

**APPENDIX V – 37**

**TUCSON UNIFIED SCHOOL DISTRICT  
2019 Summer Institute for Culturally Responsive Education**

**“Humanizing Education Through  
Transformative Curriculum”**



**B**ienvenidos—welcome—to the fourth annual Summer Institute for Culturally Responsive Education. This year’s theme puts a focus on something that we, as educators, grapple with on a regular basis: the curriculum. At times we neglect to recognize the transformative nature of curriculum particularly when the experiential knowledge of the learner is incorporated.

Traditionally defined as “the subjects comprising a course of study in school,” curriculum matters mainly because of its potential to impact students. Its fundamental purpose is to ensure that students engage in integrated, coherent learning experiences that contribute towards their personal, social and academic development.

Viewed in this way, curriculum is not a dry, lifeless document describing a course of study but rather a powerful tool wielded collaboratively by students and teachers. When the curriculum is developed collaboratively, students are transformed. They consciously determine who they truly are and who they want to be, begin to discover their purpose and passion in life, and form deeper and more resilient relationships with those around them.

Collaboratively developed curriculum transforms teachers, too. How could it be otherwise? Our self-image, professional satisfaction, and emotional states are profoundly connected to our students’ development. Through our students we feel excitement and energy; inner conflict and frustration; vulnerability and hope; gratitude and inspiration.

Over the next three days you will have the opportunity to explore the conditions in which internal transformation and community building can take place. Our keynote speakers and breakout sessions will offer much to reflect on, but please remember that you are among friends and colleagues. Take the time to enjoy each other’s company and to celebrate the blessings of a joyful summer break.



### 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.

### 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.

**Agenda**  
**Thursday, June 13, 2019**

- 8:00-8:15 REGISTRATION: Sign-in and Clock-in
- 8:15-8:35 Ceremonial Opening: **Calpolli Teoxicalli Jesús “Chucho” Ruiz**
- 8:35-9:00 Welcome: **Lorenzo López Jr., CRPI Director**  
**Dr. Bruce Johnson, UA College of Education**  
**Dr. Gabriel Trujillo, TUSD Superintendent**
- 9:00-10:00 Keynote: **Dr. Bryan Brayboy “From ‘*Culturally Responsive Schooling for Indigenous Youth*’”**  
This session examines the historical and social context of education for Native youth in the United States. From the Americanization programs that introduced the practice of forced family separation to the weaponization of water as seen in Standing Rock, Flint, and the Arizona desert. Dr. Brayboy draws on his vast research in the area of Indigenous Studies and on Tribal Critical Race Theory, his contribution to the field. The keynote will frame these historical experiences within the context of culturally responsive educational practices and on the policies effecting Native youth.
- 10:05-11:05 Breakout #1
- 11:05-12:05 Lunch
- 12:05-1:05 Keynote: **Dr. Keffrelyn Brown “In Pursuit of Equity and Social Justice: Towards a Humanizing Critical Sociocultural Knowledge of Teaching”**  
Dr. Brown will explore the challenges commonly faced in contemporary teacher education programs. These challenges are highlighted by the lack of critical analysis of historical events and structures that perpetuate social inequities in the greater society. This address will also examine how historical events of racial violence are rendered in K-12 school textbooks and how a more complete recounting of these events in the taught curriculum contributes to positive social change.
- 1:05-2:05 Breakout #2
- 2:15-2:45 Cultural Expression: Barbea Williams (ILC120)
- 2:45-3:00 **Closing**

## **Dr. Bryan Brayboy**

**“From ‘*Culturally Responsive Schooling for Indigenous Youth*’”**

**Bryan McKinley Jones Brayboy (Lumbee)** is President’s Professor at ASU, he is Senior Advisor to the President, Director of the Center for Indian Education, and Interim Director of the School of Social Transformation. He is the author/editor of eight volumes, dozens of articles and book chapters, multiple policy briefs for the U.S. Department of Education, National Science Foundation, and the National Academy of Sciences. His research focuses on the role of race and diversity in higher education, and the experiences of Indigenous students, staff, and faculty in institutions of higher education. He has been a visiting and noted scholar in Canada, Australia, New Zealand, and Norway. He and his team have, over the past 17 years, prepared more than 155 Native teachers to work in American Indian communities and 18 American Indian PhDs. He is a fellow of the American Educational Research Association and a member of the National Academy of Education



## **Dr. Keffrelyn Brown**

**“In Pursuit of Equity and Social Justice: Towards a Humanizing Critical Sociocultural Knowledge of Teaching”**



**Keffrelyn D. Brown (Ph.D., University of Wisconsin-Madison)** is a Professor of Cultural Studies in Education in the Department of Curriculum and Instruction. She holds a faculty appointment in the Department of African and African Diaspora Studies, the John L. Warfield Center for African and African American Studies and the Center for Women and Gender Studies. Her research and teaching focuses on the sociocultural knowledge of race in teaching and curriculum, critical multicultural teacher education and the educational discourses and intellectual thought related to African Americans and their educational experiences in the U.S.

Keffrelyn has published over 40 books, journal articles, book chapters and other educational texts. She serves on the editorial boards for several well-recognized peer-reviewed journals including *Teachers College Record*, *Race, Ethnicity and Education*, *Teaching and Teacher Education* and *Urban Education*.

<b>Breakout A ILC 120</b>	<b>Title:</b> From Culturally Responsive Schooling for Indigenous Youth <b>Presenter:</b> Dr. Bryan Brayboy. <b>Description:</b> Dr. Brayboy will expand on the comments he addressed in his keynote presentation and invite participants to engage in critical discussion including a question-and-answer session
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\*\*\*\*\***EDUCATION BUILDING**\*\*\*\*\*

<b>Breakout B EDUC 211 KIVA (ADMIN ONLY)</b>	<b>Title:</b> Assessing Asset-based Practices Through Danielson <b>Presenter:</b> CRPI <b>Description:</b> As we make the philosophical shift towards asset-based teaching, through the implementation of practices, our educator observation instruments should be reflective of the shift. In this session administrators will examine various observation instruments that have been enhanced to reflect asset-based teaching practices. Moreover, administrators will examine how we can use these instruments as coaching tools.
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<b>Breakout C EDUC 308</b>	<b>Title:</b> Developing Critical Social Studies Literacies Through Inquiry-based Learning <b>Presenter:</b> Frank McCormick <b>Description:</b> The recent social studies shift calls for literacy development in history, geography, economics and civics. Developing these literacies, through inquiry-based learning, provides students the optimal opportunity for in depth learning. Participants will learn inquiry-based learning strategies for social studies literacy development.
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\*\*\*\*\***INTEGRATED LEARNING CENTER**\*\*\*\*\*

<b>Breakout D ILC 129</b>	<b>Title:</b> Tucson Murals: History, Symbolism, & Significance <b>Presenter:</b> Raul Aguirre <b>Description:</b> Muralism has been a tradition from our Indigenous forbearers to the radical social movement of the 50's & 60's. Epitomized by Rivera, Tamayo, and Siqueiros, a close study of local murals is a journey through the times, politics, and Chicano activism of any given era. Learn the different perspectives of what constitutes murals as opposed to big, pretty paintings on walls. Discussion of local muralists who have achieved international status such as Pazos, Mena, Tineo, Cardenas, Garza, and newer, up-and-coming artists will be included.
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<b>Breakout E ILC 130</b>	<b>Title:</b> The American Revolution: A Counter-narrative <b>Presenters:</b> Sal Gabaldon & Rashanda Snead <b>Description:</b> Participants will examine a counter-narrative regarding the U.S. War of Independence and the critical role played by indigenous people in Mexico.
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<b>Breakout F ILC 133</b>	<b>Title:</b> Integrating Asset-Mapping into Group-Based Activities for More Equitable Team Dynamics & Learning Outcomes <b>Presenter:</b> Dr. Jill Williams <b>Description:</b> Group-based learning strategies have been shown to be effective at helping students acquire content knowledge and build skills associated with collaborative problem solving (e.g., communication, leadership, conflict resolution). However, research shows that stereotyping and implicit bias often impact team dynamics in ways that negatively impact female students. In this workshop, we'll discuss and practice how to integrate asset-mapping into group-based learning activities in order to create more equitable team dynamics and learning outcomes.
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<b>Breakout G ILC 145</b>	<b>Title:</b> Recapturing a Silenced Voice in Elementary Classrooms: Student Projects in PhotoVoice <b>Presenters:</b> Nicole Ramirez, Jessica Benites, Dr. Kevan A. Kiser-Chuc, Julie Elvick and student participants <b>Description:</b> PhotoVoice is a method used for community or youth-based participatory research to document and reflect reality. It is an empowering and flexible process that uses photography as talking points. Participants include community members of all ages and status including those who are marginalized. Participants are encouraged to have their phones with cameras handy.
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<b>Breakout H ILC 150</b>	<b>Title:</b> The Earth does not belong to us, we belong to the earth <b>Presenter:</b> Jesus "Chucho" Ruiz <b>Description:</b> This workshop will use an Indigenous Peoples point of reference to look at and address historical and current social-political circumstances of our youth and overall community. It will offer engagement strategies our community can consider that promotes holistic wellness for our youth and community.
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<b>Breakout A ILC 120</b>	<b>Title:</b> In Pursuit of Equity and Social Justice: Towards a Humanizing Critical Sociocultural Knowledge of Teaching <b>Presenter:</b> Dr. Keffrelyn Brown <b>Description:</b> Dr. Brown will expand on the comments addressed in the keynote presentation and invite participants to engage in critical discussion including a question-and-answer session.
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**\*\*\*\*\*EDUCATION BUILDING\*\*\*\*\***

<b>Breakout B EDUC 211 Kiva</b>	<b>Title:</b> Youth Participatory Action Research (YPAR) in the Classroom <b>Presenters:</b> Jessica Bernal-Mejia & Corina Ontiveros <b>Description:</b> Youth Participatory Action Research is a type of pedagogy that engages students in social justice work. Students research issues that are close to their community with the intentions of making positive change.
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**\*\*\*\*\*INTEGRATED LEARNING CENTER\*\*\*\*\***

<b>Breakout D ILC 117</b>	<b>Title:</b> Culturally Responsive Healing Centered Engagement for Educators: Going Beyond Trauma-Informed Practices <b>Presenter:</b> Maria Federico-Brummer <b>Description:</b> An exploration of healing centered engagement, an alternative method of supporting students who have experienced trauma, through a critical dialogue centered on culturally responsive practices.
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<b>Breakout E ILC 129</b>	<b>Title:</b> Diving Deep with Poetry of the Harlem Renaissance: Constructing meaning through student agency. <b>Presenter:</b> Kelly Nolan <b>Description:</b> This presentation will be a hands-on learning experience in which participants experience constructing meaning through collaboration and co-construction. They will utilize the African American perspective via Poetry from Harlem Renaissance and contemporary Poems inspired by that era. Participants will collaboratively construct meaning using questions, colors. And symbols (QCS). Participants leave with a lesson plan that can be used with multiple texts and genres, which includes strategies for scaffolding.
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<b>Breakout F ILC 133</b>	<b>Title:</b> Integrating Asset-Mapping into Group-Based Activities for More Equitable Team Dynamics & Learning Outcomes <b>Presenter:</b> Dr. Jill Williams <b>Description:</b> Group-based learning strategies have been shown to be effective at helping students acquire content knowledge and build skills associated with collaborative problem solving (e.g., communication, leadership, conflict resolution). However, research shows that stereotyping and implicit bias often impact team dynamics in ways that negatively impact female students. In this workshop, we'll discuss and practice how to integrate asset-mapping into group-based learning activities in order to create more equitable team dynamics and learning outcomes.
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<b>Breakout H ILC 150</b>	<b>Title:</b> The Earth does not belong to us, we belong to the earth <b>Presenter:</b> Jesus "Chucho" Ruiz <b>Description:</b> This workshop will use an Indigenous Peoples point of reference to look at and address historical and current social-political circumstances of our youth and overall community. It will offer engagement strategies our community can consider that promotes holistic wellness for our youth and community.
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**Agenda**  
**Friday, June 14, 2019**

- 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**  
**Edgar Soto, Vice President, Pima Community College**
- 8:35-9:00 CR Teacher Recognition:  
*Kristin Ingram, Drachman K-8*  
*Kelly Nolan, Vail Middle School*  
*Luis Rivera, Tucson High Magnet School*
- 9:00-10:00 Keynote: **Dr. Cati V. de los Rios: “See, Click, Fix”: Digital Tools and Civic Interrogation”**  
This presentation will highlight the curricular innovation and community-based pedagogy of a 9th grade social studies/ethnic studies teacher that honed students' critical digital literacies and civic engagement through the use of the digital media app, "See, Click, Fix." Presentation findings detail students' responses to the curriculum, how it helped them resist cultural deficit ideologies, and how it served as a conduit for critical civic literacy development.
- 10:05-11:05 Breakout #1
- 11:05-12:05 Lunch
- 12:05 – 12:35 Cultural Expression: Viva Performing Arts (ILC120)
- 12:40-1:40 Keynote: **Dr. DeMarcus Jenkins: “Culturally Responsive Policies”**  
His keynote address will discuss how institutional systems of oppression and anti-black racism operate in schools to further disadvantage Students of Color and how Culturally Responsive practices can be used to disrupt inequities. Dr. Jenkins will examine how the implementation and development of policies have contributed to systemic inequities and how reimagining these policies can lead to academic and personal success.
- 1:45-2:45 Breakout #2
- 2:45-3:00 **Closing**



## **Dr. Cati V. de los Rios**

### **“See, Click, Fix: Digital Tools and Civic Interrogation”**



Dr. Cati V. de los Ríos is an Assistant Professor of Literacy and Language in the School of Education at University of California, Davis. Cati is a former ESL, Spanish and Ethnic Studies teacher in Massachusetts and California and holds a Ph.D. in English Education from Teachers College, Columbia University. Her research interests include the literacy development of bilingual adolescents, critical digital literacies, youth community engagement, and the civic nature of Secondary Ethnic Studies classrooms. Her research has won fellowships from the Ford Foundation and the National Academy of Education/Spencer Foundation and, most recently, national awards from National Council of Teachers of English (NCTE), including the 2018 Promising Researcher Award and the 2018 Alan C. Purves Award for an article judged as most likely to have the greatest impact on educational practice. Her latest research can be found in Reading Research Quarterly, Harvard Educational Review, and Equity & Excellence in Education.

## **Dr. DeMarcus Jenkins**

### **“Culturally Responsive Policies”**

Dr. DeMarcus Jenkins is an Assistant Professor of Educational Leadership at the University of Arizona. His scholarly research interests draw from over a decade of previous experience as an urban school teacher, teacher-leader and state-level policy analyst. His scholarship explores how the social context of schools influence the practices of school leaders in the most challenging contexts. In particular, he examines how race, neighborhood change and education policy create new forms of inequality for students as well as reshape the work of educators. Central to his work are questions of school and community partnerships. His research findings inform schools, districts and states on approaches to building stronger collaboration between communities and schools and developing socially just school leaders. He holds a B.A. in English and African American History from the University of Michigan; a M.A.T in Secondary English from American University; Ed.M from Georgia State University in English Education. He received his Ph.D from the University of California, Los Angeles in Urban Schooling with an emphasis in Education Policy and Leadership. His keynote address will discuss how white supremacy and anti-black racism operate in schools to further disadvantage Students of Color and how Culturally Responsive practices can be use to disrupt inequities.



<b>Breakout A ILC 120</b>	<b>Title:</b> Digital Tools for Civic Engagement <b>Presenter:</b> Dr. Cati V. de los Rios <b>Description:</b> Dr. de los Rios will expand on the comments addressed in the keynote presentation and invite participants to engage in critical discussion including a question-and-answer session.
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\*\*\*\*\***EDUCATION BUILDING**\*\*\*\*\*

<b>Breakout B EDUC 308</b>	<b>Title:</b> Working with LGBTQ+ Youth: Understanding the IAMME identity development <b>Presenter:</b> Imelda Cortez <b>Description:</b> The IAMME Club at Pueblo High School is a club that promotes the ideals of acceptance, leadership, and change. Students within the IAMME Club have worked towards building and maintaining a safe and welcoming environment for LGBTQ+ folks at their school with the implementation of a gender neutral restroom and a city wide leadership summit. During this presentation participants will be able to learn about the foundations of students who identify within the LGBTQ+ community and how to support students at their schools.
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<b>Breakout C EDUC 353</b>	<b>Title:</b> LGBTQ 101 <b>Presenter:</b> S.A.A.F. <b>Description:</b> LGBTQ 101 will provide introductory level information about identities and provide best practice and competency suggestions for those working in various settings. The presentation will identify the distinctions between sex, gender, and sexuality, recognize ways assumptions can be made based on gender expression, define the identities indicated by “LGBTQ+”, and describe practical cultural awareness tools for being inclusive and respectful.
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\*\*\*\*\***INTEGRATED LEARNING CENTER**\*\*\*\*\*

<b>Breakout D ILC 117</b>	<b>Title:</b> The Treaty of Guadalupe-Hidalgo: Identity, Place, & Indigenous America <b>Presenter:</b> Debrana Salcido <b>Description:</b> This presentation will review the history, the historical, cultural, and political impacts as well as the current connections to the Treaty of Guadalupe-Hidalgo with lesson ideas and at least one lesson plan example for middle school teachers.
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<b>Breakout E ILC 129</b>	<b>Title:</b> Games and Escape Rooms - Practicing and Assessing Mathematics the Fun Way <b>Presenter:</b> Billy Campbell <b>Description:</b> In this session, participants will play games as a way to practice some mathematical skills before attempting to break out of an escape room with a mathematical twist.
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<b>Breakout F ILC 145</b>	<b>Title:</b> Xicano Jeopardy: An Educational Practice Grounded in Critical Awareness <b>Presenters:</b> Alexandro “Salo” Escamilla y Mario Greene <b>Description:</b> This workshop will further develop a teacher’s critical awareness on the history and culture of the Xicano/Xicana community by playing a fun and interactive game that we call Xicano Jeopardy. During this game, educators will collaborate in small groups, using key texts from the CRPI Department (i.e. <i>Occupied America</i> , <i>500 Years of Chicana Women’s History &amp; Chicano!</i> ) to respond to questions/answers that will test your knowledge of Chicanismo.
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<b>Breakout G ILC 150</b>	<b>Title:</b> The African American Boy’s Checklist <b>Presenter:</b> Jimmy Hart, Jeff Sawyer, and Eric Emerson <b>Description:</b> Participants will engage in a dialogue surrounding issues unique to African American male students. Participants will review scenarios and recommendations for best practice.
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<b>Breakout H Old Main Round About</b>	<b>Title:</b> Field Trip of Tucson Murals: A Tour of Tucson Murals & their History, Symbolism, & Significance <b>Presenter:</b> Raul Aguirre <b>Description:</b> Participants will meet at the “Roundabout” and board a TUSD school bus. Participants should plan on bringing a sack lunch on board to eat lunch as we visit various local murals and sites. (This session is the companion session to the Th., 6.13.19 session, “Tucson Murals: History, Symbolism, & Significance”. Sign up at the Registration table on Thursday.
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## Friday PM—Breakouts 1:45 pm-2:45 pm

<b>Breakout A ILC 120</b>	<p><b>Title:</b> Culturally Responsive Policies <b>Presenter:</b> Dr. DeMarcus Jenkins  <b>Description:</b> Dr. Jenkins will expand on the comments addressed in the keynote presentation and invite participants to engage in critical discussion including a question-and-answer session.</p>
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### \*\*\*\*\*EDUCATION BUILDING\*\*\*\*\*

<b>Breakout B EDUC 308</b>	<p><b>Title:</b> Working with LGBTQ+ Youth: Understanding the IAMME identity development  <b>Presenter:</b> Imelda Cortez <b>Description:</b> The IAMME Club at Pueblo High School is a club that promotes the ideals of acceptance, leadership, and change. Students within the IAMME Club have worked towards building and maintaining a safe and welcoming environment for LGBTQ+ folks at their school with the implementation of a gender neutral restroom and a city wide leadership summit. During this presentation participants will be able to learn about the foundations of students who identify within the LGBTQ+ community and how to support students at their schools.</p>
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### \*\*\*\*\*INTEGRATED LEARNING CENTER\*\*\*\*\*

<b>Breakout D ILC 117</b>	<p><b>Title:</b> The Treaty of Guadalupe-Hidalgo: Identity, Place, &amp; Indigenous America  <b>Presenter:</b> Debrana Salcido <b>Description:</b> This presentation will review the history, the historical, cultural, and political impacts as well as the current connections to the Treaty of Guadalupe-Hidalgo with lesson ideas and at least one lesson plan example for middle school teachers.</p>
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<b>Breakout E ILC 129</b>	<p><b>Title:</b> Games and Escape Rooms - Practicing and Assessing Mathematics the Fun Way  <b>Presenter:</b> Billy Campbell <b>Description:</b> In this session, participants will play games as a way to practice some mathematical skills before attempting to break out of an escape room with a mathematical twist.</p>
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<b>Breakout F ILC 130</b>	<p><b>Title:</b> Mexican Americans in the U.S. Civil War <b>Presenter:</b> Salvador Gabaldon  <b>Description:</b> By highlighting Arizona’s Confederate history, attendees will discover a way to introduce students to a history that upends the idea that Arizona played a minor role in the Civil War.</p>
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<b>Breakout G ILC 145</b>	<p><b>Title:</b> Xicano Jeopardy: An Educational Practice Grounded in Critical Awareness  <b>Presenter:</b> Alexandro “Salo” Escamilla and Mario Greene <b>Description:</b> This workshop will further develop a teacher’s critical awareness on the history and culture of the Xicano/Xicana community by playing a fun and interactive game that we call Xicano Jeopardy. During this game, educators will collaborate in small groups, using key texts from the CRPI Department (i.e. <i>Occupied America</i>, <i>500 Years of Chicana Women’s History &amp; Chicano!</i>) to respond to questions/answers that will test your knowledge of Chicanismo.</p>
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<b>Breakout H ILC 150</b>	<p><b>Title:</b> The African American Boy’s Checklist <b>Presenters:</b> Jimmy Hart, Jeff Sawyer, and Eric Emerson <b>Description:</b> Participants will engage in a dialogue surrounding issues unique to African American male students. Participants will review scenarios and recommendations for best practice.</p>
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**Agenda****Saturday, June 15, 2019**

- 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: **Jessica Bernal-Mejia**  
*Janet Nava-Flores, Robins Elementary*  
*Alicia Valencia, Drachman K-8*  
*Draven Matus, Valencia Middle School*  
*Yuritzzy Mejia, Roskruge K-8*  
*Yuvennice Caraveo, Cholla High School*
- CR Teacher Recognition:  
*Ryan Robison, Sahuaro High School*
- 9:00-10:00 Keynote: **Dr. Miguel Zavala: “From Reading the Word and the World to Rewriting *Nuestras Vidas*: Reclaiming Academic, Cultural, and Spiritual Selves Through Literacy Practices”**  
 Dr. Zavala will provide an overview of counter-storytelling, which has been used as a resource for survival by Black, Chicanx, and other historically marginalized communities, and how counter-storytelling can be used in your English, Social Studies, Art, and even Math and Science classes. After sharing curricular examples, participants will engage in a dialogue and self-reflection of how counter-storytelling can inform their pedagogical, cultural, and spiritual selves as teachers.
- 10:05-11:05 Breakout #1
- 11:05-12:05 Lunch
- 12:05-1:05 Keynote: **Dr. LaGarrett King: “Teaching Black History: Implementing a Black Historical Consciousness in classrooms”**  
 Dr. King will discuss the problems with teaching Black history are abound. Many teachers lack theoretical as well as a practical understanding of the purpose of Black history and how to teach the subject. This presentation engages the audience with ways to construct a Black history curriculum and pedagogies that are critical, culturally affirming, and humanizing.
- 1:10-1:40 Cultural Expression: Mariachi Estrellas
- 1:45-2:45 Breakout #2
- 2:45-3:00 **Closing**

## **Dr. Miguel Zavala**

### **“From Reading the Word and the World to Rewriting Nuestras Vidas: Reclaiming Academic, Cultural, and Spiritual Selves Through Literacy Practices”**



**Dr. Miguel Zavala** is Associate Professor and incoming Director of the Urban Learning Program at the Charter College of Education at California State University, Los Angeles. He brings over 10 years preparing teachers in the areas of critical literacy, social studies for social justice, and language development. His research interests center on decolonizing and Freirean pedagogies, critical literacies, and their intersection in social movements. His cultural labor involves working with teachers, youth, and parents using Ethnic Studies and participatory action research as resources for apprenticeship into community organizing. His most recent scholarly work, rooted in his teaching and organizing praxis, includes *Raza Struggle and the Movement for Ethnic Studies: Decolonial Pedagogies, Literacies, and Methodologies* (2018, Peter Lang) and *Ethnic Studies Teaching and Learning* (2020, Teachers College Press), co-authored with Christine Sleeter. He also served as co-editor of the *Rethinking Schools* volume *Rethinking Ethnic Studies*.

## **Dr. LaGarrett King**

### **“Teaching Black History: Implementing a Black Historical Consciousness in classrooms”**

**Dr. LaGarrett J. King** is an Associate Professor of Social Studies Education. He received his Ph.D. from the University of Texas at Austin after an eight year teaching career in Georgia and Texas. His primary research interest examines how Black history is interpreted and taught in schools and society. He also researches critical theories of race, teacher education, and curriculum history.

Dr. King has received two early career scholar awards for the Critical Issues in Curriculum and Cultural studies special interest group of the American Educational Research Association and the College and University Faculty Assembly of the National Council for the Social Studies. He has also been published in scholarly journals such as *Theory and Research in Social Education*, *Race, Ethnicity, and Education*, *Journal of Negro History*, and *Teaching Education*.





<b>Breakout A ILC 120</b>	<b>Title:</b> Infusing Counter-Storytelling In Our Teaching: Curriculum, Teaching Praxis, and Teacher Reflection <b>Presenter:</b> Dr. Miguel Zavala <b>Description:</b> This workshop will provide an overview of counter-storytelling, which has been used as a resource for survival by Black, Chicana, and other historically marginalized communities, and how counter-storytelling can be used in your English, Social Studies, Art, and even Math and Science classes. After sharing curricular examples, participants will engage in a dialogue and self-reflection of how counter-storytelling can inform their pedagogical, cultural, and spiritual selves as teachers.
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\*\*\*\*\***EDUCATION BUILDING**\*\*\*\*\*

<b>Breakout B EDUC 308</b>	<b>Title:</b> It's Not About You: Deprioritizing Teacher Ego in Relationship Building <b>Presenter:</b> Monique Murietta <b>Description:</b> A panel of middle school students sharing their experiences in classrooms at a school under intense scrutiny. They answer questions from and give advice to teachers on building relationships.
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<b>Breakout C EDUC 310</b>	<b>Title:</b> Caring for Students and for Yourself: A Stress-Reduction Guide for Teachers <b>Presenter:</b> Stephanie & Jeanette Gabaldon <b>Description:</b> How can teachers maintain a healthy mind and body in today's stressful academic climate? Join a conversation about coping mechanisms and resources available for balancing work and personal wellness.
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\*\*\*\*\***INTEGRATED LEARNING CENTER**\*\*\*\*\*

<b>Breakout D ILC 117</b>	<b>Title:</b> Reading the World: Diversity Beyond the Word <b>Presenter:</b> Ana Fierro <b>Description:</b> A multimodal approach to literacy explores illustrated novels through a culturally responsive framework inclusive of multiple identities. Building a diverse collection of books opens pathways to thinking about humanizing education.
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<b>Breakout E ILC 130</b>	<b>Title:</b> Arguing with Pancho Villa <b>Presenters:</b> Sal Gabaldon & Rashanda Snead <b>Description:</b> This decolonized lesson (grades 5-11) demonstrates how teachers can engage students in critical thinking and analysis through the study of Tucson's iconic statues and murals.
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<b>Breakout F ILC 145</b>	<b>Title:</b> On the Pathway of Un-Settling Narratives of Dominance: Decolonizing the Curriculum and Ourselves <b>Presenters:</b> Dr. Amanda Holmes & Dr. Kevan A. Kiser-Chuc <b>Description:</b> This session will examine how colonizing experiences within the US educational system minoritize and marginalize students and their communities through silencing and assimilation. These processes create exclusion and oppression by framing community stories as oppositional, pitting one group against each other. Employing individualism and exceptionalism, while rhetorically striving for democracy creates a fundamental and persistent confusion. In this workshop, educators will engage in an analysis of what concerned educators can do and how they might un-settle the settler engrained within. Participants will explore the power of counter-stories as an antidote to this dilemma.
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<b>Breakout G ILC129</b>	<b>Title:</b> Student Voice: Eight Different Ways <b>Presenter:</b> Aide Silva <b>Description:</b> The S in the SPARKS Framework calls for educators to create safe-learning spaces where students engage in productive, critical dialogue. This hands on, minds-on and collaborative session engages the participants in discussing and reflecting about some of the ways we can encourage and support student voice as a critical process for teaching and learning.
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<b>Breakout A ILC 120</b>	<b>Title:</b> Implementing Black Historical Consciousness in the Classroom <b>Presenter:</b> Dr. LaGarrett King <b>Description:</b> Dr. King will expand on the comments addressed in the keynote presentation and invite participants to engage in critical discussion including a question-and-answer session.
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**\*\*\*\*\*EDUCATION BUILDING\*\*\*\*\***

<b>Breakout B EDUC 308</b>	<b>Title:</b> It's Not About You: Deprioritizing Teacher Ego in Relationship Building <b>Presenter:</b> Monique Murietta <b>Description:</b> A panel of middle school students sharing their experiences in classrooms at a school under intense scrutiny. They answer questions from and give advice to teachers on building relationships.
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<b>Breakout C EDUC 310</b>	<b>Title:</b> Caring for Students and for Yourself: A Stress-Reduction Guide for Teachers <b>Presenters:</b> Stephanie Gabaldon & Jeanette Gabaldon <b>Description:</b> How can teachers maintain a healthy mind and body in today's stressful academic climate? Join a conversation about coping mechanisms and resources available for balancing work and personal wellness.
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**\*\*\*\*\*INTEGRATED LEARNING CENTER\*\*\*\*\***

<b>Breakout D ILC 117</b>	<b>Title:</b> Reading the World: Diversity Beyond the Word <b>Presenter:</b> Ana Fierro <b>Description:</b> A multimodal approach to literacy explores illustrated novels through a culturally responsive framework inclusive of multiple identities. Building a diverse collection of books opens pathways to thinking about humanizing education.
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<b>Breakout E ILC 129</b>	<b>Title:</b> "A Young's People's Herstory" <b>Presenter:</b> Eric Flewelling <b>Description:</b> A presentation of how my students and I use the Zinn book as the center of an ongoing CR SS/ELA unit, followed by a think/pair/share activity linking it to SPARKS.
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<b>Breakout F ILC 133</b>	<b>Title:</b> <u>Better Than Me – Three Generations of Inner Strength</u> – A Family Novel about Resiliency, Ganas, and Strength <b>Presenters:</b> Author Al Quihuis & Corina T. Ontiveros <b>Description:</b> Author Al Quihuis and Corina T. Ontiveros will present one to two lessons for middle school/9 <sup>th</sup> grade teachers teaching Culturally Relevant Social Studies, English/Language Arts, or Humanities classes based upon his book, <u>Better Than Me – Three Generations of Inner Strength</u> .
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<b>Breakout G ILC 145</b>	<b>Title:</b> Using Sensemaking strategies to implement SPARKS <b>Presenter:</b> Rickyana Estrada & Rosario Hutchings <b>Description:</b> Participants will engage in a collaborative process using analysis, discussion, and reflection to implement the SPARKS Framework through the use of a museum walk of student work.
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## Cultural Performances

### Barbea Williams

#### Performing Company

was founded on the premise of raising the consciousness of People of African Descent in order to give us a corrected and updated timeline of our people. Our cultural, historical origins and contributions in the context of “Know Thyself” are inscribed on temple entrances in Kemet (Ancient Egypt), Northern Africa. To express our diverse heritage through multigenerational mentoring/exchanges, we use the arts and culture to promote higher education and express healthy lifestyle choices for ALL. Our mission is to teach, cultivate, promote, foster and strive to develop within the Greater Tucson Community, State of Arizona and Global Society. an appreciation, understanding, and love of the performing, literary and visual arts; develop the interests of patrons/donors of these arts; and provide a venue for new talent with the skills needed for professional stage presentation.



### Mariachi Estrellas

was founded in 2016 by Jaime Valenzuela, and is comprised of violin, guitar, vihuela, guitarron, trumpet and harp players. The children range in age from 10-15 years of age. The instructors are Rudy Valenzuela and David Gil.



## Cultural Performances

### VIVA Performing Arts Center

has been the leading dance studio, for Tucson's Southside, for over 32 years. Offering dance classes from ages 3 through young adult, VIVA is a dance and music school that teaches a variety of dance forms such as: Mexican Folklorico, Ballet, Tap & Jazz, Hip-Hop, Voice and Zumba Fitness. VIVA Performing Arts Center's staff uses a professional and caring approach to ensure quality dance education, recognizing its importance in the development of its young dancers and highlighting a commitment to providing a positive environment for its families. Striving to make dance an exciting, rewarding, creative, and enjoyable experience for each student, VIVA Performing Arts Center is home to Ballet Folklorico San Juan and Ballet Folklorico de Arizona.



## Upcoming Events



### **Decolonizing Minds: Forging a New Future through Multicultural Education**

**Keynotes to date:**

**Django Paris, Khoi Nyugen, Mandy Manning**

**Special Panel on Global Education – James Banks, Chair;  
Panelists – Darren E. Lund, Canada;**

**Dafney Blanca Dabach, Mexico & Central America;  
Kyung-Hwan Mo, South Korea; Audrey Osler, UK & Norway;  
Discussant – Geneva Gay, USA**

**Several Intensive Institutes offered before & during conference  
including – Title IX Coordinator Training**

**Tucson, Nov. 6-10, 2019 Check <https://www.nameorg.org> for updates**

**Questions? Volunteer? [Conference@NAMEorg.org](mailto:Conference@NAMEorg.org)**

# Tucson Unified School District

## Governing Board

Dr. Mark Stegeman - President  
Kristel Ann Foster- Clerk  
Adelita Grijalva  
Rachel Sedgwick  
Leila Counts

## Superintendent

Dr. Gabriel Trujillo

## Administration

Dr. Charlotte Patterson, Interim Asst Superintendent, Curriculum and Instruction  
Renee Weatherless, Executive Director, Financial Services  
Janet Rico Uhrig, Executive Director, Human Resources  
Blaine Young - Chief Technology Officer  
Leslie Lenhart, Director, Communications & Media Relations  
Heidi Aranda, Interim Director, Curriculum Development

## Culturally Responsive Pedagogy and Instruction

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

## Master Teachers

Jessica Bernal-Mejia  
Margaret Chaney  
Alexandro "Salo" Escamilla  
Rickiana Estrada  
Salvador Gabaldón  
Rosario Hutchings  
Dr. Kevan Kiser-Chuc  
Corina Ontiveros  
Aidé Silva  
Rashanda Snead  
Yolanda Sotelo

## School to College Liaisons

Mario Greene  
Isabela Hutchings  
Arianna Luna

## National Panel for Culturally Responsive Curriculum and Instruction

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  
Dr. Francesca López, University of Arizona