

Summer Institute for Culturally Responsive Education

Summer 2022

June 9-11



*Advancing Equity Through
Social Justice in the Classroom:
Panche be- Seeking the Root of the Truth*



TUCSON UNIFIED SCHOOL DISTRICT

2022 Virtual Summer Institute for Culturally Responsive Education

Advancing Equity Through Social Justice in the Classroom: Panche be- Seeking the Root of the Truth

Bienvenidos—Welcome— to Tucson Unified School District's sixth annual Summer Institute for Culturally Responsive Education, proudly presented 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 2021-2022 school year marked our exciting re-entry into our physical classrooms. As we transition from the COVID pandemic, we acknowledge the incredible challenges we faced and those challenges yet to come. Our community encountered hardship and sorrow on a massive scale. In addition to health implications and loss of life, we face unprecedented levels of mental health issues stemming from isolation, depression, and anxiety. Our educators carry the heavy burden of tending to the social emotional needs of our students as they deal with their own woes.

Our classrooms serve as the stage for social and political movements in our country. This year, we experienced the enactment of the "Don't say gay" law in Florida. We saw various efforts at limiting curricular content via the anti-critical race theory laws across the nation. In the wake of the tragic mass shooting in Uvalde, TX., some propose arming teachers as a solution to active shooter scenarios in our schools. In this political theater, our teachers serve as unwilling protagonists.

In view of these circumstances, the theme for this year's conference emphasizes the struggle for social and educational equity through the pursuit of social justice in our society. Some have argued that education is a political act. While not referring to the partisan politics, a social-justice oriented, culturally responsive education prepares students to become civically engaged to tackle the most challenging social issues of our day. In the process of justice becoming a vocation, WE, alongside our students, become more fully human.

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.

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TUCSON UNIFIED SCHOOL DISTRICT

2022 Virtual Summer Institute for Culturally Responsive Education

Advancing Equity Through Social Justice in the Classroom: Panche be- Seeking the Root of the Truth



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 **Aztlan**—meaning “the place of the herons” in the Nahuatl language. This image is bordered by **Teocalli** – a representation of temples and places of learning in Mexica and other indigenous cultures.

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

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Procedures


Norms

- Enter rooms muted and remain muted throughout the session.
- Please turn on camera and display district name for attendance purposes.
- 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.
- **TUSD Time Clock Click Here**
- <https://tusdtimemanager.tusd1.org/app/webclock/#/EmployeeLogOn>
- Badge Number = Employee number
- PIN = date of birth mmddyyyy
- **Click 05550545 “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 to the breakout sessions that you would like to attend.
- Click on the tabs to move through the program or keep scrolling.
- 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, for a total of six surveys per day. We highly value and appreciate the feedback you provide us.
- <https://forms.gle/xSaAyDsdMxYcFJgx5>

Taking Care of Your Needs

- While time has been built in throughout the day, be sure to take care of your well-being.

Thursday Agenda

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Agenda

Thursday, June 9, 2022

9:00 – 9:20



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Opening Ceremony
Chucho Vai Sevoi
Calpollequeh of Calpolli Teoxicalli
Nahua Indigenous Community

9:20 – 9:40

Welcome from Lorenzo López, CRPI Director and
Flori Huitt, Assistant Superintendent of Curriculum and Instruction

9:40 – 10:45

Keynote: **Dr. Daniel G. Solórzano**
**“Pivotal Moments, Origin Stories, and Case Studies:
Transformational Resistance, Racial Microaggressions, and
Racial Microaffirmations”**

Professor Solórzano will speak about the pivotal moments, origin stories, and case studies of three areas of his research and practice—Transformational Resistance, Racial Microaggressions, and Racial Microaffirmations. He shares the story of how he came to research the concept of resistance and how it is being used in various contexts. Dr. Solórzano will then focus on racial microaffirmations as one response to racial microaggressions.

10:45 – 11:00

Break

11:00 – 12:00

Breakout Session #1
Pick your session from the following pages.
Click the corresponding Zoom icon.

12:00 – 12:45

Lunch

12:45 – 12:55

Afternoon Reflection - [Click Here](#) to join the Main Room

12:55 – 2:00

Keynote: **Dr. Maisha T. Winn “From Reacting to Reimagining:
Leveraging Histories and Futures in Equity Work”**



CLICK
HERE

In this keynote, Professor Winn will present case studies of Independent Black Educational Institutions, or IBIs, established in the late 1960s and early 1970s as examples of how *History Matters and Futures Matter* pedagogical stances can support equity work in schools.

2:00 – 2:15

Break

2:15 – 3:15

Breakout Session #2
Pick your session from the following pages.
Click the corresponding Zoom icon.

3:15 – 3:30

Wrap up and Survey - [Click Here](#) to join the Main Room

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Keynotes: Thursday, June 9, 2022

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Dr. Daniel G. Solórzano

Pivotal Moments, Origin Stories, and Case Studies: Transformational Resistance, Racial Microaggressions, and Racial Microaffirmations



Dr. Daniel Solórzano, PhD is a professor in the University of California's Los Angeles's Departments of Education and Chicana/o and Central American Studies. He is also the Director of the Center for Critical Race Studies in Education at UCLA. He is an interdisciplinary scholar with research and teaching interests in racial microaggressions and microaffirmations, and critical race spatial analysis. He is co-editor of the award-winning anthology *The Chicana/o Education Pipeline: History, Institutional Critique, and Resistance* (2018). Dr. Solórzano received the Tomás Rivera Center Postdoctoral Fellowship, the Educational Testing Service Postdoctoral Fellowship, and the Ford Foundation Postdoctoral Fellowship. He was elected a Fellow of the American Education Research Association (AERA) and to the National Academy of Education. For 50 years, Dr. Solórzano has served in all three segments of California public postsecondary education, earning many prestigious awards including the AERA Social Justice in Education Award (2012), the Critical Race Studies in Education Association Derrick A. Bell Legacy Award (2012), and the Spencer Foundation Mentorship Award (2022).

Dr. Maisha T. Winn

“From Reacting to Reimagining: Leveraging Histories and Futures in Equity Work”



Dr. Maisha T. Winn, PhD is the Associate Dean and Chancellor's Leadership Professor in the School of Education at the University of California, Davis where she co-founded and co-directs (with Dr. Lawrence “Torry” Winn) the Transformative Justice in Education (TJE) Center. Prior to joining the faculty at the University of California, Davis, Professor Winn was the Sue Cellmer Distinguished Chair in English Education in the Department of Curriculum and Instruction at the University of Wisconsin, Madison. She is the author of several books including *Restorative Justice in Education: Transforming Teaching and Learning through the Disciplines* (with Lawrence T. Winn); *Justice on Both Sides: Transforming Education through Restorative Justice* (Harvard Education Press) and *Restorative Justice in the English Language Arts Classroom* (with Hannah Graham and Rita Alfred in the National Council of Teachers of English Principles in Practice Series); *Writing in Rhythm: Spoken word poetry in urban schools* (published under maiden name “Fisher”); *Black literate lives: Historical and Contemporary Perspectives* (published under maiden name “Fisher”); *Girl Time: Literacy, Justice, and the School-to-Prison Pipeline*; and co-editor of *Humanizing Research: Decolonizing Qualitative Research* (with Django Paris). She is the proud mother of two children ages 8 & 11.

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11:00am – 12:00pm

Breakout A



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Title: Pivotal Moments, Origin Stories, and Case Studies: Transformational Resistance, Racial Microaggressions, and Racial Microaffirmations

Presenter: Dr. Daniel G. Solórzano

Description: Professor Solórzano will speak about the pivotal moments, origin stories, and case studies of three areas of his research and practice—Transformational Resistance, Racial Microaffirmations, and Racial Microaggression. In the first case, Dr. Solórzano will tell the pivotal moments and origin story of his research on the concept of Transformational Resistance. He shares the story of how he came to research the concept of resistance and how it is being used in various contexts. In the second case, he will use the tools of racial microaggressions to examine everyday racism inside and outside of educational institutions. Dr. Solórzano will then focus on racial microaffirmations as one response to racial microaggressions for the third case. He will involve colleagues in an interactive dialogue about improving the learning environment to maximize engagement, learning, and discovery for our increasingly diverse community.

Breakout B



CLICK
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Title: Collaborative Study Groups

Presenter: Kathryn Jensen and Sky Saczko

Description: This session will also count towards the Honors Teacher Training Modules. In Collaborative Study Groups (CSGs), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance. Participants in this session will experience CSGs through watching two different classroom applications and participating in a CSG before developing a CSG Personal Implementation Plan for their own classrooms.

Breakout C



CLICK
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Title: *Better Than Me*

Presenter: Al Quihuis

Description: In this presentation, award-winning author Al Quihuis, brings to life his now TUSD-board approved book, *Better than Me: Three Generations on Inner Strength*, to the CRPI Summer Institute. Connections to the AZ State Standards as well as the Culturally Relevant-coded curriculum maps, a discussion of the book plus some ideas for application for the upper middle school - early high school classroom will be shared.

Breakout D



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Title: African American Boys' Checklist

Presenter: Jimmy Hart, Director of African American Services

Description: Participants will engage in dialogue surrounding issues and concepts unique to African American male students. Topics include the do's and don'ts of working with African American males, misperceptions, and the African American boys' checklist. Through activities, dialogues, and scenarios, participants will discuss recommendations and develop strategies for implementation.

11:00am – 12:00pm

Breakout E



CLICK
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Title: Centering Tucson as place and identity in Classroom Mathematics, Part I

Presenter: Dr. Guadalupe (Guada) Lozano

Description: (Session 1 of 2) We introduce a new, culturally-centering and asset-affirming approach to classroom mathematics based on Tucson, the Southwest, its people and cultural identities. This first session will make space to discuss three contexts in our curriculum around the following questions: What mathematics ideas and questions can we teach from these contexts? How might we leverage these contexts to elicit students' voices, reflections and knowledge? In what ways can mathematical contexts be culturally-centering and asset-affirming?

Breakout F



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Title: Nature Exploration and Outdoor Learning

Presenter: Suzanne Dhruv

Description: Join Suzanne Dhruv, a native Tucsonan, and Co-founder & Executive Director of Ironwood Tree Experience (ITE). ITE is an 18-year-old nonprofit youth organization serving over 1,000 teenagers each year. This session invites you to sign up for Field Studies for Schools: an exploration of art, nature & culture, ecology, and environmental care of your local public lands. ITE has the expertise, equipment, and enthusiasm to connect you and your students to the natural world. Registration is free and open for the next school year. If your class cannot make it outdoors, learn more about our virtual, mobile live-streaming classroom.

Breakout G



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Title: Indigenous Yoga

Presenter: Tania Pacheco

Description: The objective of this Indigenous yoga presentation is to provide history education and healing through movement of the body and the breath. Its focus is on our Indigenous philosophies, our medicine, our culture, bringing our roots, and our truth through the concepts of Panche Be and Nahui Ollin, with an emphasis on bringing back our feminine energies for our ultimate Omoteotl (duality). This will enable us to heal, create, and spread our culture, our medicine and our truth.

Breakout H



CLICK
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Title: Refugee Network

Presenter: Barbara Eiswerth

Description: Iskashitaa Refugee Network founder and director, Dr. Barbara Eiswerth will present about refugee resettlement globally, nationally, and locally. Teachers will learn what is involved with the immigration journey, legal definitions, and differences for immigration statuses (refugee, asylum, SIV, Afghan evacuees). In addition, Eiswerth will describe the Iskashitaa program's replicable model of community integration using local food programming (gleaning, harvesting, gardening, art and food preservation).

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2:15pm – 3:15pm

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Title: From Reacting to Reimagining: Leveraging Histories and Futures in Equity Work

Presenter: Dr. Maisha T. Winn

Description: In this keynote, Professor Winn will present case studies of Independent Black Educational Institutions, or IBIs, established in the late 1960s and early 1970s as examples of how *History Matters and Futures Matter* pedagogical stances can support equity work in schools.

Breakout B



CLICK
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Title: Literacies for Social Justice

Presenter: Jessica Ramirez-Perea and Dr. Kevan Kiser-Chuc

Description: Using multiple forms of literacies to engage students in social justice topics year-round. Development of social and cultural awareness and understanding while promoting lifelong inquiry and higher-level thinking skills. We will consider the different ways of incorporating a culturally responsive sustaining framework that connects district-wide curriculum and the social justice standards. This framework helps educators create student-centered learning environments that affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

Breakout C



CLICK
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Title: Urban Rebellions: Ruptures in the Status Quo

Presenter: Jim Byrne

Description: "A riot is the voice of the unheard" said Dr. King and we will examine how many riots from the 1960s to the summer of 2020 ought to be considered urban rebellions because they have political, economic, and social roots that are being challenged by those most affected. The workshop will offer teaching/learning experiences for an Inquiry Unit for middle and high school students.

Breakout D



CLICK
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Title: *Better Than Me*

Presenter: Al Quihuis

Description: In this presentation, award-winning author Al Quihuis, brings to life his now TUSD-board approved book, *Better than Me: Three Generations on Inner Strength*, to the CRPI Summer Institute. Connections to the AZ State Standards as well as the Culturally Relevant-coded curriculum maps, a discussion of the book plus some ideas for application for the upper middle school - early high school classroom will be shared.

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2:15pm – 3:15pm

Breakout E



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Title: In Topializ In Tochimal, In Topializ In Pahtiliztli - Our Culture our protection, our culture our healing

Presenter: Chucho Vai Sevoi

Description: This workshop will discuss the important role of Cultura in our life's journey. Understanding how Culture offers a way of advocacy and healing both at the same time. The facilitator will share this concept and several examples through storytelling; in addition, the facilitator will invite participants to share their experiences related to this. Be ready to move a little, as culture requires song and dance.

Breakout F



CLICK
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Title: Power of the Outdoors

Presenter: Cam Juarez

Description: Dialogue about the relationship diverse communities can have with the natural environment. Informative solutions to guide educators through the benefits that come from experiencing, learning, and potentially working in natural spaces. Issues around justice (social/environmental), equity, diversity & inclusion, will also be discussed. Useful resources for teachers, students, and school communities will be provided.

Breakout G



CLICK
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Title: Centering Tucson as place and identity in Classroom Mathematics courses, Part II

Presenter: Dr. Guadalupe (Guada) Lozano

Description (Session 2 of 2) We discuss a new, culturally-centering and asset-affirming precalculus* curriculum based on Tucson, the Southwest, its people and cultural identities. This second session will consider features and goals of the course in general and relative to TUSD's SPARKS. This second session will also make space for exploring and reflecting on a few "pillar problems" for the course and a lesson. We will address: How might these problems and lessons elicit robust and culturally relevant mathematics learning? How might they each enter students' voices and perspectives?

Breakout H



CLICK
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Title: Refugee Network

Presenter: Dr. Barbara Eiswerth

Description: Iskashitaa Refugee Network founder and director, Dr. Barbara Eiswerth will present about refugee resettlement globally, nationally, and locally. Teachers will learn what is involved with the immigration journey, legal definitions and differences for immigration statuses (refugee, asylum, SIV, Afghan evacuees). In addition, Dr. Eiswerth will describe the Iskashitaa program's replicable model of community integration using local food programming (gleaning, harvesting, gardening, art and food preservation).

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Agenda

Friday, June 10, 2022

9:00 – 9:40



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Welcome & Morning Reflection
CR Teachers of Year Recognition
Jessica Ramirez-Perea – White Elementary School
Teresa Sena – Magee Middle School
Dr. José Gonzalez – Tucson High School

9:40 – 10:45

Keynote: **Dr. Tyrone Howard**
“Culturally Relevant Teaching: A Pivot for Pedagogical Transformation & Racial Reckoning”

Gloria Ladson Billings (1995) in her seminal work dubbed culturally relevant teaching as an approach to teaching, thinking, and doing that moved away from deficit notions of students of color, and sought to position instruction within a familiar cultural framework that created familiarity for Black students and other students of color to enhance learning. Despite these important frameworks, why do racial disparities still exist? What is needed to enhance culturally relevant approaches to education? This keynote will argue that culturally centered works require a fundamental pivot if they are to be embraced and enacted, 1) an anti-racism analysis, 2) complexification of culture and 3) relation trust as a concept to build dynamic and culturally informed teacher-students’ interactions. This work will offer critical theoretical contributions and much needed practical considerations for practitioners.

10:45 – 11:00

Break

11:00 – 12:00

Breakout Session #1
Pick your session from the following pages.
Click the corresponding Zoom icon

12:00 – 12:45

Lunch

12:45 – 12:55

Afternoon Reflection - [Click Here](#) to join the Main Room

12:55 – 2:00

Keynote: **Dr. Francesca A. López**
“Creating classroom environments where all children thrive: What does the evidence say?”



CLICK
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Many students often experience a lifetime of socially transmitted messages that reflect deficit-based assumptions about them and their communities. In this session, Dr. Francesca López will provide a historical review—from Horace Mann’s vision of public schools to the present—to contextualize some of the myths that prevent our educational spaces from being places where all students can thrive. Dr. López will conclude by sharing insights from emerging research on the benefits of an asset-based approach to teaching and elevating best-practices.

2:00 – 2:15

Break

2:15 – 3:15

Breakout Session #2
Pick your session from the following pages.
Click the corresponding Zoom icon

3:15 – 3:30

Wrap up and Survey - [Click Here](#) to join the Main Room

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Keynotes

Friday, June 10, 2022

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Dr. Tyrone Howard

Culturally Relevant Teaching: A Pivot for Pedagogical Transformation & Racial Reckoning

Dr. Howard is currently the president-elect of the American Educational Research Association (AERA)



Dr. Tyrone Howard, PhD is a professor of education in the School of Education & Information Studies at UCLA. His research addresses issues tied to race, culture, access and educational opportunity for minoritized student populations. Professor Howard is the author of several best-selling books. He is a native of Compton, California where he also served as a classroom teacher. Professor Howard is a member of the National Academy of Education and has been listed by Education Week as one of the 30 most influential educational scholars in the nation on education practice, policy, and research.

Dr. Francesca A. López

“Creating classroom environments where all children thrive: What does the evidence say?”



Dr. Francesca A. López, PhD is the Waterbury Chair in Equity Pedagogy in the Department of Curriculum and Instruction at Penn State University. She began her career in education as a bilingual (Spanish/English) elementary teacher, and later as a high school counselor, in El Paso, Texas. Her research has been funded by the American Educational Research Association Grants Program, the Division 15 American Psychological Association Early Career Award, the National Academy of Education/Spencer Postdoctoral Fellowship, the Institute of Education Sciences, the Chan Zuckerberg Initiative, Assessment for Good, and the Spencer Foundation. She is a co-editor of the National Education Policy Center publications and co-editor of #1 journal in education research, Review of Educational Research.

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11:00am – 12:00pm

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Breakout A



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Title: Culturally Relevant Teaching: A Pivot for Pedagogical Transformation & Racial Reckoning

Presenter: Dr. Tyrone Howard

Description: Gloria Ladson Billings (1995) in her seminal work dubbed culturally relevant teaching as an approach to teaching, thinking, and doing that moved away from deficit notions of students of color, and sought to position instruction within a familiar cultural framework that created familiarity for Black students and other students of color to enhance learning. Despite these important frameworks, why do racial disparities still exist? What is needed to enhance culturally relevant approaches to education? This keynote will argue that culturally centered works require a fundamental pivot if they are to be embraced and enacted, 1) an anti-racism analysis, 2) complexification of culture and 3) relation trust as a concept to build dynamic and culturally informed teacher-students' interactions. This work will offer critical theoretical contributions and much needed practical considerations for practitioners.

Breakout B



CLICK
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Title: Teaching Voice Through Poetry

Presenter: Sarah Flanary and Daniel Stoner

Description: This teacher presentation will walk participants through a unit with the different lessons that revolved around poetry, self, observations in their surroundings, and unique ways to research important figures in the Tucson community. Teachers will find ideas that will illustrate how to have students connect poetry using our SPARKS framework.

Breakout C



CLICK
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Title: Immigration Options for Undocumented Students

Presenter: Katelyn Leese Federico

Description: In this discussion you will learn about common immigration pathways for students, how to identify students potentially eligible for immigration relief, and how to refer students to legal services.

Breakout D



CLICK
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Title: *Dichos de Mi Padre*

Presenter: Geneva Escobedo

Description: Geneva Escobedo, author of *Dichos De Mi Padre/Sayings of My Father*, will discuss why she wrote the book and the impact it can have on current and future generations of learners. *Dichos de Mi Padre* emphasizes family values such as honesty, integrity, dedication, and achievement. The 20 dichos/sayings contain a historical /cultural story that gives each dicho meaning. Participants will receive a definition of dichos and a lesson plan on how to structure learning around the topic of dichos. Ideas on assignments and class discussions will be shared. The author will also share some of her writing for her second book.

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11:00am – 12:00pm

Breakout E



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Title: Panche Be

Presenter: Dr. Roberto "Cintli" Rodriguez

Description: Panche Be: Part of Maya philosophy, it is the search for profound knowledge, knowledge that is usually hidden and that invariably leads one to pursue social justice (Martínez-Paredes 1970). Its literal translation is to seek the root of the truth. The idea is that the truth often is hidden and can be found in the roots. In the academic world, this often translates into critical thinking. In an educational setting, the idea is not to accept everything as gospel truth. Instead, it encourages students to question and to do primary research to ferret out the truth. In popular culture it would also equate to: Don't believe the hype.

Breakout F



CLICK
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Title: Student Mathematicians: Opportunity, Relevancy, Curiosity

Presenter: Shawn Hedayti and Rebeka Denson

Description: We can capitalize on the valuable experiences that students bring to our learning community by asking questions that engage student thinking and curiosity. These questions are an opportunity to determine WHAT is relevant to them, HOW they think about it mathematically, and WHERE those student noticings and wonderings may LEAD on the journey to modified, relevant math tasks.

Breakout G



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Title: Creating the Cultural Experience

Presenter: Amber Williams and Rosario Hutchings

Description: In this presentation, participants will learn about the foundational need of having culturally relevant curricula that takes learning to another level—promoting teacher-student relationship, diversity, cultural awareness, student engagement, and content interest.

Breakout H



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Title: Using Simulations to Teach Critical Thinking in a Social Justice Context

Presenter: Priten Shah and Nina Bamberg

Description: This presentation will be conducted by Educators for Social Change (educators4sc.org). This workshop will include an introduction to simulations, how we create them, choose topics, and facilitate students to embody leadership roles.

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2:15pm – 3:15pm

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Breakout A



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Title: Creating classroom environments where all children thrive: What does the evidence say?

Presenter: Dr. Francesca A. López

Description: Many students often experience a lifetime of socially transmitted messages that reflect deficit-based assumptions about them and their communities. In this session, Dr. Francesca López will provide a historical review—from Horace Mann’s vision of public schools to the present—to contextualize some of the myths that prevent our educational spaces from being places where all students can thrive. Dr. López will conclude by sharing insights from emerging research on the benefits of an asset-based approach to teaching and elevating best-practices.

Breakout B



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Title: The Blues as Soundtrack for the Great Migration

Presenter: Jonathan McClintock

Description: Using a combination of two lessons I found on teachrock.org, the presenter will be sharing a teacher-created Nearpod called "The Blues as Soundtrack for the Great Migration." This lesson is concerned with explaining the relationship between music, rural poverty, Jim Crow racism, and migration. Your students will be able to interactively utilize primary and secondary sources to recreate a tour of important sites in Mississippi related to the topics.

Breakout C



CLICK
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Title: Beyond Diversity

Presenter: Monique D. Landrum and Marissa Bell

Description: This workshop is a roundtable conversation about moving towards a culture of anti-racism. Participants will learn frameworks for anti-racist education, which include diversity, inclusivity, equity, and liberatory consciousness.

Breakout D



CLICK
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Title: Collaborative Study Groups

Presenter: Sky Saczko

Description: This session will also count towards the Honors Teacher Training Modules. In Collaborative Study Groups (CSGs), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance. Participants in this session will experience CSGs through watching two different classroom applications and participating in a CSG before developing a CSG Personal Implementation Plan for their own classrooms.

Breakout E



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Title: Culturally Relevant Algebra

Presenter: Larissa Peru and Dr. Marta Civil

Description: In this session we will share some examples to illustrate how to incorporate culturally relevant ideas into algebra lessons at the 8th/9th grade levels. We will also discuss challenges and affordances of teaching mathematics with a culturally relevant lens.

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2:15pm – 3:15pm

Breakout F



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Title: *Dichos de Mi Padre*

Presenter: Geneva Escobedo

Description: Geneva Escobedo, author of *Dichos De Mi Padre/Sayings of My Father*, will discuss why she wrote the book and the impact it can have on current and future generations of learners. *Dichos de Mi Padre* emphasizes family values such as honesty, integrity, dedication, and achievement. The 20 dichos/sayings contain a historical /cultural story that gives each dicho meaning. Participants will receive a definition of dichos and a lesson plan on how to structure learning around the topic of dichos. Ideas on assignments and class discussions will be shared. The author will also share some of her writing for her second book.

Breakout G



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Title: Historical Overview of Teaching During the Civil Rights Movement and Movement for Black Lives Matter

Presenter: Lauren Lefty and Shaquité Pegues

Description: This seminar will provide the foundational elements of the 1964 Mississippi Freedom Summer Project and the impetus for the original Freedom Schools movement. CDF Freedom School faculty will provide insights on teaching in the age of the Civil Rights Movement and encourage participants to connect that history to teachers' roles in the contemporary Movement for Black Lives.

Breakout H



CLICK
HERE

Title: The Carver Museum

Presenter: Principal Eric Kemp

Description: The history, impact, and legacy of the George Washington Carver High School formerly Phoenix Union Colored High School, and now the George Washington Carver Museum and Cultural Center will be explored. The George Washington Carver Museum and Cultural Center although currently closed to the public has been a hub for community events and student field trips for decades and will soon be reopened to the public and seen as never before. Hear from former high school history teacher Eric Kemp who first took his students to the museum over 20 years ago and now serves on the Museum's Board of Directors.

Breakout I



CLICK
HERE

Title: Making Argumentative Writing Engaging in History and English Classrooms

Presenter: Priten Shah & Nina Bamberg

Description: This presentation will be conducted by Educators for Social Change (educators4sc.org). This workshop will include an introduction on why argumentative writing is such a critical skill for active citizenship, how to employ those skills when teaching historical events and works of literature, and some helpful resources.



Saturday Agenda

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Agenda

Saturday, June 11, 2022

9:00 – 9:40

Welcome & Morning Reflection



CLICK
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CR Student of the Year Recognition

Hector "Santi" Zumano – 5th Grade White Elementary School

Leah Banda – 7th grade Roskrige Bilingual Magnet K-8 School

Ester Ngabire 8th grade Doolen Middle School

Divine López – 11th grade Pueblo High School

9:40 – 10:45

Keynote: Dr. Patrick Camangian “From Coping to Hoping: Teaching to Thrive through Social Trauma”

This presentation will juxtapose research in the health sciences with critical pedagogy to inform a new paradigm for thinking about pedagogy, social traumas, and education. This framework will consider how socially toxic stress often disrupt learning and can be more effectively remedied. This type of pedagogical approach can facilitate critical hope and, in turn, be transformative because it allows students to imagine ways they can thrive through socially toxic stress.

10:45 – 11:00

Break

11:00 – 12:00

Breakout Session #1

Pick your session from the following pages.

Click the corresponding Zoom icon.

12:00 – 12:45

Lunch

12:45 – 12:55

Afternoon Reflection - [Click Here](#) to join the Main Room

12:55 – 2:00

Keynote: Dr. Jeremy Garcia

“Critical Indigenous Pedagogies: Sustaining Our Relations Through Curriculum and Praxis”



CLICK
HERE

Critical Indigenous pedagogies provide a transformative pathway for Indigenous youth, educators, and communities to engage notions of decolonization that lead to revitalizing and sustaining Indigenous communities. This presentation highlights the process of engaging Indigenous teachers in critical dialogues that embody a decolonial praxis grounded in relations to Indigenous knowledges, values, and land.

2:00 – 2:15

Break

2:15 – 3:15

Breakout Session #2

Pick your session from the following pages.

Click the corresponding Zoom icon.

3:15 – 3:30

Wrap up and Survey - [Click Here](#) to join the Main Room

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Keynotes

Saturday, June 11, 2022

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Dr. Patrick Camangian **From Coping to Hoping:** **Teaching to Thrive through Social Trauma**



Dr. Patrick Camangian, PhD is a professor of Teacher Education at the University of San Francisco. Dr. Camangian pursues research on humanizing education intersects radical democratic analysis, critical pedagogy, and health science research. Patrick pursues these areas of research to improve teacher quality, capacity, and retention, as well as to inform policies and practices impacting urban schools and communities.

Dr. Jeremy Garcia **Critical Indigenous Pedagogies: Sustaining Our Relations** **Through Curriculum and Praxis**



Dr. Jeremy Garcia, PhD (Hopi/Tewa) is Associate Professor of Indigenous Education in the Department of Teaching, Learning, and Sociocultural Studies in the College of Education at the University of Arizona. He is of the Hospoawungwa (Roadrunner) clan. His research focuses on decolonization, critical Indigenous curriculum and pedagogy, Indigenous teacher education, and critical and culturally sustaining family and community engagement. His research supports Indigenous educators with the development of critical Indigenous curriculum and pedagogy that is grounded in Indigenous knowledge and values systems. This includes work with the Hopi Kuuyi (Water) Curriculum (Black Mesa Trust) and the Hopi Natwani (traditional farming) curriculum (The Natwani Coalition) in Arizona. He has experience as an elementary school teacher and parent engagement coordinator on the Salt River Pima-Maricopa Indian Reservation in Arizona.

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DOWN UP

11:00am – 12:00pm

Breakout A



CLICK
HERE

Title: From Coping to Hoping: Teaching to Thrive through Social Trauma

Presenter: Dr. Patrick Camangian

Description: This presentation will juxtapose research in the health sciences with critical pedagogy to inform a new paradigm for thinking about pedagogy, social traumas, and education. This framework will consider how socially toxic stress often disrupt learning and can be more effectively remedied. This type of pedagogical approach can facilitate critical hope and, in turn, be transformative because it allows students to imagine ways they can thrive through socially toxic stress.

Breakout B



CLICK
HERE

Title: Panche Be

Presenter: Dr. Roberto "Cintli" Rodriguez

Description: Panche Be: Part of Maya philosophy, it is the search for profound knowledge, knowledge that is usually hidden and that invariably leads one to pursue social justice (Martínez-Paredes 1970). Its literal translation is to seek the root of the truth. The idea is that the truth often is hidden and can be found in the roots. In the academic world, this often translates into critical thinking. In an educational setting, the idea is not to accept everything as gospel truth. Instead, it encourages students to question and to do primary research to ferret out the truth. In popular culture it would also equate to: Don't believe the hype.

Breakout C



CLICK
HERE

Title: Star Wars/SPARKS Part 1

Presenters: Julie Thompson and Salo Escamilla

Description: Join us in a galaxy far far away as we use the force to address how to use Star Wars in a culturally responsive classroom. Appropriate for all grade levels and subject areas.

Breakout D



CLICK
HERE

Title: Native Land Acknowledgement: Understanding the Why and Fostering a Sense of Belonging

Presenters: Priscilla Flores, Rachel Ruder, Jolene Jose, and Kierstyn Tsosie

Description: Participants will learn about the native homeland they occupy. They will connect with their homeland. Participants will learn an engagement strategy to foster a sense of belonging in their classrooms.



11:00am – 12:00pm

Breakout E



CLICK
HERE

Title: Culturally Responsive Mathematics

Presenter: Dr. Charles Collingwood and Dr. Francesca López

Description: Culturally Responsive Mathematics teaching is about inviting all students into Mathematics as participants because their ways of thinking and reasoning are worth sharing. It's about ensuring each learner not only has success with Mathematics but also comes to see mathematics as a tool to mathematize the world. In this session, participants will engage with issues to address inequities in mathematics classrooms. A brief contextualization of the research base on grading equity and motivation will be reviewed. Participants will then have the opportunity to engage with some practical ways to address grading equity to increase motivation in the classroom (and beyond). K-12

Breakout F



CLICK
HERE

Title: *Raulito*

Presenter: Roni Capin Rivera-Ashford

Description: Award-winning bilingual author/presenter, Roni Capin Rivera-Ashford, will share her journey from being a bilingual teacher in Nogales, AZ and TUSD, as well as a translator/interpreter for TUSD Title I Department, to becoming a published author and speaker. Roni continues to teach through her books. Her stories come from her life experiences, growing up on the U.S.-Mexico border where she embraced the languages, cultures and peoples who are at the heart of her writings. This breakout session will be of interest to every TUSD teacher, with gems of experience and information for every grade level.

Breakout G



CLICK
HERE

Title: Educators as Activists: The Struggle Between Legislators and Public Educators

Presenter: Margaret Chaney

Description: Since the AZ Supreme Court ruled against the citizen driven proposition to fund public education in our state, attacks continue to rise against everything from Academic Freedom to funding the bare minimum thereby creating a mass exodus of educators from our state. This session is designed to inform you about how educators continue to advocate for public education so that AZ students will thrive against the odds!

Breakout H



CLICK
HERE

Title: Storying Intentionality: Building a Critical Consciousness within a 4th Grade Classroom

Presenter: Kristy Pavatea

Description: How do we deal with the unsettling feelings that result from doing research and finding that there are no quick, definitive answers? Ms. Kristy Pavatea, 4th grade teacher at Pueblo Gardens K – 8, shares her journey of going through just this process, with healing and first steps to solutions.

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Saturday PM – Breakouts

2:15pm – 3:15pm

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Breakout A



CLICK
HERE

Title: Critical Indigenous Pedagogies: Sustaining Our Relations Through Curriculum and Praxis

Presenter: Dr. Jeremy Garcia

Description: Critical Indigenous pedagogies provides a transformative pathway for Indigenous youth, educators, and communities to engage in notions of decolonization that lead to revitalizing and sustaining Indigenous communities. This presentation highlights the process of engaging Indigenous teachers in critical dialogues that embody a decolonial praxis grounded in relations to Indigenous knowledges, values, and land.

Breakout B



CLICK
HERE

Title: Star Wars/SPARKS Part 2

Presenters: Nicole Ramirez, Julie Thompson, and Salo Escamilla

Description: Join us in a galaxy far far away as we use the force to address how to use Star Wars in a culturally responsive classroom. Appropriate for all grade levels and subject areas.

Breakout C



CLICK
HERE

Title: *Raulito*

Presenter: Roni Capin Rivera-Ashford

Description: Award-winning bilingual author/presenter, Roni Capin Rivera-Ashford, will share her journey from being a bilingual teacher in Nogales, AZ and TUSD, as well as a translator/interpreter for TUSD Title I Department, to becoming a published author and speaker. Roni continues to teach through her books. Her stories come from her life experiences, growing up on the U.S.-Mexico border where she embraced the languages, cultures and peoples who are at the heart of her writings. This breakout session will be of interest to every TUSD teacher, with gems of experience and information for every grade level.

Breakout D



CLICK
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Title: CRC HOTS for CSS: Higher Order Thinking Skills for Culturally Sustaining Supports

Presenter: Teresa Sena

Description: This session will utilize counter-narratives to highlight the “cultural capital” (Yosso, 2014) and “funds of knowledge” (Moll & Gonzalez, 2017) students bring to the learning space. This presentation will provide educators with the tools to support them in utilizing these perspectives/theories along with teaching strategies in a CRC learning space.

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Saturday PM – Breakouts

2:15pm – 3:15pm

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Title: Developing SPARKS in Secondary Mathematics

Presenters: Drs. Rodrigo and Maura Gutierrez

Description: Come explore funds of knowledge-based math tasks from the University of Arizona JUNTOS project, whose purpose is to bring teachers and families together to position students for success with math and language development. Then workshop with colleagues on how to integrate the S, P, A, and K components of SPARKS into secondary mathematics.

Breakout F



CLICK
HERE

Title: Leading Young—Be a Changemaker UBUNTU— I Am Because WE Are

Presenter: Victoria Bravo

Description: In a world more connected than ever before, we see immense potential in young people. When we listen and support young voices, particularly marginalized youth, they feel empowered and inspired to take a problem, innovate a solution, and make a difference in their lives and their communities. When youth use their voice, amazing things happen. They become fundamental and critical participants in change for their school and their communities. They become Change-Makers. Ubuntu – Humanity Towards Others

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People of the Year

Teacher of the Year

Student of the Year

Elementary
School

Jessica Ramirez-Perea –
White Elementary School



Hector "Santi" Zumano – 5th Grade
White Elementary School -
Nominated by Monica Arriaga



Middle
School

Teresa Sena – Magee Middle
School



Leah Banda – 7th grade Roskrige
Nominated by Connie Brown
Ester Ngabire 8th grade Doolen
Middle– Nominated by Kathleen
Teel



High School

José Gonzalez, Ph.D – Tucson
Magnet High School



Divine López – 11th Grade Pueblo
High School – Nominated by
Victoria Bodanyi CR U.S History
with Mexican American Perspectives



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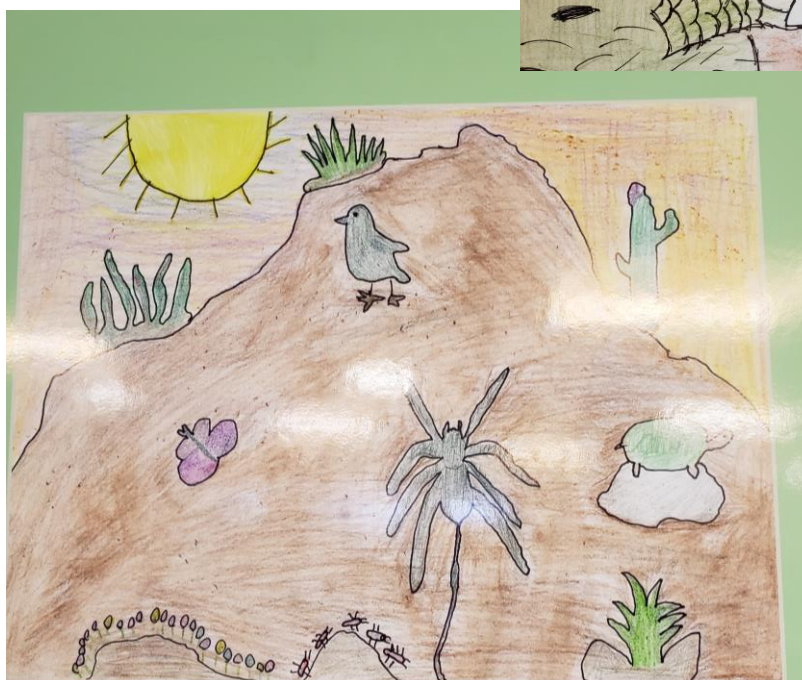
Award Winners

Carmen de La Rosa 5th grade
White Elementary
Honorable Mention



Cactus in Spring
Aolani Martinez, age 8
John White Elementary School - Patrick Brennan and Kevan Chuc

Aolani Martinez -winner for Art in the Living River of Words Art and Poetry Contest (her work is showcased in the brochure for next years' contest)



Yazlin Galvan, age 10
John White Elementary School - Monica Arriaga and Kevan Chuc

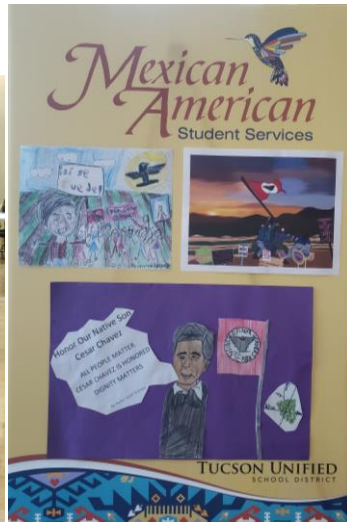
Yazlin Galvan- winner for Art in the Living River of Words Art and Poetry Contest

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Award Winners



Winners from MASS Art contest

Natalia Salvador – Roskruge K-8 - Digital Art

Hector "Santi" Zumano – White Elementary- Art Collage



Aolani Martinez 3rd
grade White Elementary
Living River of Words
Poetry, Photography, and
Art contest for Young
Scholars. Title: Cactus in
Spring



Where I'm From Poem

By Eizel Oliva, Grade 8

8th grade poetry winner for the Tucson Festival of Books

I am from broken color pencils and old paint brushes
From dried out markers and paint stained clothes
I am from ruined furniture and failed art pieces hung high in my
painstaking memories

I am from an un-growing orange tree
From the cracked pavement crawling with ants
The abrade brick walls, marked with memories of innocence
I am from the dear tree that drips sticky sap; the tree where I got my
first scar

I am from my father, the artist
The creative fire I grew up under
From my mother the writer
Who helped me paint pictures with my words

I am from the absent photos of my childhood
For which exists solely as a memory to those around me
From moments to exist once, only to be spoken of
For I cannot be captured in a single frame

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Award Winners

Kay Saddleback Burnside, 4th grade Manzo Elementary artist for Tucson Festival of Books.



Jacquelyn Renae Escamilla
2nd Grade McCorkle Academy of Excellence
Mrs. Feven Afewerki
César Chávez Art Contest MASS
The Rise of César Chávez



Anthony Flowers-4th grade Pueblo Gardens
Elementary poetry winner for the Desert Museum
Earth Day Poetry Contest.

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The Delightful Mystery Desert Bush!

Small, sticky, rough leaves
Although I do not know the plants' name, it still attracts me.
There are clusters of spikey plants surrounding the green bush.
When the heat meets the leaf shaped like an upside-down spade a nice smell comes to
a meet my mystery shrub; but then I cannot describe the smell. While then the ground
is covered with small rocks and dead brown and yellow leaves from my bush
That is why I like the nice, delightful, desert bush.

Living River of Words Winner Donovan Cain, age 9
Manzo Elementary School
Daniel Stoner and Sarah Flanary



Observation of a Barrel Cactus

I saw a glimpse of a barrel cactus that has yellow fruit that looks like a pineapple.
I felt the skin of the fruit and it felt smooth and waxy like the shell of a desert
tortoise.
I hear nothing like the sound of cement.
I wish I only smelled the air of the desert but the faint gassy air from cars around it,
with a small bitter smell of pollution.

Living River of Words Winners
Fernando Contreras III, age 10
Manzo Elementary School – Daniel Stoner and Sarah Flanary

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Award Winners



Jorge Velasco 2nd grade
White Elementary
Dual language for poetry:
"The Earth is my Mother/ La
tierra es mi Madre" Earth
Day Poetry Contest from
Sonoran Desert Museum



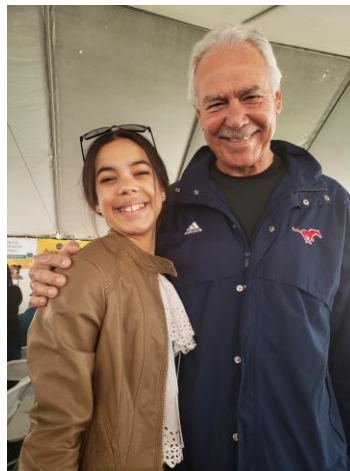
Hector " Santi" Zumano
5th grade White
Elementary for Acrostic
and Cinquain poems
from the African
American and Mexican
American Student
Services Departments of
TUSD.



Eliseo Calderón 2nd grade
White Elementary
Dual language for poetry:
"The earth is my Mother/ La
tierra es mi Madre" Earth
Day Poetry Contest from
Sonoran Desert Museum



Yazlin Galván 5th grade
White Elementary
Living River of Words



Ryann Odum 7th grade
Roskrige K-8 Bilingual
for poetry
"Ode to Fall"
Tucson Festival of
Books



Jorge Velasco for his
poem "Nana." Tucson
Festival of Books with
teacher Ms. Jessica
Ramirez-Perea and
Dr. Kevan A. Kiser-Chuc,
CRPI MT 661547

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SICRE Team Folder

[Click here](#) to visit the SICRE Teams folder

Dr. Solórzano [Articles](#)

Dr. Winn [Articles](#)

Dr. Howard [Articles](#)

Dr. López [Articles](#)

Dr. Camangian [Articles](#)

Dr. Garcia [Articles](#)



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Community Engagement

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CRAVID Pueblo High School Encuentro

Victoria Bodanyi, Sarah Wilson, Celisa Ramirez, &
Lyndsey Bojorquez



Pueblo Mariachi Atzlan



CR Master teachers: Nicole Ramirez
Rickiana Estrada and Corina Ontiveros
Pueblo CR Teacher: Victoria Bodanyi

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Dia de los Muertos

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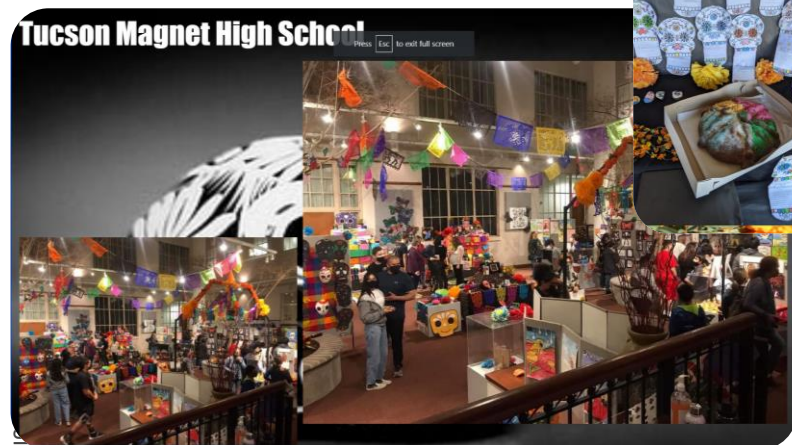
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Dia de los Muertos

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White Elementary

Press Esc to exit full screen



Pueblo High School
Día de los Muertos
MA ELA 9th & 10th
Grade classes



Manzo
Elementary



Roskruge K-8 and Maxwell K-8



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Zine Encuentro at McCorkle Academy of Excellence K-8 Roskruge and McCorkle Students



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Community Garden White Elementary School

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Tucson Unified School District

Governing Board

Adelita Grijalva- President
Natalie Luna Rose - Clerk
Leila Counts
Sadie Shaw
Dr. Ravi Grivois-Shah

Superintendent

Dr. Gabriel Trujillo

Assistant Regional Superintendents

Brian Lambert, Silverbell Region 1
Mark Alvarez, Santa Cruz Region 2
Richard Sanchez, Arroyo Chico Region 3
Catherine Comstock, Arcadia Region 4
Holly L. Hammel, Pantano Region 5

Administration

Flori Huitt, Assistant Superintendent, Curriculum and Instruction
Kinasha Brown, Assistant Superintendent for Equity, Diversity & Inclusiveness
Renee Heusser, Executive Director, Human Resources
Blaine Young, Chief Technology & Operations Officer
Leslie Lenhart, Director, Communications & Media Relations
Heidi Aranda, Senior Director, Curriculum Development

Culturally Responsive Pedagogy and Instruction

Lorenzo López Jr., Director
Rashanda Snead, Program Coordinator
Verónica Carrillo-Cazares, Administrative Assistant

Master Teachers

Jessica Bernal-Mejía M. Ed
Alexandro “Salo” Escamilla M. Ed
Rickiana Estrada M. Ed
Dr. Rosario Hutchings
Dr. Kevan Kiser-Chuc
Corina Ontiveros M. Ed
Nicole Ramirez M. Ed
Yolanda Sotelo M. Ed
Julie Thompson M. Ed