

APPENDIX V – 47

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- Berkeley

Dr. Geneva Gay, University of Washington- Seattle

Dr. Francesca López, University of Arizona - Tucson

TUSD Superintendent- Dr. Gabriel Trujillo



TUSD Communications

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who are committed to educational equity*

TUCSON UNIFIED SCHOOL DISTRICT
2018 Summer Institute for Culturally Responsive Education

Creating Classrooms as Places of Hope

***“I must fight with all my strength so that the little things that
my health allows me to do might be pointed toward helping
the revolution—the only real reason for living.”***

—Frida Kahlo

Bienvenidos—welcome—to the third annual Summer Institute for Culturally Responsive Education. As organizers of this event, the Department of Culturally Responsive Pedagogy and Instruction (CRPI) is grateful for the generous support provided by TUSD and by our gracious host, the UA College of Education.

In the introductory quote above, Frida Kahlo refers to the artistic and social revolution led by Mexican writers and muralists in 20th century Mexico. That revolutionary fervor generated an explosion of creativity and cultural change. In the U.S. today, educators are witnessing a very different kind of revolution, involving a 21st century struggle for the soul of public education. As culturally responsive educators, seeking to place our students’ lived realities at the core of the curriculum, we stand in opposition to the corporatization of America’s public schools.

We drew inspiration for this year’s theme—Creating Classrooms as Places of Hope—from an essay composed by our first keynote speaker, Dr. Jeffrey Duncan-Andrade. His essay, “Note to Educators: Hope Required When Growing Roses in Concrete,” is based on the concept of “critical hope.” Critical hope offers an antidote to the “up-by-your-bootstraps” ideas that blind our students to systemic injustice. For it is only when students learn to recognize and act against such injustice that they can become fully empowered members of our society.

This year’s sessions will help you to water the diversity of flowers you will nurture in your classrooms next year—including those roses that manage to blossom through concrete. And speaking of water, please be sure to stay hydrated. Temperatures this summer may be unusually warm, even for Tucson. As always, we thank you for reserving some of your precious summer days to participating in the Institute and wish you a most enjoyable learning experience.



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.

SICRE 17-18 SY Agenda
Thursday, June 14, 2018

- 8:00-8:10 REGISTRATION: Sign-in and Clock-in
- 8:10-8:30 Ceremonial Opening: **Calpolli Teoxicalli Jesús “Chucho” Ruiz**
- 8:30-9:00 Welcome:
Lorenzo López Jr., CRPI Director
Mark Álvarez - Asst. Supt of Elementary and K-8 Leadership (Interim)
Dr. Francesca López, UA College of Education
- 9:00-10:00 Keynote: **Dr. Jeff Duncan-Andrade: “Note to Educators: Hope Required When Growing Roses in Concrete”**
The session closely examines the types of social toxins that young people face in the broader society and discusses the impact of these conditions on student identities. Inside of this framing, Duncan-Andrade draws from his 20 years as an urban educator to explore the concept of hope, as essential for nurturing urban youth. He first identifies three forms of “false hope”—hokey hope, mythical hope, and hope deferred—pervasive in and peddled by many urban schools. Discussion of these false hopes then gives way to Duncan-Andrade’s conception of “critical hope,” explained through the description of three necessary elements of educational practice that produce and sustain true hope.
- 10:00-10:30 Colencia of Old Pascua
- 10:30-11:30 Breakout #1
- 11:30-12:30 Lunch
- 12:30-1:30 Keynote: **Dr. Geneva Gay: “Culturally Responsive Teaching: An Imperative”**
This keynote will focus on consensual salient features of culturally responsive education, major principles and conceptual ideas, and benefits derived for both students and teachers. In effect, this presentation focuses on the ideological foundations of culturally responsive education, with the notion that these ideas (or principles) are the guideposts for practical applications. Specifically, the discussion will expose the intersections of culture, race, ethnicity, teaching, and learning and the implications of these intersections in education. While the achievement gap remains culturally responsive teaching is an imperative to eliminate the achievement gap.
- 1:30-2:00 Tucson Son Jarocho Collective
- 2:00-3:00 Breakout #2
- 3:00 **Closing**

Thursday AM Keynote: Dr. Jeff Duncan-Andrade “Note to Educators: Hope Required”

Jeff Duncan-Andrade, Ph.D., is Associate Professor of Raza Studies and Education at San Francisco State University. He is also the founder of the Roses in Concrete Community School, a community responsive lab school in East Oakland, the Teaching Excellence Network, and the Community Responsive Education Group. As a classroom teacher and school leader in East Oakland for the past 24 years, his pedagogy has been widely studied and acclaimed for producing uncommon levels of social and academic success for students. Duncan-Andrade lectures around the world and has authored two books and numerous journal articles and book chapters on effective practices in schools. In 2015, Duncan-Andrade was tapped to be a Commissioner on the National Commission on Teaching & America’s Future (NCTAF) and in 2016 was part of the great educators invited to the White House on National Teacher Appreciation Day by President Obama.



Thursday PM Keynote: Dr. Geneva Gay “Culturally Responsive Teaching: An Imperative”



Dr. Geneva Gay is Professor of Education at the University of Washington-Seattle where she teaches multicultural education and general curriculum theory. She is the recipient of the Distinguished Scholar Award, presented by the Committee on the Role and Status of Minorities in Educational Research and Development in the American Educational Research Association. Known nationally and internationally for her scholarship in multicultural education, she is an expert in curriculum design, staff development, classroom instruction, and intersections of culture, race, ethnicity, teaching, and learning. Her writings include numerous articles, book chapters, and books, including *Culturally Responsive Teaching: Theory, Practice, & Research*, which received the 2001 Outstanding Writing Award from the American Association of Colleges for Teacher Education (AACTE).

Thursday AM—Breakouts

10:30-11:30

Breakout A Room # ML-350	Title: “Radical Healing” Presenter: Dr. Jeff Duncan-Andrade Dr. Duncan-Andrade will expand on the comments he addressed in his keynote presentation and invite participants to engage in an informal discussion and a question-and-answer session.
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*******EDUCATION BUILDING*******

Breakout B Room # EDUC 208	Title: “Chicano Art: Activism and History” Presenter: Raúl Aguirre Description: Raúl E. Aguirre, CEO of REA Media Group, will speak about three nationally and internationally renowned Tucson, Arizona, artists: Luis Gustavo Mena, David Tineo, and Antonio Pazos. Participants will examine how these artists’ works have left indelible and lasting impressions in Arizona, the US, and the world.
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Breakout C Room # EDUC 257	Title: “The Birth of Whiteness” Presenters: Salvador Gabaldón & Rashanda Snead Description: Who invented the white race on October 29, 1613? This interactive presentation reveals the amazing story of race and prepares teachers in grades 5-12 to develop a unit on the history of race. Participants will receive the PPT and a list of resources.
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Breakout D Room # EDUC 310	Title: “Making It Real: Entry Points to Math Experimentation” Presenters: Rebeka Densen/Shawn Hedayani Description: A discussion of social justice in the math class, based on lessons about statistics and food for diverse student populations. See how student-driven lessons can change student-teacher interactions while stimulating student input and engagement.
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Breakout E Room # EDUC 312	Title: “Sustainability in the Classroom” Presenter: Imelda Cortez Description: Tierra Y Libertad, a grassroots organization that works to help empower and transform communities, will present techniques for incorporating sustainability practices and values in your classroom. This presentation seeks to draw in educators interested in using sustainability issues and practices in their instruction.
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*******MODERN LANGUAGES BUILDING*******

Breakout F Room # ML 310	Title: “Chicanismo & Carnalismo” Presenter: Alexandro “Salo” Escamilla Description: The Chicano Movement of the ‘60’s and ‘70’s involved a struggle for political empowerment and social consciousness. In this workshop, participants will examine how a Chicano-centric curriculum may help close the achievement gap.
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Breakout G Room # ML 411	Title: “Ecology & Environmental Justice” Presenter: Nicole Ramírez Description: Participants will discuss ecology and environmental education through a culturally responsive lens, focusing on the ethnobotany of the Sonoran Desert. They will also learn how to create habitats or garden spaces in school settings while engaging in community outreach and tapping families’ funds of knowledge.
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Thursday PM—Breakouts

2:00-3:00

Breakout A Room # ML 350	<p>Title: “Public Education and Intersectionality” Presenter: Dr. Geneva Gay</p> <p>Description: Dr. Gay will extend her keynote remarks and engage participants in a frank and open discussion. This breakout session will focus on techniques and materials for implementing selected culturally responsive principles in classroom practices. The suggested techniques will attend to different educational levels and contexts.</p>
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*******EDUCATION BUILDING*******

Breakout B Room # EDUC 208	<p>Title: “Engaging Youth in Spoken Word Poetry” Presenters: Debrana Salcido & Corina Ontiveros</p> <p>Description: This session will demonstrate how to use Spoken Word poetry with students in grades 5-8 as a means for engaging them in writing, reading, and analyzing historical and current events. Participants will sample student work and receive a copy of a detailed, fully developed CR lesson to use in the upcoming school year.</p>
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Breakout C Room # EDUC 257	<p>Title: “Creative Uses of Primary Source Documents” Presenter: Melissa Martinez</p> <p>Description: Student exploration of primary source documents to make cultural and personal connections with the text. Inquiry-based, active-learning strategies to determine cultural relevance and make connections to their own lives and experiences while investigating the construction of knowledge in the curriculum.</p>
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Breakout D Room # EDUC 310	<p>Title: “Making It Real: Entry Points to Math Experimentation” Presenters: Rebeka Densen/ Shawn Hedayani</p> <p>Description: A discussion of social justice in the math class, based on lessons about statistics and food for diverse student populations. See how student-driven lessons can change student-teacher interactions while stimulating student input and engagement.</p>
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Breakout E Room # EDUC 312	<p>Title: “Social Justice Standards in Literary Analysis” Presenters: Connie Brown & Rosario Hutchings</p> <p>Description: This workshop will use the novel <i>Call Me María</i> and samples of student work to illustrate ways that middle school teachers can incorporate the AZCCR and social justice standards when teaching literature and argumentative writing</p>
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*******MODERN LANGUAGES BUILDING*******

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Thursday AM Cultural Expressions 10:00-10:30—Colencia of Old Pascua



This group, led by Peter Acuña, performs the sacred Deer dance of the Yaqui and Mayo people of Sonora. The dance tells the story of a deer, who represents virtue, and his human brother in the Seyewailo, the flower world. By tradition, the dance was held before a deer hunt, thanking the deer for its sacrifice so humans may live. Other ritual dances include the Raccoon Dance and the Coyote Dance. These ritual dances serve to mitigate against evil and to promote people's appreciation of their connection to the natural world.

Thursday PM Cultural Expressions 10:00-10:30—Tucson Son Jarocho Collective

As Fátima Luna might describe it, Son Jarocho is a vibrant Indigenous Afro-Mexican style of dance, music and song that promotes community and collaboration, but also echoes the spirit of anti-colonial resistance. The music originated in the southern part of the Mexican state of Veracruz and features classical Mexican guitars, such as the vihuela and the requinto, with some groups adding the Mexican harp or *arpa jarocho*.





TUCSON UNIFIED
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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: _____

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**SICRE 17-18 SY Agenda
Friday, June 15, 2018**

- 8:00-8:10 REGISTRATION: Sign-in and Clock-in
- 8:10-8:30 Ceremonial Opening: **Calpolli Teoxicalli Jesús “Chucho” Ruiz**
- 8:30-8:35 Welcome: **Lorenzo López Jr., CRPI Director**
- 8:35-9:00 CR Teacher Recognition: **Joy Noriega , Monique Murietta, Julie Thompson, Nicole Ramirez**
- 9:00-10:00 **Keynote: Dr. Manuel Espinoza: “Matters of Participation”**
This keynote will elaborate the concept of “meaningful participation” as experienced through the establishment of agency. The study of meaningful participation requires a social interactional approach for perceiving “educational dignity” or *the multifaceted sense of a person’s value generated via substantive intra- and inter-personal learning experiences that recognize and cultivate one’s mind, humanity, and potential*. Dr. Espinoza will highlight the way the citizenship education programs envisioned and organized learning as a means for shaping the world into what it ought to be. He concludes by discussing how the social fact of dignity can be used to reinvigorate the argument regarding education as a fundamental right of personhood.
- 10:00-10:30 H2J Step Team
- 10:30-11:30 Breakout #1
- 11:30-12:30 Lunch
- 12:30-1:30 **Keynote: Dr. Shawn Ginwright: “Navigating Through the Constraints of Poverty”**
This keynote will elaborate the navigating systems specific to the constraints placed on African American youth in poverty. Specifically, the talk will focus on African American youth and the ways in which youth in urban communities navigate through the constraints of poverty and struggle to create equality and justice in their schools and communities.
- 1:30-2:00 Ojalá System
- 2:00-3:00 Breakout #2
- 3:00 **Closing**

Friday AM Keynote: Dr. Manuel Luis Espinoza “Matters of Participation”

Dr. Espinoza is a child of desegregation (*Keyes v. Denver School District No. 1*, 1973) and a Chicano ethnographer and philosopher of education working in the scholarly tradition that emerged during the 20th century struggle against racism in the United States. Along with his *Right to Learn Undergraduate Research Collective*, founded in 2007, he is developing two interconnected strands of research: 1) an inquiry into the historical and legal origins of educational rights; 2) a social interactional method for studying the manifestations of dignity within educational activity. The social goal of this research is to create a “dignity argument” for education as a fundamental right of personhood towards the end of amending the education clause of the Colorado constitution.



Friday PM Keynote: Dr. Shawn Ginwright “Navigating Through the Constraints of Poverty”



In 1989, Shawn Ginwright founded Leadership Excellence Inc., an innovative youth development agency located in Oakland, California. The organization trains African American youth to address pressing social and community problems. He received his Ph.D. from the University of California Berkeley in 1999. In 2002, he created the Research Collaborative on Youth Activism, a network of scholar activists who study, advocate and support youth organizing efforts around the country. In addition, he is the Co-Founder of Flourish Agenda, a social impact company that supports schools and community organizations with building well-being and healthy school climates. Dr. Ginwright is now a leading national expert on African American youth, youth activism, and youth development and serves an Associate Professor of Education in the Africana Studies Department and Senior Research Associate for the Cesar Chavez Institute for Public Policy at San Francisco State University. His research examines the ways in which youth in urban communities navigate through the constraints of poverty and struggle to create equality and justice in their schools and communities.

Friday AM—Breakouts

10:30-11:30

Breakout A Room # ML 350	Title: “Creating Sanctuaries for Learning” Presenter: Dr. Manuel Luis Espinoza Description: An examination of the Migrant Student Leadership Institute, a college preparatory program for migrant students in California during the early 2000s. Dr. Espinoza will show how the Vygotskyan notion of “play” served as a guide for creating opportunities for students to participate meaningfully in their learning.
*****EDUCATION BUILDING*****	
Breakout B Room # EDUC 208	Title: “Metacognition & Inquiry: A Sip of <i>Drink Cultura</i> ” Presenter: Tiffany Muñoz Description: Using textual evidence in discussion, participants will read and analyze the structure of a popular Chicano text. The author offers humorous but poignant examples of cultural appropriation and provides high school teachers with rich opportunities to devise culturally relevant, engaging and rigorous lessons.
Breakout C Room # EDUC 257	Title: “Zip Code Considerations: CR Math in Grade 5” Presenter: Nina Miller Description: Participants will examine creative ways that culturally responsive instruction can address math standards. Participants will discuss the value of a shift towards Culturally Responsive Mathematics instruction in intermediate grades.
Breakout D Room # EDUC 312	Title: “Building Student Agency in the CR Classroom” Presenter: Dr. Steve Davis Description: Working in small groups, participants will examine samples of student writing and will analyze the relevance of Paulo Freire’s and Evan Illich’s theories concerning the importance of building agency among students.
*****MODERN LANGUAGES BUILDING*****	
Breakout E Room # ML 310	Title: “Deconstructing the N-word” Presenters: Rashanda Snead and Salvador Gabaldón Description: How should teachers handle students’ use of the N-word or other ethnic and racial slurs? Participants will explore interactive ways to teach students about the origins of such terms, the values they represent, and the ethical issues they raise.
Breakout F Room # ML 410	Title: “Intersectionality & Identity-Based Discussion” Presenter: Julie Thompson Description: Participants will examine intersectionality as a concept and learn methods for introducing the idea to students as a way of developing students’ academic identity and enhancing their ability to analyze literature.
Breakout G Room # ML 411	Title: “The Classroom and Native American Culture” Presenter: Dr. Greg Redhouse Description: Dr. Redhouse is a Marine Veteran, a member of the Navajo Nation, and a teacher of Navajo history, government, culture, philosophy, and language. He will engage participants in a discussion of the development of a meaningful curriculum for K-12 students interested in Native Americans studies.
SPECIAL	Description: A field trip to visit a sample of Tucson’s iconic murals. This session is limited to the first 25 participants. Meet Corina Ontiveros at the main registration area between 10:20 am and 10:30 am to sign in and board the bus by 10:35 a.m.

Friday PM—Breakouts

2:00-3:00

Breakout A Room # ML 350	Title: “Youth Activism: The Time Is Now” Presenter: Dr. Shawn Ginwright Description: Dr. Ginwright will continue the themes he developed in his keynote address. Participants may introduce related topics or pose questions that arise from the group discussion or from the current state of public education in Arizona.
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*******EDUCATION BUILDING*******

Breakout B Room # EDUC 208	Title: “Metacognition & Inquiry: A Sip of <i>Drink Cultura</i> ” Presenter: Tiffany Muñoz Description: Using textual evidence in discussion, participants will read and analyze the structure of a popular Chicano text. The author offers humorous but poignant examples of cultural appropriation and provides high school teachers with rich opportunities to devise culturally relevant, engaging and rigorous lessons.
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Breakout D Room # EDUC 312	Title: “Building Student Agency in the CRC Classroom” Presenter: Dr. Steve Davis Description: Working in small groups, participants will examine samples of student writing and will analyze the relevance of Paulo Freire’s and Evan Illich’s theories concerning the importance of building agency among students.
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*******MODERN LANGUAGES BUILDING*******

Breakout E Room # ML 310	Title: “The Heart—Doorway to the Mind” Presenter: Aidé Silva Description: To promote critical thinking and engage students in a rigorous course of study, teachers must first connect with students at an emotional level. This workshop will show how cultural responsiveness & visual literacy can bridge hearts and minds.
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Breakout F Room # ML 410	Title: Intersectionality & Identity-Based Discussion Presenter: Julie Thompson Description: Participants will examine intersectionality as a concept and learn methods for introducing the idea to students as a way of developing students’ academic identity and enhancing their ability to analyze literature.
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Breakout G Room # ML 411	Title: “Thinking Critically: Personal History & Identity” Presenter: Andrew Pfannenstiel Description: A workshop on the importance of supporting students’ ethnic identity development and reflection within their culture. Participants will learn to use student voices in dialogs that expose the contrasts between claimed and perceived identities.
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Friday AM Cultural Expressions 10:00-10:30—H2J Step Team



Directed by Deacon Jon Williams of the Rising Star Baptist Church, H2J proudly performs at various community events each year. Step dancing uses the body as an instrument to create intricate rhythms and sounds through a combination of footsteps, claps and commands. The art form has a long and rich tradition in African-based communities. In the United States, it grew out of song and dance rituals practiced by historically African American fraternities and sororities, beginning in the early 1900s.

Friday PM Cultural Expressions 1:30-2:00—Ojalá System

Led by Miguel Ángel Valdivia, the group describes their art as “the actualization of our lived experiences as youth from the barrios and the streets.” As a group of young artists and creators, they seek to secure liberatory and radical empowerment for young people. By hosting workshops, open mics, dance parties, and showcases in queer friendly, alcohol free and safe environments, they hope to reclaim and decolonize space for their peers and future generations from their hoods. Ojalá sees itself as a necessary entity, manifested to express their art in opposition to repression and persecution.



**SICRE 17-18 SY Agenda
Saturday, June 16, 2018**

- 8:00-8:10 REGISTRATION: Sign-in and Clock-in
- 8:10-8:30 Ceremonial Opening: **Calpolli Teoxicalli Jesús “Chucho” Ruiz**
- 8:30-8:35 Welcome: **Lorenzo López Jr., CRPI Director**
- 8:35-9:00 CR Student Recognition : **Sal Gabaldón**
Pasifique Tuyisenge with Ms. Mary Stevenson
Ianna Goode with Ms. Monique Murietta
Alissa Aguirre with Ms. Eric Flewelling
Marcus García with Ms. Sarah Smith
Ysabelle García with Mr. José González
- 9:00-10:00 Keynote: **Dr. Thandeka Chapman: “Those are the Teachers that Every School Wants:” Using Culturally Relevant Tools to Practice Good Teaching**
 In one of her germinal articles Gloria Ladson Billings refers to key components of culturally relevant pedagogy as “just good teaching.” Using the voices of students of color in mixed-race high schools, I connect the elements that the students name as good teaching practices and valuable student-teacher relationships to discuss ways that teachers can build and maintain safe and supportive classroom environments in racially and socially diverse school settings.
- 10:00-10:30 Tucson Capoeira UCA
- 10:30-11:30 Breakout 1
- 11:30-12:30 Lunch
- 12:30-1:30 Keynote: **Dr. Julia Aguirre: “Math Strong:” cultivating a more just and humanizing mathematics education with culturally responsive instruction**
 As culturally responsive teachers of mathematics, how can we actualize our commitment to a more just and humanizing mathematics education? How does our math vision affirm and strengthen students’ math identities and understandings? And what actions can we take to create new experiences built on asset-based perspectives about children and families that leverage multiple mathematical knowledge bases? In this keynote, I will explore with the audience our collective visions for math strong students. Participants will be introduced to culturally responsive concepts and planning tools that can help to nurture math strong students.
- 1:30-2:00 Xochipilli Centeotl
- 2:00-3:00 Breakout 2
- 3:00 **Closing**

Saturday AM Keynote: Dr. Thandeka Chapman “Those Are the Teachers that Every School Wants”



Dr. Thandeka K. Chapman is an Associate Professor in the Department of Education Studies at the University of California, San Diego. Her research focuses on desegregation policy initiatives, urban school reforms, teaching and learning in racially diverse classrooms, and teaching writing in secondary classrooms. Using her findings, she assists districts, traditional schools, and charter schools in alleviating barriers to student learning and develops policies, teaching practices, and curricula that better serve the social and academic needs of all students. She holds a BA in English from Spelman College, an MA in

Curriculum Planning from the University of Michigan, and a PhD in English Education and Urban Education from the University of Wisconsin-Madison. Dr. Chapman will describe the elements that students of color identify as “good teaching,” and will discuss how teachers can build and maintain safe and supportive classroom environments.

Saturday PM Keynote: Dr. Julia Aguirre “Cultivating a More Humanizing Mathematics Education”

Dr. Julia Aguirre’s scholarship and professional development work focuses on mathematics teaching and learning, teacher knowledge and practice, and culturally responsive mathematics pedagogy. Her work critically examines the roles race/ethnicity, culture, class, and language play in mathematics teaching and learning. Dr. Aguirre uses her research and outreach initiatives to empower students, families, communities, and teachers in two ways. First, by demonstrating how families and communities can serve as mathematics resources; and secondly, by identifying and disseminating information about the kinds mathematics instruction strategies that are most effective with underserved student populations. In her keynote address, Dr. Aguirre will explore with the audience their collective visions for math strong students. Participants will be introduced to culturally responsive concepts and planning tools that can help to nurture math strong students.



Saturday AM—Breakouts

10:30-11:30

Breakout A Room # ML 350	<p>Title: “Race & Beyond: Our Multifaceted Students” Presenter: Dr. Thandeka Chapman Description: A workshop on using <i>intersectionality</i> to cultivate learning. Our racial identity interlocks with our other identities to produce who we are and how we understand the world. Participants will learn how to use intersectionality in academic activities to enhance the relationship between the students and the teacher.</p>
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*******EDUCATION BUILDING*******

Breakout B Room # EDUC 208	<p>Title: Chicano Art: Activism and History Presenter: Raúl Aguirre Description: Raúl E. Aguirre, CEO of REA Media Group, will speak about three nationally and internationally renowned Tucson, Arizona, artists: Luis Gustavo Mena, David Tineo, and Antonio Pazos. Participants will examine how these artists’ works have left indelible and lasting impressions in Arizona, the US, and the world.</p>
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Breakout C Room # EDUC 308	<p>Title: “Adding Cultural Relevance to Middle School Math” Presenter: Arnulfo Velásquez Description: In this interactive presentation, participants will learn and sing two songs designed to help students remember the “order of operations” as well as the concept of factors. Participants will solve one math problem using the steps presented by the song, borrowing the melody from “La Bamba.”</p>
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Breakout D Room # EDUC 310	<p>Title: “The Power of Narrative Poetry” Presenters: Dr. Kevan Kiser-Chuc & Julie Elvick Description: We live in the world surrounded by others’ words. This workshop will demonstrate how teachers may inspire students to exercise their creativity in choosing words to describe textures, flavors, and images in a way that faithfully depicts their individual lived experiences and their collective socio-political contexts.</p>
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Breakout E Room # EDUC 312	<p>Title: “Weapons of Math Disruption” Presenter: Billy Campbell Description: This workshop will introduce educators to the use of responsive practices in mathematics classrooms. Participants will view inspirational examples of student work and learn how to incorporate new practices in math instruction while simultaneously improve existing practices.</p>
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Breakout F Room # EDUC 316	<p>Title: “Sexism, Racism and RedForEd” Presenters: Jim Byrne & Margaret Chaney Description: Historically, unions have promoted racism and sexism yet have also worked to improve working conditions across the divides of race, gender and class. This workshop will examine the recent RedForEd movement in view of unions’ mixed history, as well as the opportunities the initiative offers for classroom instruction.</p>
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*******MODERN LANGUAGES BUILDING*******

Breakout G Room # ML 310	<p>Title: “Understanding Trauma as CR Educators” Presenters: María Federico Brummer / Melissa Gomez Description: After completing a survey, participants will discuss some of the most common experiences uncovered by the Hispanic Stress Inventory survey, and consider the implications to teachers’ practices. Participants also will conduct a critical analysis of CR trauma-informed lessons with students’ cultures embedded.</p>
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Saturday PM—Breakouts

2:00-3:00

Breakout A
Room # ML 350

Title: “Families & Communities as Math Resources” **Presenter:** Dr. Julia Aguirre
Description: This session will focus on rethinking routine classroom practices to leverage family and community engagement. Participants will examine equity-based policies and practices affecting culturally diverse students, empowering teachers to develop rich and relevant mathematics learning.

*******EDUCATION BUILDING*******

Breakout B
Room # EDUC 208

Title: “The Power of Dichos” **Presenters:** Geneva Escobedo & Corina Ontiveros
Description: Geneva Escobedo, author of *Dichos de Mi Padre/Sayings of My Father*, will discuss dichos/proverbs and their place in figurative language as a means to connect, celebrate and access the historical knowledge of families and Chicano culture in general. Participants will receive copies of two complete CR lesson plans.

Breakout C
Room # EDUC 308

Title: “Adding Cultural Relevance to Middle School Math” **Presenter:** Arnulfo Velásquez
Description: In this interactive presentation, participants will learn and sing two songs designed to help students remember the “order of operations” as well as the concept of factors. Participants will solve one math problem using the steps presented by the song, borrowing the melody from “La Bamba.”

Breakout D
Room # EDUC 310

Title: “Who am I & Why Should I Care?” **Presenters:** María Balaguer & Dr. K. Kiser-Chuc
Description: Participants will explore CR strategies that validate students’ cultures, their families’ Funds of Knowledge, and their culture’s historical contributions to society. Participants will leave with handouts and a self-discovery dodecahedron designed for use with students.

Breakout E
Room # EDUC 312

Title: “Weapons of Math Disruption” **Presenter:** Billy Campbell
Description: This workshop will introduce educators to the use of responsive practices in mathematics classrooms. Participants will view inspirational examples of student work and learn how to incorporate new practices in math instruction while simultaneously improve existing practices.

Breakout F
Room # EDUC 316

Title: “Sexism, Racism and RedForEd” **Presenters:** Jim Byrne & Margaret Chaney
Description: Historically, unions have promoted racism and sexism yet have also worked to improve working conditions across the divides of race, gender and class. This workshop will examine the recent RedForEd movement in view of unions’ mixed history, as well as the opportunities the initiative offers for classroom instruction.

*******MODERN LANGUAGES BUILDING*******

Breakout G
Room # ML 310

Title: “Understanding Trauma as CR Educators” **Presenters:** María Federico Brummer/Melissa Gomez
Description: After completing a survey, participants will discuss some of the most common experiences uncovered by the Hispanic Stress Inventory survey, and consider the implications to teachers’ practices. Participants also will conduct a critical analysis of CR trauma-informed lessons with students’ cultures embedded.

Saturday AM Cultural Expressions 10:00-10:30—Tucson Capoeira UCA



Brian Castle, leader of the Tucson Capoeira UCA, notes that the organization has been in Tucson for more than 20 years. Capoeira is a Brazilian art form that combines fight, dance, rhythm and movement. Capoeira typically is a dialog between two participants—a conversation through movement which can take on many shades of meaning. Historically, African slaves played a crucial role in the development of the art form, perhaps using capoeira's dance-like appearance as a way to hide their combat and self-defense training which was forbidden for them.

Saturday PM Cultural Expressions 1:30-2:00—Xochipilli Centeotl

Jesús “Chucho” Ruiz leads a constellation of families and individuals within Calpolli Teoxicalli who practice a form of traditional ceremonial dance known as Macehualiztli-Mitotiliztli Tlamanalcah Aztecah-Chichimecah. The solar agricultural dance mimics the movement of the sun and its planets. The dancers leave marks on the earth (uncovered remnants of ancient marks may be thousands of years old) and the musical instruments symbolize the four elements. The synchronized dance movements embody the eye of a storm, intensifying to a release of the cosmic energy that drives all creation.





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SCHOOL DISTRICT

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Teachers love to Teach
and People love to Work
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Notes: _____

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