

APPENDIX V - 34

Summer 2021

Empowering

Transformative



Institute for Culturally Responsive Education

June 10-12, 2021

Jes Ruvalcaba
 Photo courtesy of Jes Ruvalcaba

Diverse



TUCSON UNIFIED
SCHOOL DISTRICT

TUCSON UNIFIED SCHOOL DISTRICT

2021 Virtual Summer Institute for Culturally Responsive Education

La Cultura Cura: Empowerment through Agentic Learning and Identity Development



Bienvenidos—welcome— to Tucson Unified School District’s fifth annual Summer Institute for Culturally Responsive Learning, proudly presented once again by the Department of Culturally Responsive Pedagogy and Instruction (CRPI). Although this summer’s event takes place online, it once again features an outstanding slate of keynote speakers and a diverse variety of excellent breakout sessions.

The 2020-2021 school year was marked by tragedy. We dealt with a pandemic that took more than half a million lives in the U.S. alone, and millions more throughout the world. We witnessed numerous videotaped incidents of police brutality like George Floyd, Breonna Taylor and Adam Toledo. We sheltered in place to protect our families; yet ventured into the streets to protest injustices. We were taken aback by the unprecedented attack on our nation’s capital and on democracy itself.

Through all of this, we managed to focus on our students’ needs. We adapted to new technology, new teaching tools, and new vocabulary. We learned on the fly, attending hurriedly developed workshops and finding help from our students as well as from each other.

Bolstered by the availability of COVID vaccines, we can begin to recover and heal from the months of relative isolation. At long last we can seek each other out and share our experiences face to face. Healing, however, takes time and involves more than just physical health. Some of us are still mourning, having lost family members, colleagues, or friends. Many of us still suffer from anxiety and depression.

In view of these circumstances, the theme for this year’s conference emphasizes the curative nature of culture: “La Cultura Cura.” Research has demonstrated that student well-being benefits from activities that promote connections to their heritage and cultural identity. Identity plays a key role in the healthy development of children and young adults. Having a strong sense of belonging to their peers and to a shared community makes our students better able to deal with adversity. With a basic understanding of their roots as a foundation, students are more effectively motivated to take self-directed actions toward self-chosen goals. That is the definition of agentic learning.

Finally, our goal of the conference is to connect you to your community as learners. The hope of the conference is to heal and regain hope as we engage in discussions and lean on each other for support. Thank you for your dedication to your own learning and to our students.



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. This image is bordered by *Teacalli* – a representation of temples and places of learning in Mexica culture.

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



Things to Know

Norms

- Enter rooms muted and remain muted throughout the session.
- Use the “raise hand” function to ask questions.
- Wait to be called on.
- Respectfully use the Chat when available.
- Practice active listening.
- Allow everyone's voice to be heard
- Respect & appreciate others' opinions

Clocking in and out

- You are approved for added duty if you met our registration deadline and if your attendance takes place outside your contract time and does not coincide with any other district compensated activities.
- <https://tusdtimemanager.tusd1.org/app/webclock/#/EmployeeLogOn>
- Employee number
- Password = date of birthday mmddyyyy
- Click 500505045 “SPD CR Institute”

Zoom information

- Keynote speakers and their respective breakout sessions will be held in the main room
- Breakout rooms - Click the “Zoom” logo next the breakout sessions you would like to attend.
- There are multiple hyperlinks in the program, click around to familiarize yourself with our interactive program.

Survey

- Be sure to fill out the [*participant survey*](#) for each session you attend. We highly value and appreciate the feedback you provide us.
- <https://forms.gle/WR7P1EtxXVpfeP5u5>

Taking Care of Needs

- Time has been built in through the day for breaks, be sure to take care of your wellbeing.

The Culturally Responsive Pedagogy and Instruction department dedicates our summer institute to all those we lost to covid, including our chantlaca and colleague Ismael Arce. Mr. Arce was a teacher and soccer coach at Tucson High Magnet School for twenty years. Under his direction the Badgers won a state championship in 2014, the school's first in any sport for 26 years. Arce also taught Mexican American History and World History and was a firm supporter of the Mexican American/Raza Studies department, during the state of Arizona's attack on MAS. We miss you carnal! We will always remember the great love and cariño you showed your students, players, and parents, as well as the loving friendship you offered to so many of us in the CRPI & TUSD community. Que viva Ismael Arce!



Que En Páz Descanza

El Departamento de Interés en Pedagogía Cultural e Instrucción dedica nuestro instituto veraniego a los que han perdido su vida a causa del "COVID 19" incluyendo a nuestro "chantlaca" y colega Ismael Arce. El Maestro Arce fue también Director Técnico por veinte años del equipo de fútbol de la preparatoria "Tucson High Magnet School." Bajo la dirección técnica del Maestro Arce, Los Tejones ("Badgers") fueron campeones estatales en el 2014, el primer campeonato estatal en cualquier deporte de la preparatoria "Tucson High Magnet School" en los últimos 26 años. El Maestro Arce también fue maestro de Historia México-Americana de Historia Mundial y fue un gran apoyador del Departamento de Estudios México-Americanos y de la Raza durante el ataque del Estado



de Arizona en contra de este departamento (MAS). ¡Echamos de menos a nuestro carnal! Recordaremos siempre la pasión y cariño que el Maestro Arce demostró hacia sus estudiantes, atletas y madres y padres de familia, así como la calurosa amistad que nos ofreció a muchos y muchas de sus colegas en el CRPI y a la comunidad del distrito escolar. ¡Arriba Ismael Arce! ¡Qué viva Ismael Arce!

Student Corrido: La Mala Suerte de 2020
Written by students in Mr. Patrick Brennan's 5th Grade Class

Collaboration with Dr. Kevan Kiser-Chuc

It was March of 2020 when quarantine started
And it left us all a little broken-hearted
It was all because of the virus that we stayed apart
It was March of 2020 when it did start

TP was hoarded and so was hand sanitizer
Everyone was acting like they were selfish misers
Remotely working and going to school
Social distancing 6 feet is so uncool

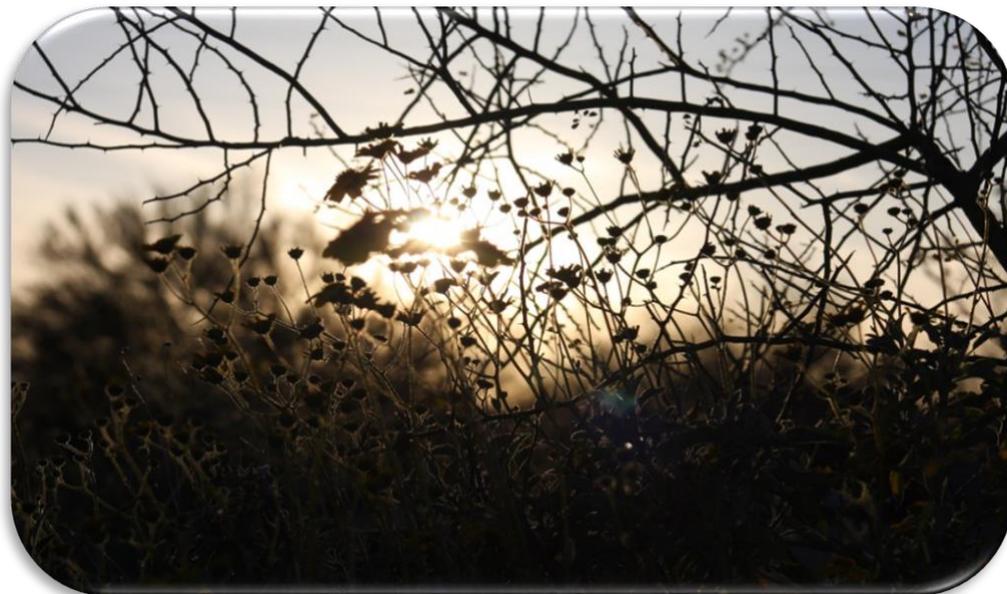
It was March of 2020 when quarantine started
And it left us all a little broken-hearted
It was all because of the virus that we stayed apart
It was March of 2020 when it did start

It was hard to breath 'cause we all had to wear a mask

And Zoom was brand new, to learn it we had to ask
We had to follow the guidelines and had to be smart
And do what they told us and all stay 6 feet apart

It was March of 2020 when quarantine started
And it left us all a little broken-hearted
It was all because of the virus that we stayed apart
It was March of 2020 when it did start

We could not see family and we could not see friends
It felt so bad we thought it was the end
La mala suerte de 2020 que nos toco-It made us all a little poco loco



Living River of Words Student Photographer Finalist: Jennica Lugo 8th grade, Roskruge K-8



The award spotlights the achievements of a select number of outstanding TUSD students recognized for overcoming particularly challenging circumstances and demonstrating a strong academic identity while learning to advocate for social justice. All three of this year's winners are from Teenage Parent High School.

We encourage the students to list the honor on resumes and college admissions letters, noting the Culturally Relevant courses emphasize civic engagement, critical thinking, and structured inquiry.

Graduating Seniors from Teenage Parent High School
Ayianna Aguilar
LeeAndra Bojórquez
Estéfany Varela Martínez



Ama's Alter Photographer Sergio Lopez, 6th Roskruge K-8



Agenda
Thursday, June 10, 2021

- 9:00-9:30 Lisa Kiang ASYNCHRONOUS Reading
Discovering Identity and Purpose in the Classroom: Theoretical, Empirical, and Applied Perspectives

Supplemental Articles
- 9:30-9:45 Welcome
- 9:45-10:45 Keynote: **Lisa Kiang: “Identity and the Power of Purpose”**

 Establishing a sense of identity is a fundamental task. This talk will center the role of identity in youth development—what it is and why we should care. The importance of fostering identity through school contexts will be discussed, especially given the intricate and powerful links between identity and purpose and meaning in life.
- 10:45-11:00 Break
- 11:00-12:00 Breakout Sessions #1
- 12:00-12:30 Lunch
- 12:30 -1:00 Valerie Shirley ASYNCHRONOUS Reading
Indigenous Social Justice Pedagogy: Teaching into the Risks and Cultivating the Heart
- 1:00-2:00 Keynote: **Valerie Shirley: “Relational Accountability: Building Coalitions and Solidarity Through Curriculum and Pedagogy”**

 Teachers have the capacity to draw on tools of analysis to engage youth in critically thinking and engaging in the world around them. Shirley will share her work on the ways in which teachers can draw on critical theories of education to empower and cultivate the next generation of youth advocates, protectors, and leaders.
- 2:00-2:15 Break
- 2:15-3:15 Breakout Sessions #2
- 3:15-3:30 Closing: Wrap/up and Surveys

Lisa Kiang
“Identity and the Power of Purpose”

Lisa Kiang is a Professor of Psychology at Wake Forest University. Her research focuses on ethnic/racial identity development among minoritized youth. Much of her work emphasizes culturally-protective factors such as identity, well-being, and ethnic/racial socialization in the face of marginalization, discrimination, and stereotypes. She is particularly interested in uncovering ways to promote healthy outcomes and adaptive social relationships. Does cultural background or ethnic/racial identification have a protective role in development? What are the precise mechanisms by which these positive effects occur (e.g., through a deeper sense of social belonging or purpose in life)?



Valerie Shirley
“Relational Accountability: Building Coalitions and Solidarity Through Curriculum and Pedagogy”



Valerie Shirley (Diné) is an Assistant Professor in the Department of Teaching, Learning and Sociocultural Studies at the University of Arizona. She is the co-founding director of the Indigenous Teacher Education Program that focuses on preparing Indigenous teacher candidates to consider the unique cultural and political contexts of Indigenous communities. She received her Ph.D. in Curriculum Studies from Purdue University and M.S. degree in Curriculum and Instruction from the University of Wisconsin-Madison. Upon receiving her B.A. degree in Elementary Education from Arizona State University, she taught in two elementary schools located in two Indigenous communities in Arizona. She is a member of the Diné Nation (Ma’iideeshgizhinii, Tsinaajinni, Todich’iinii and Honaghaanii clans) which continues to shape her research and pedagogical interests. As such, her previous research work engaged Diné youth in the process of decolonization to critically examine their identities in relation to history and the Diné epistemology. Her research interests are within the areas of critical Indigenous pedagogy, social justice pedagogy, youth empowerment, curriculum development, teacher education and Indigenous education.

Prior to her arrival at the UA, she worked with diverse preservice teachers at the University of Wisconsin-Milwaukee and Purdue University; relying on the frameworks of critical multicultural education and social justice to support equitable learning experiences for students while encouraging educators to keep issues such as race, class, gender, sexuality, culture, and language at the forefront of curriculum and instruction.

<p>Breakout A</p> 	<p>Title: Identity and the Power of Purpose Presenter: Lisa Kiang Description: The educational context offers prime opportunities to talk about issues related to identity, race, equity, and justice. Yet, we often feel unequipped, unprepared, or uncomfortable in guiding students through these courageous conversations. This interactive session will focus on discussing concrete strategies and ideas for navigating topics often deemed challenging to talk about. Attendees will be asked to brainstorm, collaborate, and share their own insight and experiences.</p>
<p>Breakout B</p> 	<p>Title: Better Than Me – Three Generations of Inner Strength –How Personal Narratives & SPARKS Provide a Foundation for Our Students Presenter: Al Quihuis & Corina T. Ontiveros Description: Mr. Al Quihuis will share an overview of his book, Better Than Me – Three Generations of Inner Strength, and its genesis, and with Corina T. Ontiveros, connect this book as an example of personal narrative and AZ State Standards, and TUSD’s SPARKS model.</p>
<p>Breakout C</p> 	<p>Title: Badasses in History Project 9th/11th grade Presenters: Victoria Bodanyi & Adam Velasco Description: This teacher presentation will walk participants through the "Badasses in History" project. The lesson has been used in 9th grade Global Issues and 11th grade CR American History. The project pushes students to research unsung heroes in history and create a story board on their lives and their connections to other unlikely heroes in history</p>
<p>Breakout D</p> 	<p>Title: Introduction to CRC IDM Units for Social Studies and History Presenter: Rick yana Estrada Description: Using the Inquiry Design Model framework, the participants will examine the ADE History and Social Science Standards for middle and high school using Culturally Relevant curriculum and resources to create and implement units of study for their students. SPARKS included!</p>
<p>Breakout E</p> 	<p>Title: Stamped for US: Linking SPARKS, <u>Stamped: Racism, Antiracism, and You</u> and ELA Reading and Writing Strategies and Supports Presenter: Teresa Sena Description: Cultural Perspectives addressed in Stamped align with the SPARKS Framework in this session that focuses on a student-centered approach to The Reading Process (TRP) and (TWP) The Writing Process, including focused note-taking strategies, reflections, presentations of learning (POLs).</p>

Breakout A

Title: Relational Accountability: Building Coalitions and Solidarity Through Curriculum and Pedagogy

Presenter: Valerie Shirley

Description: Dr. Shirley will expand on the comments she addressed in her keynote presentation and invite participants to engage in critical discussion including question-and-answer session.

Breakout B

Title: “Nuestro Medio Ambiente” – The Cultural Connection of the Natural Environment and the Opportunities it Provides to Our Communities

Presenter: Cam Juarez

Description: A conversation about the relationship diverse communities have with the natural environment. I will propose ways our young people can connect and benefit from experiencing, learning, and ultimately working in natural spaces. Resources for teachers, students, and public-school communities will be shared as well.

Breakout C

Title: PhotoVoice: Resiliency in Times of COVID

Presenter: Roskruge Bilingual K-8

Description: 6th and 8th grade Culturally Relevant students of Roskruge Bilingual will be presenting their journey during Covid-19, and how they were resilient during the pandemic. 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.

Teachers: Stacy Redondo & Dr. Kevan Kiser-Chuc,
Students: Sergio Lopez, Yazmine Medrano, Angelica (Fred) Lugo, Jennica Lugo, Lilliana Lugo, Zachary Burke Arnquist, Salvador Gallegos, Edgardo Moreno, Sofia Medina

More Sessions on next page



Alebrije, Elia Aguirre, 7th grade, Dede Middle School

<p>Breakout D</p> 	<p>Title: Using Collaborative Study Groups in Content Classrooms Presenters: Kathryn Jensen, Ruth Mann & Amy Armenta Description: Participants will engage in strategies to effectively implement Collaborative Study Groups in their classroom that support academic performance and development of college and career readiness skills. *For Honors Certification Credit</p>
<p>Breakout E</p> 	<p>Title: Meeting the Standards by Thinking Outside the Box Presenter: Jennifer Doorenbos Description: In this session, participants will learn about several strategies and projects that were successful with students this past year. Teachers will learn a new way to assign a chapter summary, a character analysis using an Amoxitin, and others. Participants will also have a chance to share their successes as well. This is geared for 6-12 ELA teachers.</p>
<p>Breakout F</p> 	<p>Title: Ethnic & Academic Identity Development Through Chicana/o/x Lit Presenters: Mario Green & Alexandro “Salo” Escamilla Description: The ever-growing demographics of Mexican American/Raza students in K-12 U.S. public schools has created a moral imperative to give students the opportunity to read literature that looks at the world through the lens of their ethnicity. At Tucson High, in Mario Greene’s English Mexican American Viewpoint Class, students read multiple texts by and about Mexican Americans/Raza, nurturing their academic and ethnic identity. This breakout session will look at and discuss how the research on ethnic/academic identity development, and the implementation of Chicana/o/x/Raza children’s and young adult literature, can make the concept of ‘la cultura cura’ a reality in our classrooms.</p>



Photograph by Liliana Lugo 6th grade Roskruge Bilingual



Agenda Friday, June 11, 2021

- 9:00-9:30 ASYNCHRONOUS Reading, video or article from A. Tintiangco-Cubales
- 9:00-9:30 Allyson Tintiangco-Cubales ASYNCHRONOUS Reading
Community Responsive Literacies: The Development of the Ethnic Studies Praxis Story Plot
- Supplemental Articles
- 9:45-10:45 Keynote: **Allyson Tintiangco-Cubales: “RADical Re-engagement: Repurposing Education through Culturally Rooted Pedagogy, Ethnic Studies, & Wellness**
- 
- In this workshop, Dr. Allyson Tintiangco-Cubales will be discussing some offerings on what we need to consider when returning "back to school." She will introduce Culturally Rooted Pedagogy and how Ethnic Studies can foster both youth and teacher wellness.
- 10:45-11:00 Break
- 11:00-12:00 Breakout Sessions #1
- 12:00-12:30 Lunch
- 12:30-1:00 H. Richard Milner ASYNCHRONOUS Reading
Culturally Relevant Pedagogy in a Diverse Urban Classroom
- Supplemental Articles
- 1:00-2:00 Keynote: **H. Richard Milner: “Opportunity Centered Teaching in the Fight for Justice”**
- 
- Students tend to succeed when mechanisms are in place to support them. Opportunity gaps, particularly for Black and Brown students, those who live below the poverty line, Muslim students, those whose first language is not English, and those who have a learning disability can result in students’ lack of academic and social success. Moreover, gaps in opportunity can result in office referral, suspension and expulsion hindering students’ learning opportunities and contributing to what has been called a school-to-prison pipeline. With an explicit focus on disrupting inequity inside and outside of education, this workshop centers a “return” to practice through Opportunity-Centered Teaching as we build mechanisms to support educators, communities, families, and parents in the fight for social justice.
- 2:00-2:15 Break
- 2:15-3:15 Breakout Sessions #2
- 3:15-3:30 Closing: Wrap/up and Surveys

Allyson Tintiangco-Cubales
**“RADical Re-engagement: Repurposing Education
through Culturally Rooted Pedagogy, Ethnic Studies, & Wellness”**

Dr. Allyson Tintiangco-Cubales is a professor in the College of Ethnic Studies at San Francisco State University. She has worked with students, teachers, schools, and districts throughout the nation, including the San Francisco Unified School District, to co-develop Ethnic Studies, Gender Studies, Social Justice, and Filipino Language curriculum. She co-founded several programs and organizations that have spearheaded the curriculum and pedagogical development of Ethnic Studies including Pin@y Educational Partnerships (PEP) and Community Responsive Education (CRE). She is the author of four books of curriculum and numerous articles focused on the applications of critical pedagogy, Ethnic Studies curriculum, Motherscholarship, and Pinayism. Allyson is a loving partner to Val Tintiangco-Cubales, a phenomenal teacher and leader and the mother of Mahalaya, a prolific dancer and artist.



H. Richard Milner
“Opportunity Centered Teaching in the Fight for Justice”

H. Richard Milner IV (also known as Rich) is Cornelius Vanderbilt Chair of Education and Professor of Education in the Department of Teaching and Learning at Peabody College of Vanderbilt University. His research, teaching and policy interests concern urban education, teacher education, African American literature, and the social context of education. Professor Milner’s research examines practices and policies that support teacher effectiveness in urban schools. Professor Milner is President-Elect of the American Educational Research Association, the largest educational organization in the world. He is an elected member of the National Academy of Education and a Fellow of the American Educational Research Association. Professor Milner’s work has appeared in numerous journals, and he has published seven books. His most recent are: *Start where you are but don’t stay there: Understanding diversity, opportunity gaps, and teaching in today’s classrooms* (Harvard Education Press, 2010 and 2020, Second Edition), *Rac(e)ing to class: Confronting poverty and race in schools and classrooms* (Harvard Education Press, 2015) and *These kids are out of control: Why we must reimagine classroom management for equity* (Corwin Press, 2018). He can be reached at rich.milner@vanderbilt.edu



Friday AM—Breakouts 11:00 am-12:00 pm

<p>Breakout A</p> 	<p>Title: RADical Re-engagement: Repurposing Education through Culturally Rooted Pedagogy, Ethnic Studies, & Wellness Presenter: Allyson Tintiangco-Cubales Description: Dr. Allyson Tintiangco-Cubales will expand on the comments she addressed in her keynote presentation and invite participants to engage in critical discussion including question-and-answer session.</p>
<p>Breakout B</p> 	<p>Title: It's not a Moment, it's a Movement! Sowing the Seeds of Cultural Competency in Public Education & Bargaining for the Common Good Presenter: Margaret Chaney, Tucson Education Association President Description: Utilizing the Bargaining for the Common Good Campaign, NEA locals are working with communities to improve schools, curriculums and communities through this social justice movement.</p>
<p>Breakout C</p> 	<p>Title: Hands on Diversity Lessons Presenter: Kathy Teel Description: This session will be interactive. You will participate in several diversity lessons that can be used in the classroom as well as have a roundtable discussion on tools you are currently using.</p>
<p>Breakout D</p> 	<p>Title: "WHO ARE YOU? Developing Students' Ethnic and Academic Identity" Presenters: Sal Gabaldón & Manny Galván Description: Participants will acquire a variety of tools that can be used to guide students in exploring the meaning of their surnames and given names. Participants will receive a copy of the PPT, graphic organizers, and links to articles and websites that students can use to research their names' meanings and origins.</p>
<p>Breakout E</p> 	<p>Title: Investing in You Presenter: Monique Landrum Description: Roundtable discussion of different perspectives in order to amply and tap into intrinsic drivers of motivation. Making connections between education, values, sense of self, and interests.</p>
<p>Breakout F</p> 	<p>Title: It Takes the Community - En La Comunidad Es La Fuerza Presenter: Dr. Adam Amador Description: Dr. Adam G. Amador will share his experiences as an educational leader and the importance of community. He will share his lived experience working within the school site as well as the greater community. In collaborating with parents and guardians, business leaders, students and teachers, he will highlight avenues to optimize circumstances for educational access and opportunity that ultimately lead to student success.</p>

Friday PM—Breakouts 2:15pm – 3:15pm

<p>Breakout A</p> 	<p>Title: Opportunity Centered Teaching in the Fight for Justice Presenter: H. Richard Milner Description: will expand on the comments he addressed in his keynote presentation and invite participants to engage in critical discussion including question-and-answer session.</p>
<p>Breakout B</p> 	<p>Title: Using Inquiry to Increase Rigor Presenters: Kathryn Jensen, Cody Stocker Downing & Jennifer Veit Description: Participants will engage in strategies to deliver inquiry-based instruction in order to elevate the level of rigor, critical thinking, and student engagement. * For Honors Certification Credit</p>
<p>Breakout C</p> 	<p>Title: The Circle, Indigeneity, and Healing: Change through Dialogue Presenter: Dr. Juvenal Caporale Description: This presentation is about 50 Chicano, Mexican, and Indigenous men from a community-based healing circle who transformed themselves and their communities. According to these men, ongoing dialogue facilitated their changes.</p>
<p>Breakout D</p> 	<p>Title: Stamped for US: Linking SPARKS, <u>Stamped: Racism, Antiracism, and You</u> and ELA Reading and Writing Strategies and Supports Presenter: Teresa Sena Description: Cultural Perspectives addressed in Stamped align with the SPARKS Framework in this session that focuses on a student-centered approach to The Reading Process (TRP) and (TWP) The Writing Process, including focused note-taking strategies, reflections, presentations of learning (POLs).</p>
<p>Breakout E</p> 	<p>Title: “Nuestro Medio Ambiente” – The Cultural Connection of the Natural Environment and the Opportunities it Provides to Our Communities Presenter: Cam Juarez Description: A conversation about the relationship diverse communities have with the natural environment. I will propose ways our young people can connect and benefit from experiencing, learning, and ultimately working in natural spaces. Resources for teachers, students, and public-school communities will be shared as well.</p>
<p>Breakout F</p> 	<p>Title: TREC: Leveraging Resources, Educator Emotional Resiliency, and Building Community Presenter: Jen Kinser-Traut Description: This session will introduce educators to TREC (Tucson Regional Educator Collaborative). Attendees will use the new TREC website to leverage resources, engage resiliency activities, and learn about opportunities to build community.</p>



9:00-9:30 Julio Cammarota ASYNCHRONOUS Reading
From Hopelessness to Hope: Social Justice Pedagogy in Urban Education and Youth Development

Supplemental Articles

9:45-10:45 Keynote: **Julio Cammarota “Living Praxes in PAR (Participatory Action Research) EntreMundos”**



Dr. Cammarota's talk introduces a vision of PAR (participatory action research) that provides a framework for not only collectively constructing knowledge but also for determining what counts as knowledge for social justice, ways to reconcile competing theoretical positions, and approaches to teaching what we know. This framework, PAR EntreMundos, translates to PAR in-between worlds, one that exists in liminal spaces, the border region where incongruous ideas, Western colonial thought and Indigenous cosmologies, meet to generate uncertainty yet multiple possibilities of purpose.

10:45-11:00 Break

11:00-12:00 Breakout Sessions #1

12:00-12:30 Lunch

12:30-1:00 Erika Sanchez ASYNCHRONOUS Reading
Excerpt from the novel "I am not your perfect Mexican daughter."

Supplemental Articles

1:00-2:00 Keynote: **Erika Sanchez: She is not your perfect Mexican daughter**
Erika will discuss her journey as a writer—from a young girl struggling to find a voice to her life today as an author.



2:00-2:15 Break

2:15-3:15 Breakout Sessions #2

3:15-3:30 Closing: Wrap/up and Surveys

Julio Cammarota
“Living Praxes in PAR (participatory action research) EntreMundos”



Dr. Julio Cammarota is a professor of education at the University of Arizona. His research focuses on participatory action research with Latinx youth, institutional factors in academic achievement, and liberatory pedagogy. He has published articles on family, work, and education among Latinxs and on the relationship between culture and academic achievement. Dr. Cammarota's work has been instrumental with advancing social justice in education and youth development. He is the co-editor of two volumes in the Critical Youth Studies series published by Routledge/Falmer Press: *Beyond Resistance! Youth Activism and Community*

Change: New Democratic Possibilities for Practice and Policy for America’s Youth (2006) and *Revolutionizing Education: Youth Participatory Action Research in Motion* (2008). In addition, Dr. Cammarota has published an ethnography of Latinx youth entitled, *Sueños Americanos: Barrio Youth Negotiate Social and Cultural Identities* (University of Arizona Press, 2008). His work includes co-editing a volume on the struggle for ethnic studies in Tucson, Arizona: *Raza Studies: The Public Option for Educational Revolution* (University of Arizona Press, 2014). Finally, he recently published an edited collection on participatory action research for Latinx communities, entitled *PAR EntreMundos: A Pedagogy of Las Americas*.

Erika Sanchez
“She is not your perfect Mexican daughter”

Erika L. Sánchez is a poet, novelist, and essayist. Her debut poetry collection explores what it means to live on both sides of the border—the border between countries, languages, despair and possibility. As the daughter of Mexican immigrants growing up in the working-class town of Cicero, Illinois, Erika has always been determined to defy borders and tells her own story as part of a family steeped in faith, work, grief, and expectations. Erika’s literary works include *Lessons on Expulsion*, published by Graywolf in July 2017, a finalist for the PEN America Open Book Award. Her debut young adult novel, *I Am Not Your Perfect Mexican Daughter*, was published in October 2017 by Knopf Books for Young Readers, is a *New York Times* Bestseller and a National Book Awards 2017 Finalist for Young People's Literature. Her memoir *Crying in the Bathroom* is forthcoming from Viking in 2022. Erika graduated Phi Beta Kappa and Magna Cum Laude from the University of Illinois at Chicago, then went onto Madrid, Spain on a Fulbright Scholarship. Erika was a 2017-2019 Princeton Arts Fellow, and a recent recipient of the 21st Century Award from the Chicago Public Library Foundation and a National Endowment for the Arts Fellowship in Poetry. She has recently been appointed the Sor Juana Inés de la Cruz Chair in the Latin American and Latino Studies Department at DePaul University and is part of the inaugural core faculty of the Randolph College Low Residency MFA Program.



Saturday AM—Breakouts 11:00 am-12:00 pm

Breakout A



Title: Living Praxes in PAR (participatory action research) EntreMundos
Presenter: Julio Cammarota
Description: Dr. Cammarota will expand on the comments he addressed in his keynote presentation and invite participants to engage in critical discussion including question-and-answer session.

Breakout B



Title: Student Collaborative Research Projects
Facilitators: Rickyana Estrada & Jessica Bernal-Mejia
Description: This session will have two high school student research presentations with Q & A. Following the presentations, students and teachers will debrief the research process, strategies and techniques used in the classroom.

Unspoken truth of US Army – Genesis Vazquez – Tucson High School
The sexual assault cases in the United States Army in Tucson specifically.

Addressing Discipline & Harassment at Our School – Stephanie España; Marco Lopez, Malia Lujan, MaryJane Lopez -- La Joya Feminist Club, La Joya Community High School
A discussion on harassment revolving around dress codes at our school. We began to wonder if dress code is more for the teachers' benefit or the students. We also wondered about the impact of "correcting" dress code. Whose behavior should be "corrected?" The student or those who are "distracted?" We plan to gather student stories across grade levels as well as survey data to show the prevalence of these problems at our school.

Breakout C



Title: Middle School – Poetry Appreciation
Presenter: Jennifer Kidd
Description: This poetry unit is specifically designed to pique students' interest in poetry, addressing three major genres of poetry. Poetry is most often used as an outlet for human emotion, and serves to evoke deep thoughts, feelings, and emotions from its audience. This lesson addresses unfairness and injustice in many forms.

Breakout D



Title: Building Academic Identity through culturally responsive practices
Presenter: Rosario Hutchings
Description: This presentation will be looking closely at the Academic Identity tenet in the SPARKS framework. We will be addressing the power of student identity in the engagement and center of classroom instruction. Explicit discussion on academic identity will connect teacher work to student achievement.

Breakout E



Title: "WHO ARE YOU? Developing Students' Ethnic and Academic Identity"
Presenters: Sal Gabaldón & Manny Galván
Description: Participants will acquire a variety of tools that can be used to guide students in exploring the meaning of their surnames and given names. Participants will receive a copy of the PPT, graphic organizers, and links to articles and websites that students can use to research their names' meanings and origins.

Breakout A

Title: She is not your perfect Mexican daughter

Presenter: Erika Sanchez

Description: Ms. Sanchez will expand on the comments she addressed in her keynote presentation and invite participants to engage in critical discussion including question-and-answer session.

Breakout B

Title: Student Collaborative Research Projects Tucson High School Students

Facilitators: Jonathan McClintock, Mario Green & Salo Escamilla

Description: This session will have four student research presentations from Tucson High School with Q & A. Following the presentations, students and teachers will debrief the research process, strategies and techniques used in the classroom.

Represent Us Properly- Maliyah Whitlock: The history of minorities in Hollywood, and how it currently affects us as a society to this day and what those stereotypes have become.

People of Color & American History- Armando Molina: Discussing the representation of People of color in American History.

Should ICE be abolished? Mariah Almaguer: Discussing the Immigration and Customs Enforcement (ICE) and the movement to abolish ICE.

Mental Health System Flaws Minha Bennett: Discussion around Mental Health facilities and their failures when treating patients of color.

Breakout C

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Breakout D

Title: Meeting the Standards by Thinking Outside the Box

Presenter: Jennifer Doorenbos

Description: In this session, participants will learn about several strategies and projects that were successful with students this past year. Teachers will learn a new way to assign a chapter summary, a character analysis using an Amoxitin, and others. Participants will also have a chance to share their successes as well. This is geared for 6-12 ELA teachers.

Breakout E

Title: Intergenerational Wisdom through Podcasting: Strengthening Student-Community Engagement

Presenter: Victoria Bravo

Description: Intergenerational wisdom encompasses knowledge, ideas and skills that are shared among generations: children, teenagers, and adults. Just as older adults can pass down their wisdom, students can pass along some current ways of the world, offering perspectives, sharing interesting stories and personal experiences. Furthermore, podcasts enable students to access this shared information anytime they want.

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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, Penn State University