

**TUCSON UNIFIED SCHOOL DISTRICT**  
***Culturally Relevant Pedagogy and Instruction***  
Memorandum

August 20, 2014

**TO:** Margaret Leonard; Sam Brown

**FROM:** Sal Gabaldón, CRPI Director

**RE:** Summary of Progress in Culturally Relevant Course Development

**SY 2013-2014**

CR courses were piloted at three high schools. The schools and corresponding courses were the following:

**Cholla Magnet High School:**

- 11<sup>th</sup> Grade Literature—African American Perspective
- 11<sup>th</sup> Grade Literature—Mexican American Perspective
- 12<sup>th</sup> Grade Literature—African American Perspective
- 12<sup>th</sup> Grade Literature—Mexican American Perspective
- 11<sup>th</sup> Grade U.S. History—African American Perspective
- 11<sup>th</sup> Grade U.S. History—Mexican American Perspective
- 12<sup>th</sup> Grade U.S. Government—Mexican American Perspective (1<sup>st</sup> semester)
- 12<sup>th</sup> Grade U.S. Government—Multicultural Perspective (2<sup>nd</sup> semester)

**Pueblo Magnet High School:**

- 11<sup>th</sup> Grade Literature—Mexican American Perspective
- 12<sup>th</sup> Grade Literature—Mexican American Perspective
- 11<sup>th</sup> Grade U.S. History—Mexican American Perspective
- 12<sup>th</sup> Grade U.S. Government—Mexican American Perspective

**Tucson Magnet High School:**

- 11<sup>th</sup> Grade Literature—African American Perspective
- 11<sup>th</sup> Grade Literature—Mexican American Perspective
- 12<sup>th</sup> Grade Literature—African American Perspective
- 12<sup>th</sup> Grade Literature—Mexican American Perspective
- 11<sup>th</sup> Grade U.S. History—Mexican American Perspective
- 12<sup>th</sup> Grade U.S. Government—Mexican American Perspective

The total number of students enrolled in the CR courses: 466.

In addition, two other high schools (Sahuaro and Rincon) each piloted one course of U.S. History taught from a multicultural perspective.

**SY 2014-2015**

When students began selecting classes for SY 2014-2015, all TUSD high schools offered CR courses on their master schedules. Three high schools recorded sufficient numbers of students enrolling to make the classes viable. Although the schools are the same ones that participated the previous year, the total number of participating students has increased by nearly 30% (from 466 to 602) because additional sections have been added in response to demand from students. In addition, Pueblo is considering piloting CR social studies courses in 10<sup>th</sup> grade, and four additional schools are piloting CR courses in middle school grades.

The high school CR classes for SY 2014-2015 are the following:

**Cholla Magnet High School:**

- 11<sup>th</sup> Grade Literature—African American Perspective
- 11<sup>th</sup> Grade Literature—Mexican American Perspective
- 12<sup>th</sup> Grade Literature—African American Perspective
- 12<sup>th</sup> Grade Literature—Mexican American Perspective
- 11<sup>th</sup> Grade U.S. History—African American Perspective
- 11<sup>th</sup> Grade U.S. History—Mexican American Perspective
- 12<sup>th</sup> Grade U.S. Government—Mexican American Perspective

**Pueblo Magnet High School:**

- 11<sup>th</sup> Grade Literature—Mexican American Perspective
- 12<sup>th</sup> Grade Literature—Mexican American Perspective
- 11<sup>th</sup> Grade U.S. History—Mexican American Perspective
- 12<sup>th</sup> Grade U.S. Government—Mexican American Perspective

**Tucson Magnet High School:**

- 11<sup>th</sup> Grade Literature—African American Perspective
- 12<sup>th</sup> Grade Literature—African American Perspective
- 11<sup>th</sup> Grade U.S. History—Mexican American Perspective
- 12<sup>th</sup> Grade U.S. Government—Mexican American Perspective

I believe that significantly more students would have signed up for the classes that year if District practice had allowed for CR teachers to actively recruit and promote the courses. An additional challenge was the difficulties of recruiting talented teachers who were willing to endure the political controversy and public spotlight associated with ethnic studies courses in Arizona. (When one teacher mentioned to her English department colleagues that she was considering teaching a CR course, she was advised to “stay away—those classes are too political.”) Nevertheless, I firmly believe that CR courses can be established at any high school, as long as there is sufficient support from the school and District leadership.

We are recruiting teachers at other high schools and hope to have at least two more high schools participating next year. We will report details in the 2014-2015 Annual Report.

**Assessment of 2013-2014 CR pilots:**

CRPI Coordinators have collected surveys from last year's teachers. A summary of their responses will be included in the 2014-2015 Annual Report and the results will inform the 2014-2015 CR professional development sessions.

Throughout SY 2013-2014 we expended great effort defending, refining, and improving the CR curriculum and supporting CR teachers and students with materials and PD. We also responded to inquiries from the Arizona Department of Education (see ADE inquiries/responses, attached Appendix 49) and collaborated with ADE in the development of CR curriculum maps.

Corrective actions being put in place for SY 2014-2015 in response to lessons learned in SY 13-14 are the following:

- Preparing a protocol that allows for the recruitment of students and promotion of CR classes during scheduling in the spring of 2014-2015 for courses to be offered in 2015-2016; and to protect classes against collapse or cancellation as long as they maintain an enrollment of 20 or more students.
- Expanding the number of PD sessions offered in support of CR teachers.
- Collecting and analyzing pre-and post-CR student surveys, with regard to attitude toward academics, knowledge base, enthusiasm about school, family/home engagement in the student's education, and how students view their own culture and other cultures before/after taking the classes.
- Collecting and analyzing pre-and post-teacher surveys to guide future PD sessions
- Recruitment to the CR program of highly qualified teachers who have completed CR training or who have otherwise demonstrated an understanding of CR education..

The development of the indicated survey forms has been completed. The surveys are being administered to all current CR high school students and teachers. At the end of the course, post-course surveys will be administered and data collected and reported in the SY 2014-2015 Annual Report.

loc_code	loc_desc	emp_ps_number	emp_lname	emp_fname
615	Cholla Magnet	021375	Grijalva	Elizabeth
615	Cholla Magnet	021375	Grijalva	Elizabeth
615	Cholla Magnet	021375	Grijalva	Elizabeth
615	Cholla Magnet	021375	Grijalva	Elizabeth
615	Cholla Magnet	033356	Jones	Corey
615	Cholla Magnet	008330	Pina	Marie
615	Cholla Magnet	008330	Pina	Marie
615	Cholla Magnet	005163	Santa Cruz	Linda
615	Cholla Magnet	025943	Walanski	Andrew
615	Cholla Magnet	025943	Walanski	Andrew
615	Cholla Magnet	030857	Wong	Carlos
630	Pueblo Magnet	031236	Mejia	Jessica
630	Pueblo Magnet	031236	Mejia	Jessica
630	Pueblo Magnet	031236	Mejia	Jessica
630	Pueblo Magnet	031236	Mejia	Jessica
630	Pueblo Magnet	031236	Mejia	Jessica
630	Pueblo Magnet	032232	Mendibles-Escobar	Tiffany
630	Pueblo Magnet	032232	Mendibles-Escobar	Tiffany
630	Pueblo Magnet	032232	Mendibles-Escobar	Tiffany
630	Pueblo Magnet	032232	Mendibles-Escobar	Tiffany
630	Pueblo Magnet	032232	Mendibles-Escobar	Tiffany
640	Rincon	029672	Martin	Joseph
640	Rincon	029672	Martin	Joseph
650	Sahuaro	030968	Davies	Ian
650	Sahuaro	030968	Davies	Ian
650	Sahuaro	030968	Davies	Ian
650	Sahuaro	030968	Davies	Ian
650	Sahuaro	030968	Davies	Ian
660	Tucson Magnet	016432	Escamilla	Alec
660	Tucson Magnet	016432	Escamilla	Alec
660	Tucson Magnet	011144	Federico-Brummer	Maria
660	Tucson Magnet	021152	Garbe	Kurt

per_code	sd_code	crs_course	cls_section	crs_title	nStu
02	05	171	02	English 7 Cul Rel MexicanAM View	22
03	05	169	01	English 5 Cul Rel MexicanAm View	19
05	05	169	02	English 5 Cul Rel MexicanAm View	20
07	05	171	01	English 7 Cul Rel MexicanAM View	13
07	19	053	04	US History 1 Cul Rel MexAm View	26
04	19	053	01	US History 1 Cul Rel MexAm View	24
06	19	053	02	US History 1 Cul Rel MexAm View	21
06	19	058	01	US Gov Cul Rel Mex Am Viewpoint	19
02	05	165	01	English 5 Cul Rel AfricanAm View	18
04	05	167	02	English 7 Cul Rel AfricanAm View	26
06	19	051	01	US History 1 Cul Rel AfrAm View	18
03	19	053	03	US History 1 Cul Rel MexAm View	22
04	19	058	01	US Gov Cul Rel Mex Am Viewpoint	35
05	19	053	04	US History 1 Cul Rel MexAm View	25
06	19	053	01	US History 1 Cul Rel MexAm View	31
07	19	053	05	US History 1 Cul Rel MexAm View	17
01	05	171	02	English 7 Cul Rel MexicanAM View	26
02	05	171	01	English 7 Cul Rel MexicanAM View	29
05	05	169	03	English 5 Cul Rel MexicanAm View	29
06	05	171	05	English 7 Cul Rel MexicanAM View	29
07	05	169	01	English 5 Cul Rel MexicanAm View	34
03	19	006	01	AmHistory-Multi Perspectives 1	28
06	19	006	02	AmHistory-Multi Perspectives 1	26
02	19	006	04	AmHistory-Multi Perspectives 1	27
03	19	006	01	AmHistory-Multi Perspectives 1	24
04	19	006	03	AmHistory-Multi Perspectives 1	32
05	19	006	05	AmHistory-Multi Perspectives 1	26
06	19	006	02	AmHistory-Multi Perspectives 1	28
01	19	053	03	US History 1 Cul Rel MexAm View	30
02	19	053	02	US History 1 Cul Rel MexAm View	30
04	19	058	01	US Gov Cul Rel Mex Am Viewpoint	22
03	05	167	01	English 7 Cul Rel AfricanAm View	27