all TUSD students.

Supervises the design, implementation, and evaluation of culturally responsive courses for all district personnel

Promotes inclusive practices, respect for diversity, and equity among TUSD staff, students, and public.

Develops, and monitors assigned budgets.

Supervises assigned staff.

Represents the District in professional and community activities as directed.

Adheres to all court orders, state and federal laws, and District policies and regulations.

Prepares ad hoc reports as requested.

Directs the collection and dissemination of information on available training sources for district wide personnel relating to cultural responsive pedagogy and directs and coordinates the implementation.

MENTAL TASKS

Communicates. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as telephone, computer, printer and copier

WORKING CONDITIONS

Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for staff safety and security.




M:JOB16176
New/Rev: 8/13, 10/14
USP Rev: 4/14

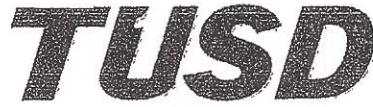
**HUMAN RESOURCES DEPARTMENT
INTERVIEW PANEL RECOMMENDATION FORM
IMPORTANT USP REQUIREMENT IV.D.1. - INTERVIEW COMMITTEES FOR ADMINISTRATIVE & CERTIFICATED STAFF
MUST INCLUDE AFRICAN AMERICAN AND/OR LATINO MEMBERS**

Position Title: Director - Culturally Responsive Pedagogy
 Job# 15-1494
 Chairperson: Steven Holmes

Site/Dept: Curriculum & Instruction Date: 12-03-2014

Name of Interview Committee Member & Title	Barg Unit	Parent	Teacher	Student	Com	Class Staff	Central	African Am.	Anglo	Asian	Hisp.	Native Am.	Multi Racial	M	F
Dr. Adrian Vega, Deputy Superintendent							X				X			X	
Dr. Abel Morado, Assistant Superintendent							X				X			X	
Anna Maiden, Chief Human Resource Officer							X		X						X
Eugene Butler, Assistant Superintendent							X	X						X	
Julie Tolleson, Legal Counsel							X		X						X
Steven Holmes, Assistant Superintendent							X				X			X	
Total							6	1	2		3			4	2

STUDENT ETHNIC ENROLLMENT BREAKDOWN:
 White/Anglo: African American: Native American: Asian American: Multi Racial
 Hispanic: 12/2/14 Date
 ONLY FOR ADMINISTRATIVE APPOINTMENTS; HR APPROVAL IS REQUIRED BEFORE THE INTERVIEW IS CONDUCTED. ALSO, BEFORE NOTIFYING PROSPECTIVE INTERVIEW COMMITTEE MEMBERS, PRIOR HR APPROVAL MUST BE OBTAINED
 Chairperson Signature:  12/2/14 Date
 Human Resources Representative:  12/3/14 Date
 Chief Human Resources Director or Designee:  12/3/14 Date



PO Box 40400
1010 E. 10th Street
Tucson, AZ 85719

Human Resources Department

Telephone: (520) 225-6035
Fax: (520) 798-8683
www.tusd1.org

Interview Questions
Director of Culturally Relevant Pedagogy and Instruction - Job # 15-1494

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|---|
| 1. How would you define culture? |
| 2. What is the primary purpose of CRP? |
| 3. What is the relationship between multicultural curriculum and culturally relevant pedagogy? |
| 4. How does CRP benefit all students, not just students who belong to an identifiable ethnic group? |
| 5. Some educators believe that CRP leads to more not less stigmatization and stereotyping of students of color. How would you respond to this statement? |
| 6. In a content area and grade level of your choice, can you provide an example of a CRP strategy that uses students' everyday lived experiences as opposed to an ethnic historical event or ethnic celebration? |
| 7. One of the tenets of CRP is involving students' family and community, not only in supportive roles, but also in classroom instructional activities? Can you give an example of such an activity? |
| 8. In your experience in designing and conducting CRP professional development training for teachers, how have you handled "difficult conversations" about issues of race and racism? |
| 9. How would you evaluate the effectiveness of a CRP professional development program for teachers and administrators? |
| 10. As the Director of CRPI, how would you handle controversies that may surface as a result of the political climate surrounding the culturally relevant courses? |

Suggested line of questioning for interviews for position of Director of Culturally Relevant Pedagogy and Instruction

Jacqueline Jordan Irvine
Candler Professor of Urban Education Emeritus
Emory University
Atlanta, GA

During the interview, I think the questions should focus on determining if the candidates have a clear understanding of the practices and the research related to culturally relevant pedagogy (CRP). I have included some questions as well as some frequently cited literature that highly qualified candidates would be familiar with and reference in their responses.

How would you define culture?

Culture is a set of survival strategies that are passed down from one generation to another, a type of roadmap that helps people make sense of their experience in the larger society, develop understandings of how the world works, and make decisions based on that understanding. Culture includes forms like rites, rituals, legends, myths, artifacts, symbols, language, ceremonies, and history.

What is the primary purpose of CRP?

The primary purpose of CRP is student learning. Many educators erroneously believe that CRP is simply a motivator and self-esteem builder for students of color without a significant body of empirical research that shows its effects on student achievement. The research documents that CRP is related to six important pedagogical influences on student learning:

- Developing caring relationships with students while maintaining high expectations;
- Engaging and motivating students;
- Assessing student performance with a variety of methods;
- Grouping students for instruction like use of cooperative learning;
- Selecting and effectively using learning resources;
- Promoting and learning from family and community engagement.

What is the relationship between multicultural curriculum and culturally relevant pedagogy?

CRP and multicultural curriculum are related. However, a multicultural curriculum often focuses on the identification of accurate, comprehensive, and standard-based texts, media, and other educational materials that contributes to a more inclusive

curriculum that enhances students' understanding of multiple historical perspectives and development of cultural awareness.

CRP requires teachers to have a thorough and deep understanding of the subjects they teach so that they can represent and deliver content in various ways that help students interpret knowledge, store, and retrieve it. Many diverse students fail in school not because their teachers don't know their subject matter content and multicultural curricula, but because their teachers cannot make the connections between the content and their students' existing mental schemes, prior knowledge, learning preferences, and cultural perspectives.

How does CRP benefit all students, not just students who belong to an identifiable ethnic group?

Culturally relevant pedagogy is important because it benefits all students regardless of their ethnic and cultural backgrounds. When educators teach diverse students effectively, every student in the classroom gains. Also, exposure to a variety of experiences enriches lives by broadening perspectives and validating each person's uniqueness and sense of belonging to a larger whole.

Some educators believe that CRP leads to more not less stigmatization and stereotyping of students of color. How would you respond to this statement?

Culturally relevant teaching leads to less stereotyping because teachers see students as individuals with unique learning needs and dispositions, prior experiences, and knowledge. CRP is based on the theory that culture, particularly ethnicity, is a powerful force that influences teacher-student relationships and student learning. However, culturally diverse students are not mere products of their culture. Culture affects individuals in different ways and not all members of the same cultural group behave in identical ways or identify with their culture to the same degree. CRP helps teachers to recognize that no superficial list of descriptors and characteristics could ever describe students of any ethnicity.

In a content area and grade level of your choice, can you provide an example of a CRP strategy that uses students' everyday lived experiences as opposed to an ethnic historical event or ethnic celebration?

A teacher might:

- Engage high school students by using spoken word poetry to rewrite their life stories to create the world they wanted for themselves, their families, and their peers;

- Teach elementary students how to write, revise, and present a narrative about their family history by gathering ideas and stories from family members;
- Help students write a letter to a politician about their their community's needs using primary survey data and interviews.

One of the tenets of CRP is involving students' family and community, not only in supportive roles, but also in classroom instructional activities? Can you give an example of such an activity?

Culturally relevant teachers develop positive relationships with families and probe the home, school, and community environments, searching for insights into diverse students' abilities, preferences, and motivations. The "funds of knowledge" work of Luis Moll supports the finding that teachers' communication with families and teachers' observation of students in their home and community settings can enhance diverse students' learning.

Teachers often invite parents with professional positions to their classroom but not parents with less education. In his work, Moll discussed how one teacher developed a unit on measurement and weights and invited parents to demonstrate how they used tools and other instruments in their work. Another teacher taught geometric shapes and measurement with the students' parents who used grids and geoboards for quilting, tile design, and rug making.

In your experience in designing and conducting CRP professional development training for teachers, how have you handled "difficult conversations" about issues of race and racism?

Many teachers avoid discussions of race and racism because they are uncomfortable with the issues and believe that these discussions are potentially divisive. However, discussions of these issues, within the appropriate instructional context, can foster critical thinking skills and transform classrooms into apprenticeships for democracy and citizenship. Colorblindness or overlooking issues of race and racism does not lead to racial harmony but can prevent teachers from recognizing the potential of students of color and ignoring their own unconscious beliefs and biases. With appropriate teacher training and administrative support, teachers can learn how to embrace rather avoid these important conversations.

How would you evaluate the effectiveness of a CRP professional development program for teachers and administrators?

There are many characteristics of effective professional development. Among the more important of these are described by four "design principles" for structured professional development activities. First, learning should be undertaken in the

context of collaborative problem solving linked to analyses of student performance. Second, professional development should provide experiential opportunities to gain an understanding of and reflect on the research and theory underlying the knowledge and skills being learned. Third, the way teacher learning is facilitated should mirror the instructional approaches they are expected to master and allow teachers to experience the consequences of newly learned capabilities. Professional development should be on going and include necessary funding and resources.

NOTE: The literature used in this document draws from the work of Jacqueline Jordan Irvine, Willis Hawley, and Luis Moll. See also the Fall 2009 issue of *Teaching Tolerance Magazine*.

Lorenzo Lopez Jr.

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Education/Certifications

<i>M.Ed.</i>	Educational Leadership- Principal K-12 Northern Arizona University Graduate Degree Honors with Distinction Flagstaff, AZ 2013
<i>B.A.</i>	Secondary Education- Social Studies University of Arizona Tucson, AZ 2000
<i>Principal Certificate</i>	Arizona (<i>Awaiting AEPA Results</i>)
<i>Teacher Certification</i>	7-12 Social Studies- Arizona Highly Qualified- American Government Highly Qualified- American History

Administrative/Leadership Experience

**Culturally Relevant Pedagogy and Instruction
Program Coordinator
Tucson Unified School District
Tucson, AZ June 2014-Present**

- Collaborate with appropriate district personnel to develop and implement training on culturally relevant strategies for Instructional Leadership Administrators.
- Plan and conduct professional development training sessions on pedagogy and curriculum for district CR teachers.
- Work with district leadership to; embed culturally relevant strategies into district initiatives (TUSD Strategic Plan), seek compliance to and report on federal court mandates (via USP), & develop community relationships to promote CRP agenda.
- Supervise the implementation of CR courses and provide instructional support/resources to CR teachers to increase student achievement within the CR program.

CAP Program Coordinator
21st Century CCLC Federal Grant Program
Cholla High Magnet School- Tucson, AZ 2013-2014

- Oversaw budgetary expenses and procurement of products funded by 21st Century Grant.
- Prepare payroll, attendance and academic progress reports. Collaborate with site leadership to ensure congruency in program, site and district goals.
- Ensure accountability and compliance to all policies relating to the federal grant.
- Supervise the daily operation of the program and managed the budget.

Administrative Internship
Cholla High Magnet School- Tucson, AZ. Fall 2013

- Served as Administrative Designee during the fall of 2013. Elected as Site Council representative for faculty.
- Collaborated closely with site leadership to develop and implement policy based on analysis of data and best practices.
- Participated in Site Leadership Team, working with district Progress Monitoring Team to develop and implement the School Continuous Improvement Plan

Founding Teacher of the Social Justice Education Project
Cholla High Magnet School- Tucson, AZ. 2003-2011

- Developed program curriculum and aligned it with the state's honors standards for social studies in Arizona.
- Collaborated with school, district and University of Arizona leadership to implement this program into the district offerings.
- Developed curriculum designed to increase critical thinking skills and create an improved sense of academic identity by using community resources/asset theory, social justice and critical race theory.

Head Baseball Coach
Cholla High Magnet School- Tucson, AZ. 2007-2011

- Successfully incorporated the Charger Baseball 501c3 parent booster club that raised and managed funds to support the baseball program via facilities maintenance, improvements and equipment purchases.
- As a club sponsor, I developed a successful student athlete academic accountability program that had a 95% eligibility rate for our student athletes
- Collaborated with business office personnel on procurement and vendor purchases and documentation.

Teaching Experience

**High School US History and Government Teacher
US History- Chicano Perspective, Social Justice/Government
Cholla High Magnet School, Tucson, AZ. 2000-2014**

- Developed a variety of culturally responsive instructional and assessment methods to increase student engagement and academic success for at-risk students.- TEAM Project
- Participated in designing an educational model of instruction focused on students of color and urban youth.- Critically Compassionate Intellectualism Model.
- Utilizing critical pedagogy and culturally relevant curriculum, our classes served as a case study empirically proving the academic effectiveness of this ethnic studies model.- Cabrera Report
- Collaboratively designed a program of study focusing on analyzing social and historical identity and civic engagement via academic research and community activism.- Social Justice Education Project
- Increased student academic identity and achievement by incorporating the cultural capital model and asset theory as it relates to the student's home as an educational resource.
- Evaluated and tracked student progress through a longitudinal, quantitative and qualitative analysis of student data on AIMS and other measurement instruments to inform instruction.

**Upward Bound Instructor- Cultural Studies
Pima Community College, Tucson, AZ. 2010**

- Implemented critical pedagogy and culturally relevant curriculum to develop a course designed to analyze identity and social justice as it relates to Tucson and the surrounding community.
- Evaluated student progress through various assessment methods; formal, informal, formative and summative to differentiate instruction.
- Created a positive learning environment for a diverse group of students while fostering a partnership with parents focused on the academic and social well-being of their children.
- Employing multicultural principles of education, students engaged in an interdisciplinary educational practice in which they gained a deeper understanding of Tucson's history by visiting historic places first-hand.

Additional Training/Professional Development

Public Speaking Engagements

"NAME" National Association for Multicultural Educators Las Vegas, NY. 2010
"Leadership for Equity and Excellence Forum" Equity Alliance. Phoenix, AZ 2010
"American Educational Research Association" AERA Chicago, 11. 2007, San Francisco, CA. 2006
Summer Institute for Transformative Education, TUSD 2008, 2010
Save Ethnic Studies Presentations
California State University at Northridge, CA. 2010
Claremont McKenna College Claremont, CA. 2010
California State University Channel Island CA. 2010
San Diego State University CA. 2011
California State University San Bernardino CA. 2011
California State University San Marcos CA. 2011
University of California at Riverside CA. 2011
Michigan State University Lansing, MI. 2011
New Mexico Association for Bilingual Education: Albuquerque, NM. 2012

Conference Attendance

"Preparate" National Conference on Hispanics in Education- Gear-Up: La Jolla, CA. March, 2010
"Summer Institute for Transformative Education" Tucson, AZ. July, 2010, 2009, 2008, 2007, 2006.
"NACCS" National Association of Chicano and Chicana Studies Albuquerque, NM. 2005
National Latino Children's Institute- Phoenix, AZ. October, 2014

LORENZO LOPEZ JR.

October 29, 2014

Curriculum, Instruction, and Professional Development Department
1010 E. 10th St.
Tucson, AZ 85719

To whom it may concern:

Please accept this letter and enclosed resume as evidence of my interest in the position of Director - Culturally Relevant Pedagogy and Instruction, with the Tucson Unified School District. I believe that my professional and personal experiences qualify me as a strong candidate for this position.

For the past fourteen years, I've taught social studies at Cholla High Magnet School. For ten of those years, I worked with the highly successful, Mexican-American Studies program. The primary purpose of this department was to address the persistent gap in achievement between Latinos and other ethnic groups.

Functioning under an innovative model of education, this department worked to address the historic shortcomings of our educational system in addressing the needs of marginalized youth in our community. By incorporating a critical pedagogy, establishing a strong relationship with our community and developing a culturally and historically relevant curriculum, we were able to develop a sense of social justice and agency in our students; resulting in monumental gains in all academic and social benchmarks. In this position, my role was to develop socially, historically and culturally relevant curriculum for our students and implement it in the classroom.

I am the founding teacher of the nationally acclaimed Social Justice Education Project (SJEP). SJEP worked collaboratively with the University of Arizona to offer our students a rigorous and authentic educational experience. With this group, I've had the opportunity to conduct presentations regarding the success of this approach across the nation. In addition to the various professional conferences in the academic fields of Anthropology, Multicultural Education and Educational Research in Higher Education, we have also presented to various political entities including the Congressional Hispanic Caucus.

This year, I was hired as a program coordinator for the CRPI department. In this position, I have been tasked with making various critical curricular decisions impacting our district. I have collaborated in embedding the culturally relevant and culturally responsive strategies into our district's best practice model. Incorporating theory and practice, I have developed a series of professional development workshops designed to lead participating CR teachers through the progressions of development in critical consciousness. I have worked with community representatives to promote the interests of the district and comply with all state and federal mandates. Additionally, I have played a central role in designing a plan determining the future of CRPI.

Considering the demographics of our district, our success and/or failure hinges on the academic performance of Latino students. This critical point in time qualifies as an educational crisis that demands we find innovative ways in which to reach our students.

My experiences have provided me with a distinct skillset that I have to offer to our district. It is for this reason that I'm seeking your consideration for the position of Director of Culturally Relevant Pedagogy and Instruction. It is my desire to continue to affect change within the field of education; specifically as it relates to the equitable academic and social outcomes of students of color.

I believe that I am well qualified for this position and would welcome the opportunity to discuss my specific qualifications with you. I look forward to hearing from you soon.

Respectfully,

Lorenzo Lopez Jr.
Educator/Program Coordinator
Culturally Relevant Pedagogy and Instruction