

SICRE Program



Summer Institute for Culturally Responsive Education Program

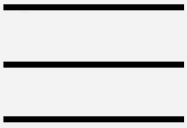


Summer 2023 June 8-9
University of Arizona



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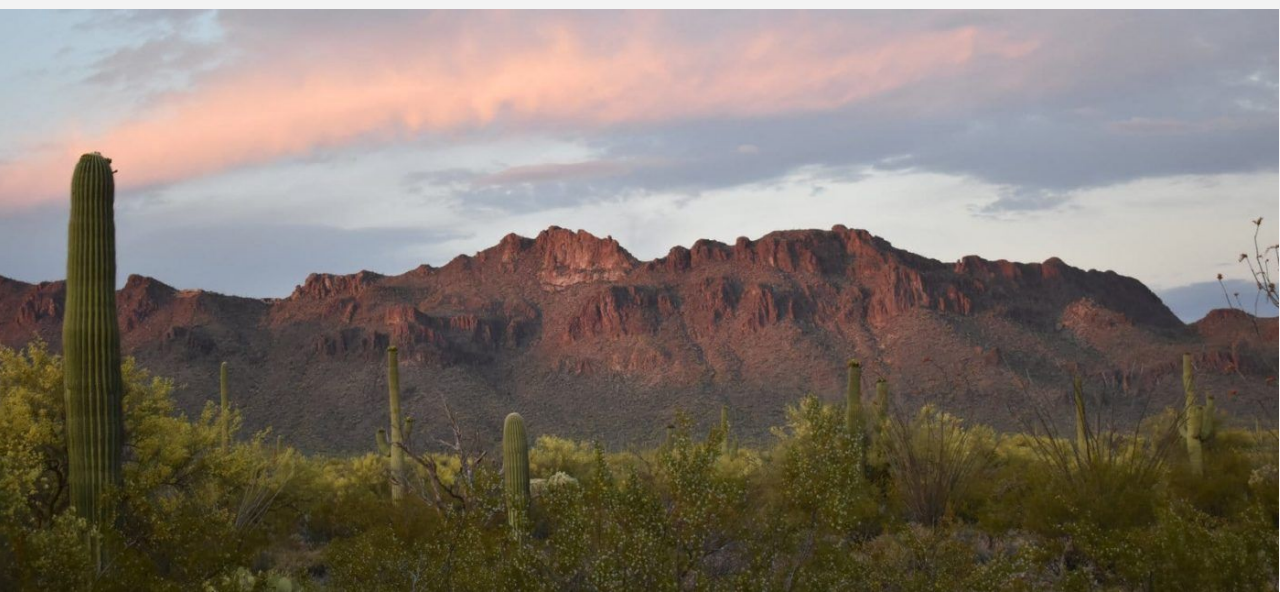


Time Clock



Land Acknowledgement

On behalf of the Governing Board
of the Tucson Unified School
District, I, Lorenzo Lopez,
acknowledge that the schools,
buildings, and facilities of the
Tucson Unified School District
reside on the ancestral homeland
of the Tohono O'odham Nation and
the federally recognized tribal land
of the Pascua Yaqui Tribe.



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Welcome



Bienvenidos—Welcome— to the Summer Institute for Culturally Responsive Education 2023 conference. This event is proudly presented by TUSD's Department of Culturally Responsive Pedagogy and Instruction. This year's institute is co-sponsored by the department of Educational Policy Studies & Practice within the University of Arizona's College of Education.

Over the past century, the College of Education has partnered with TUSD on countless research grants and community projects. These institutions share a common history and enjoy a symbiotic relationship for the betterment of the Tucson community.

This year, we honor our Indigenous roots and reflect on the Nahuatl concept of Xinachtli, a term that refers to the moment of germination—that moment when the seed is no longer a seed, and not yet the plant that it will become. The Nahuatl language is deeply poetic and symbolic. In this case, the germinating seed represents future possibilities, cared for and nourished by the cultural, natural, and educational landscapes. Our intention is to plant seeds of knowledge and respect the landscape of our students' classrooms and communities with the hope that those germinating seeds continue to grow.

It is in the spirit of Xinachtli that we invite our presenters to share their wisdom so that we may reflect, transform, and eventually cultivate a better educational experience for our students. We have selected our presenters because of their prominence in asset- and community-based education. Each brings a unique perspective and set of experiences, but all share a belief that our students and their families possess a wealth of knowledge that can and should be the basis for the curriculum in their schools.

This student-centered, culturally responsive approach is firmly grounded in research and has been operationalized in the district's SPARKS framework. Through this approach, TUSD has been at the cutting edge of culturally responsive education and ethnic studies on the national level. We hope that you are inspired by our offerings and that the knowledge gained is used to guide your practice in our schools.

Lorenzo Lopez
Director, Culturally Responsive
Pedagogy and Instruction

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Welcome



Jesus "Chucho" Ruiz Vai Sevoi, Coordinator of Healthy Manhood Initiatives

Jesus "Chucho" Ruiz Vai Sevoi – Eudeve (Opata) Tlamanalcah (he/him/his) – A Call to Men

Heidi Aranda, Senior Director of Curriculum Development at TUSD
Department Directory (tusd1.org)



Melanie Bertrand, Ph.D., Director of Educational Leadership and Policy Program at the University of Arizona

Melanie Bertrand | College of Education - University of Arizona

Raul Aguirre, President/CEO
REA Media Group
HOME | Reamediagroup



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Welcome: Agenda

8:25-8:30	Sign-in/Clock-in
8:30-9:30	Welcome and Awards (Friday)
9:30-10:30	Keynote
10:30-10:50	Cultural Expression
10:50-11:00	Passing Period
11:00-11:50	Breakout 1
11:55-12:00	Clock out
12:00-1:00	Lunch
12:55-1:00	Clock in
1:00-2:00	Keynote
2:00-2:20	Cultural Expression
2:20-2:30	Passing Period
2:30-3:20	Breakout 2
3:20-3:30	Wrap-up

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Thank You

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Educational Policy Studies & Practice
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TUSD Educational Materials Center-EMC

TUSD Governing Board

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Senior Director of Curriculum &
Instruction: Heidi Aranda

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Mark Alvarez, Holly Leman Hammel,
Brian Lambert, Shawna Rodriguez,
Richard Sanchez

Community Partners

REA Media
Revolutionary Grounds

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Thank You

CRPI TEAM

Lorenzo Lopez, M.Ed, CRPI Director

Rashanda Snead, M.Ed, CRPI Program
Coordinator

Veronica Carrillo-Cazares, Administrative Assistant

CRPI Mentor Teachers:

- Jessica Bernal-Mejia, M.Ed, ABD
- Salo Escamilla, M.Ed
- Rickyana Estrada, M.Ed
- Kevan Kiser-Chuc, Ph.D
- Steven Martinez M.Ed
- Corina Ontiveros M.Ed
- Nicole Ramirez, M.Ed
- Julie Thompson, M.Ed
- Yolanda Sotelo, M.Ed



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CR Elementary School

Student of the Year

Shyla Harlan
Carrillo Elementary



“Shyla Harlan, is not only an outstanding fifth grade student at Carrillo Elementary, she is one who exemplifies SPARKS. She blossoms with student-centered projects such as the *ABCs of Black History Project* and *I*

Am From. She is a part of her Carrillo community volunteering and in her fifth-grade class she works to make it a positive community.

Shyla’s identity and knowledge of who she is and where she comes from is apparent in her work and projects, displaying pride and love for her Native American culture. Shyla questions and thinks critically in subjects of social justice and applies them to events of today, engaging in class discussions and written work.

Shyla is proud to share her funds of knowledge, inviting in her family and others to be a part of such a wealth of knowledge from her culture. I have no doubt of Shyla’s bright future, she has definitely lit a SPARK in our hearts at Carrillo.” - Ms. John

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CR Middle School

Student of the Year

Nevaeh Linville
Utterback Middle School



“Of the people I’ve met in my life, Nevaeh is one of the most hard working. She has faced significant obstacles throughout her life and still makes sure to take care of her family and friends.

She always helps her father out in any way she can, sometimes staying up late to do what she needs to do and still comes to school ready to work. She helps take care of her younger brother as well. And despite all of these responsibilities, she has maintained As and Bs all year in all of her classes.

Further, she helps out her partner, her partner’s sister, myself, other friends and classmates whenever she can. She is the definition of student of the year.” - Ms. Clinton

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CR High School Student of the Year

Destani Grijalva
Tucson High School



“Destani is a rock star. She has been deeply embedded in the CR universe this past school year. She not only wholeheartedly opted into the first MAS 165 class at Tucson High but then also became one of the few to be a part of this year’s Each One, Teach

One cohort. She spends unpaid extra time creating lesson plans, learning teaching pedagogy and then executing lesson plans for kindergarteners and 5th graders at Manzo Elementary. She also is a proud Westsider who assisted Ward 1 with the Budget de la Gente by presenting to our class and gathering many student participatory budget ideas.

Destani is a beautiful folklórico dancer, a loving partner and a critical thinker who has applied her strength to intense family traumas and school dynamics. She is a hard worker both in and out of classroom who helps those around her understand and succeed. I am so glad to know her and see her become an educator that we so desperately need.”
– Mx. Buttner

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CR Elementary School Teacher of the Year

Kristy Pavatea

4th Grade Pueblo Gardens



Kristy is an exemplary Culturally Responsive teacher, and a graduate of the U of A ITEP program which embraces our research-based approach to teaching. She connects

students' cultures, languages, and life experiences with what they learn in school, while building an authentically caring community. These connections help students access rigorous curriculum, think critically, become socially conscious scholars, and develop higher-level academic skills.

In just two years, Ms. Pavatea has participated in YPAR projects with her fourth graders, presented at our Tier I Saturdays and SICRE conferences. She participated with her students in Rosa Parks School Walk-In, Cesar Chavez Day of Giving in the school garden clean up, ABC's of Black History Project and the I Am From Encuentro at Pueblo Gardens. Kristy is a wonderful example of a culturally responsive educator, and I am so honored to be able to work with her as her mentor and to share her many accomplishments.

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CR Middle School Teacher of the Year

Victoria Bravo
6th Grade Robins K-8



Ms. Bravo is an outstanding teacher! She has always incorporated a Culturally Relevant lens with Mexican American, African American, Native American perspective in the lessons she teaches, as well as the overarching Multicultural curriculum and experience into her instruction and classroom. SPARKS is an integral part of her curriculum.

Victoria and her students have presented at our Summer Institute for Culturally Responsive Education for the past two years, as well as this year. This is why I would consider Victoria Bravo for a Culturally Responsive Teacher of the Year! Ms. Bravo integrates social justice and community activism in her classroom, encouraging students to explore the “why” behind the standards of math, science, language arts, and social studies. She embodies an asset-based mindset in every decision she makes in her classroom.

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CR High School Teacher of the Year

**Korina Lopez 11 & 12
English Language Arts**



Korina Lopez has been teaching for three years; this her second year as a CR/ELA teacher. She possesses the academic standards that all teachers, especially CR teachers, should strive to achieve. Her lessons embrace cultural knowledge to pursue academic excellence.

She is very thorough, very meticulous in the dynamic lessons she creates. She truly thinks through what students' outcomes should be for each lesson. She touches on every part of SPARKS, especially the R because I see academic rigor and critical thinking in each lesson she creates.

Korina is an intelligent, gifted individual, a caring teacher who sets high standards for each student who enters her classroom every day. Korina has not only created an intellectual space, but a space where students feel confianza in their education and well-being.

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CRPI Legacy Award

Raúl E. Aguirre -Awardee



Raúl E. Aguirre graduated from Pueblo High School in 1974. He earned a Bachelor of Arts Degree in Education and Political Science in 1978 from the University of Arizona. While there, Raúl discovered the power of mass media to shape public opinion. A bilingual radio pioneer in Arizona, his program brought in such figures as Cesar Chavez, Edward James Olmos, and a young Robert Kennedy Jr. At Univision and Telemundo. Raúl wrote, produced, or appeared in segments broadcast nationally such as Univision's "Hola, America", "Noticiero Univision", and "Sábado Gigante".

Encouraging Latinos in the media, Raúl was a founder of Concerned Media Professionals and the Tucson Chapter of the National Hispanic Media Coalition. In 2012, Raúl was selected by the Mexican Government Foreign Relations Department as the Arizona Representative to the Instituto de los Mexicanos en el Exterior advocating for Mexicans living abroad.

A dynamic speaker, Raúl has been presenter for organizations such as the National Hispanic Chamber of Commerce, the Mexican American Foundation in Mexico City, and The International Association of Fairs and Expositions Conference. Raul was one of four that founded the Tucson International Mariachi Conference and created non-profit benefits such as Chicanos Por La Causa's Tejano Music Showcase.

In 1994, Raúl was named "20 Most Influential People" by the Tucson Citizen and in 2000 he was named Businessman of the Year by the Tucson Hispanic Chamber of Commerce. Raúl is currently the President and CEO of the advertising company REA Media Group he created in 1993.

Courtesy of PHS Warrior Foundation

<https://phswarriorfoundation.wordpress.com/hall-of-fame/class-of-2015/raul-aguirre-class-of-1974/>

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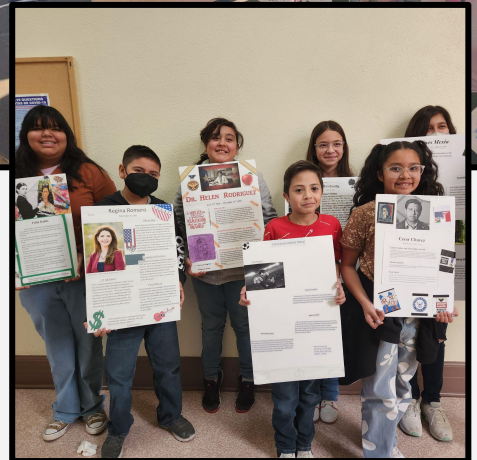
CRPI Elementary School Highlights



White Elementary - Dia de los Muertos



Carrillo Elementary - Ruby Bridges



Roskrige K-8 - creation of important people
of color in our community

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CRPI Middle School Highlights



Wakefield Middle School Encuentro



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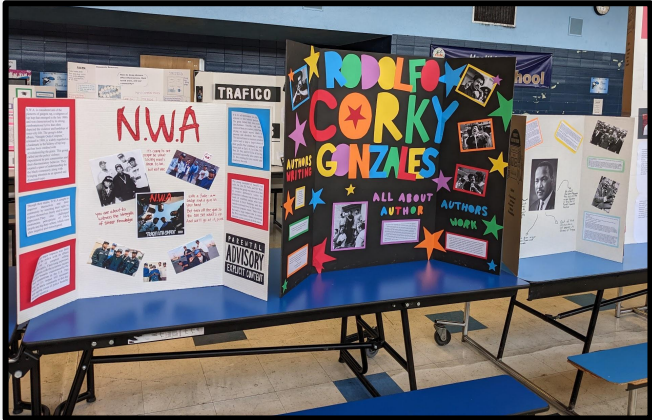




CRPI High School Highlights



Cholla High School at Mission Garden



Pueblo High School Spring Encuentro



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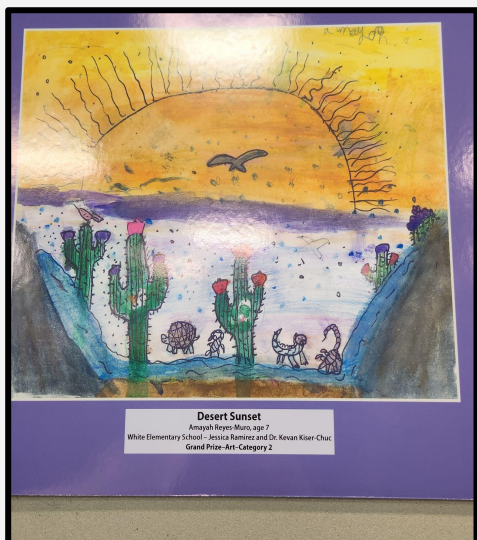




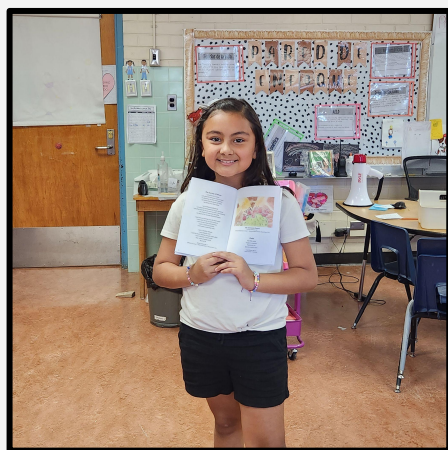
CRPI Highlights

Award Winners

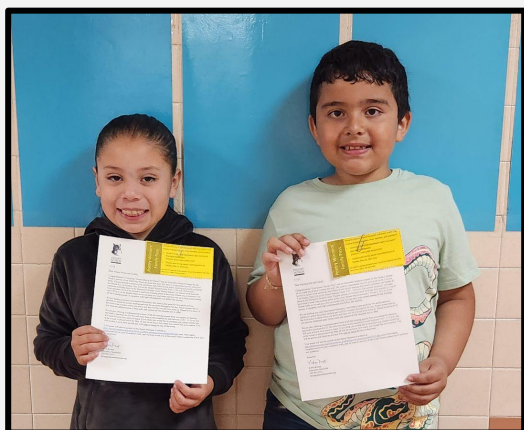
Grand Prize winner for Living River of Words- Celebrating our Sonoran Desert. Ms. Jessica Ramirez-Perea 2nd grade White Elementary.



Living River of Words
Mr. Brennan CR 3rd grade with finalist
and her family.



Living River of Words art
finalist. Ms. Vanessa Reyna 2nd
grade White Elementary.



Finalists for Poetry- Sonoran Desert
Museum.
2nd grade White
Ms. Ramirez-Perea

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CRPI Highlights

Collaborative Research in Action (CRiA)



Mission Gardens

- Mission Gardens is a place that preserves native plants, heirlooms, and teaches people ancient agricultural methods.
- Ran by volunteers.
- How it helped me
- Helped me figure out what the presentation should be about by giving us an opportunity to talk to mentors who helped us flesh out our ideas.
- The mentors helped us figure out what our topics should be about and gave us good advice on what kind of questions we should be asking
- With the help of our mentors, we were able to...



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CRPI Highlights

High School Honor Cords Ceremonies



Sahuaro High School



Pueblo High School



Cholla High School



Tucson High School

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CRPI Highlights

Westside Stories - Borderland Theater



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9:30-10:30

Thursday Morning Keynote Jerry Tello



[Jerry Tello](#) is a servant community leader, healing practitioner, internationally recognized author, and voice for healing and justice. Born from Mexican, Texan, and Coahuiltecan roots and raised in the South Central/Compton areas of LA,

Mr. Tello is an expert in culturally based, trauma-informed, and healing-centered strategies. He has authored articles, curricula, and books including *Recovering Your Sacredness* and *A Father's Love*.

For more than 40 years he has dedicated himself to preventing and healing trauma. As co-founder of the National Compadres Network and Director of Training and Capacity Building, Mr. Tello has guided a movement around culturally rooted, trauma-informed, healing-centered education, policy, and systems transformation.

His many honors include the Maria Shriver's Annual Advocate for Change award, the White House Champions of Change award, two California Governor's Awards, the Ambassador of Peace Award, and the Presidential Crime Victims Service award presented by President Bill Clinton and Attorney General Janet Reno. In Los Angeles, he oversees the Sacred Circles Healing Center and guides the weekly Healing Generations Podcast. He is a partner to Susanna and together they have five children, six grandchildren, and a large extended family.

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Thursday Cultural Expressions



VIVA Performing Arts Company --- Julie Gallego, Director

VIVA Performing Arts Company, serving the Tucson community since 1987, specializes in the instruction of traditional Mexican Folklorico dances from various states of Mexico as well as dance lessons in ballet/tap, jazz, and hip hop. VIVA students become proficient in a variety of dance styles, versed in showmanship and skilled in the art of dance presentation, performing throughout the year in the Tucson community as well as for private events.

VIVA Performing Arts Dance Groups:

- Ballet Folklorico San Juan
- VIVA Ballet Folklorico Arizona
- VIVA Arizona Dance Company

Lianny y Su Grupo, the featured group of Escuelita Musical --- Eliseo Santana, Director

Featuring Norteño/Texano Mexican music, Lianny y Su Grupo is a group of students from the Tucson area who play the accordion, the guitar, bajo/base, and drums. These middle and high school students have been playing their instruments for several years, and with one year under their belt as a group, they continue to provide Tucson and southern Arizona audiences with an incredible show of energetic, fun, regional music that is sure to inspire viewers to get up and dance!



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Thursday Morning Sessions

Page 1 (11:00-11:50)

Maestro Jerry Tello

Huehuetlatolli: Transformational Learning

**A Culturally based, Trauma informed, Healing centered Pedagogy
Room ML Auditorium**

Description: “Can we begin with the premise and belief that all children are first and foremost, Sacred?” asks Maestro Tello “That they, inherently, bring sacred knowledge into the world and each come with a Sacred purpose?” Maestro Jerry Tello will share the 4 ancestral based teachings, Hueheutlatolli, that form a culturally based, trauma informed, healing centered pedagogy that he has found essential in embracing children, their families and communities.

Dr. Charles Collingwood & Blais Cross

**Using Real World Data Driven Instruction & Technology to Increase Students
Engagement and Critical Awareness
Room 117**

Description: Culturally Responsive Mathematics Pedagogy is a method of teaching that cultivates academic talent across a range of student populations. In this presentation, we argue that every student needs to understand, interpret, and critically analyze real-life mathematical relationships and applications. It is imperative that we use this knowledge and skill as a vehicle to improve the lives and opportunities of all students, especially those from underserved communities. **Please Bring your laptop.**

Christopher Bentley

**The 250th Anniversary of the Juan Bautista de Anza Historic Trail: A Shared
History & Experience
Room 145**

Mr. Christopher Bentley will share information about the 250th anniversary of the Anza Expedition and its rich and complex history. Teachers will learn how students and the greater Tucson community can get involved with the planning, execution, and commemoration of this shared history.

Barbea Williams

**The Beauty of Afrokan & Afrokan Latino Dance, History, & Heritage in TUSD
Classrooms
Room 119**

Description: “Barbea Williams Performing Company, Arizona’s premier Afrikan Centered Performing Company, centers Afrikan and Afrikan Latino dance, choreography, choreo-poetry, cultural folklore, and story dance. We use dance to educate and bring attention to current events and social justice issues. We offer dance and drum classes for all age groups and skill levels, community and career-oriented artists”

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Thursday Morning Sessions Continued (11:00-11:50)

Priten Shah (he/him)

**Simulations and Social Justice
Room 125**

Description: This workshop will include an introduction to simulations, how we create them, choose topics, and facilitate students to embody leadership roles.

Dra. Francesca Lopez (she/her) & Dr. Gary DeLeon (he/him)

**How to use an Asset-Based Formative Tool to enhance
pedagogy and student identity
Room 129**

Description: Dr. Francesca López and Dr. DeLeon Gray will briefly review the development, piloting, and validation of an asset-based assessment of students' multiple identities. Building upon existing measures that capture students' identities, we reformulated and expanded the measurement tools so that they are specifically able to track students' developmental trajectories, while also formatively informing teachers. We will also provide participants with an overview of the ways they can use the tool aligned with TUSD's SPARKS framework.

Cam Juarez (he/him/el)

**Increasing Sana, Sana, Colita de Rana: How Connecting with Natural and Cultural Spaces Can Heal, Affirm and Drive Higher Academic Performance in Our Students
Room 135**

Description: Post-pandemic studies have revealed that BIPOC students experience stress at higher rates than Anglo students, which can be yet another potential barrier to academic success. Ranger Cam Juarez from Saguaro National Park will share information about how the natural spaces in and around Tucson and the Sonoran Desert can positively impact TUSD students and school communities. Connecting students to natural, cultural, and healing spaces can be instrumental in reaching higher academic performance. La Naturalez nos Cura. Sana, Sana, Colita de Rana.

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1:00-2:00

Thursday Afternoon

Keynote Dr. Dawn Demps



[Dr. Dawn Demps](#) (she, her, hers) has been involved with youth and educational programming, community advocacy, and organizing for over 25 years. She connects with students and parents to promote tools for self-advocacy and structural reforms, championing the concerns of these populations.

Dawn received her Ph.D. from Arizona State University. Her dissertation was a critical ethnographic oral history study of a grassroots community advocacy group composed of Black natural and other mothers who worked to challenge and dismantle the educational policies and practices that exclude Black children from educational spaces. Her work examines the possibilities of youth-inspired school leadership through voice and participatory action research, unpacking the difficulties and potential of Black and Brown collaborative educational leadership and how art can be used to expose the experiences of Black youth who have experienced school exclusion. She is currently an assistant professor at the University of Arizona's College of Education.

Dawn's honors include the 2019 University Council for Education Administration Putting Research Into Action Award and the 2023 American Educational Research Association Division G Dissertation of the Year Award. She has served as a member of the Arizona Department of Education's African American Advisory Council and is the proud mother of three children: Journi, Jayanti, and Zora-ages 20, 18, and 10 respectively-her unabashed greatest achievements.

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Thursday Afternoon Sessions

Page 1 (2:30-3:20)

Dr. Dawn Demps (she/her/hers)

Towards Pedagogical Intent: Moving Through Fear When Radical Love is in the Space
Room ML Auditorium

Description: What motivates your teaching and work in education? Given the ever-changing ecosystem that schooling exists in, the scenarios and demands are rapidly changing and morphing. A Northstar centering your "why" is now more necessary than ever. Informed by such thinkers as Freire and hooks in concert with methods like participatory action research and arsc counter storytelling, this talk will unpack the look, feel, and impact of educational policy and practice from two different, yet connected pedagogical drivers: Fear and Love.

Delia Sotelo Ocampo (she/her/ella), Nohemí Favela (she/her/ella), Fany Salazar (she/her/ella), Maura Varley Gutiérrez (she/her/ella)

Creating Culturally Responsive Mathematics Tasks: A Parent and Teacher Collaboration
Room 117

Description: A parent and teacher will share their experience developing a tamale task and a shopping task adapted from Eureka. Participants will engage in the tasks and think about their contexts.

Victoria Bravo

Student Agency: Working Together, Impacting Our Shared Community
Room 119

Description: Ms. Bravo and her students will share the process, the results, and movement forward regarding their shared project about recycling and its impact on Tucson.

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Thursday Afternoon Sessions Continued (2:30-3:20)

[Priten Shah \(he/him\)](#)
Developing Critical AI Literacy
Room 125

Description: This workshop will include an introduction to the importance of building AI literacy skills and several assignment and activity ideas that teachers can use to encourage students to critically analyze AI.

[Salo Escamilla \(el/ese\) & Tanya Alvarez](#)
Rodolfo “Corky” Gonzales: Tata of El Movimiento Chicano
Room 129

Description: A *tlatokan* facilitated by Chicana muralist and activist Tanya Alvarez and Chicano Studies educator Alexandro “Salo” Escamilla. We will discuss a children’s book, memorializing the life and legacy of civil rights icon Rodolfo “Corky” Gonzales and the March 1969 West High Blowouts of Denver, Colorado. In the spirit of the Crusade for Justice it is aimed at chavalita/os of all ages.

[Rachel Ruder \(she/her/hers\), Kierstyn Tsosie \(she/her/hers\)](#)
[& Priscilla Flores \(she/her/ella\)](#)
Map Bias Through an Indigenous Lens
Room 135

Description: Recognize the place we occupy by acknowledging the land and reflecting on where we are from. Decolonize map bias and understand how maps and identities are contextual through an Indigenous lens.

[Suzanne Patiño-Dhruv \(she/her\) & Eric Rajen Dhruv \(he/him\)](#)
The Ironwood Tree Experience and Tucson Youth: An Experiential Adventure in Tucson’s Sonoran Desert & Beyond
Room 145

Description: The Ironwood Tree Experience is a Tucson-based non-profit organization focused on connecting youth to the great outdoors in a spirit of learning, shared advocacy and stewardship, as well as experiences for urban youth in natural settings. They will share some possibilities for TUSD students and school communities alike.

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9:30-10:30

Friday Morning Keynote

Neal Lester, Ph.D



[Neal A. Lester](#), Ph.D., Foundation Professor of English and Founding Director of the Project Humanities initiative at Arizona State University (ASU), has authored or edited seven books and myriad

essays and chapters on topics ranging from the race and gender politics of hair, Black masculinities, and African American folklore, to Toni Morrison's children's books. With expertise in African American literature and culture, Dr. Lester has done pioneering work on the N-word, having created and taught the first college course on the N-word in the US. His renowned expertise on cultural appropriation, everyday lessons in privilege and bias, and humanities and entrepreneurship has led to interviews with CNN, USA Today, and other prestigious publications. An award-winning teacher and popular radio guest, moderator, and panelist, Dr. Lester is the editor of a collection on global social justice, to be published in 2023 by the Modern Language Association. In 2022, Dr. Lester received ASU's inaugural Dr. Martin Luther King, Jr. Servant-Leadership Faculty Award. Under his Foundership and leadership, Project Humanities is a multiple award-winning ASU initiative, bringing individuals and communities together to talk, listen, and connect.

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Friday Cultural Expressions



Mariachi Estrella Juvenil, Inc. – Jaime Valenzuela, Director

Comprised of 25 Tucson middle and high school students from the Tucson area, Mariachi Estrella Juvenil shares mariachi music, culture, and history through musical performances. Performing throughout the region and beyond, Mariachi Estrella Juvenil most recently represented Tucson on the main stage in Disneyland-California in February 2023.

She Phi -Paublo Pugh, Director

She Phi is an all-girl step group from area Tucson schools including Utterback M. S., Holladay Magnet School, and others, bringing their special brand of attitude, excellence, and teamwork to the stage. Theirs is an interactive show that invites audience participation and celebration.



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Friday Morning Sessions

Page 1 (11:00-11:50)

[Dr. Neal A. Lester \(he/him/his\)](#)

**Beyond Books: Social Justice through “Things & Stuff”
Room ML Auditorium**

Description: Beyond Books: Social Justice through “Things & Stuff” considers material and popular culture as effective ways of expanding and challenging “traditional” ways of teaching and learning. An interactive public humanities program, this presentation is an approach to social justice that challenges the primacy of books and “book learning”

[Carlos Aceves](#)

**Ancient tools in contemporary pedagogy: An Indigenous Framework for
Multicultural Education Part I
Room 117**

Description: Xinachtli, a Nahuatl word for germinating seed, provides philosophy and practice to engage students in exploring and constructing knowledge as they become biliterate in Spanish and English enriched by the Nahuatl language. Participants will learn how Nahuatl mathematics, dialogue circle, oral storytelling, and constructivist learning stations and projects form the foundation for our 90:10 bilingual approach.

[Kristy Pavatea \(she/her/hers\) & Kyra Pavatea \(she/her/hers\)](#)

**The Power of Seeing Yourself In the Projects We Do
Room 119**

Description: In our 4th grade class students created their own ABC book for Black History Month. Students researched national and local people, places or traditions that were of interest and meaningful to them and celebrated African American experience. Kyra, was asked to do a school research project on a person of interest, Kyra requested to present on Louis Tewanima, a leader from her culture. Participants will listen to a student’s perspective of seeing themselves in the research and projects they do.

[Ana OoKa \(she/her\)](#)

**Teaching through Identity:
A lesson in relationship development through poetry
Room 145**

Description: Presenter will facilitate and provide resources for a lesson on Julio Noboa’s poem “Identity” and how to use it for relationship development.

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Friday Morning Sessions Continued (11:00-11:50)

Korina Lopez (she/her/ella)

**Developing academic & ethnic identity through family ethnography
Room 125**

Description: This presentation will discuss a learning unit that tasked students with formally developing a concept of family, analyzing family in popular culture, and culminated in students creating stories on the history of their family members' lives based on interview data.

Selene Leyva (she/her/ella) & Brit Palomarez (she/her/ella)

**Leveraging School Gardens: Cultivating Knowledge and Community
Through Traditional Foodways and Local Expertise
Room 129**

Description: Experience the rich cultural heritage of traditional tortilla making in a hands-on workshop that brings communities together and encourages culinary exploration. Participants will learn about the history and cultural significance of the ingredients while creating marigold pressed tortillas. The School Garden Workshop will also provide resources and lessons that will connect educators and learners to more place-based curriculum.

Roberta Euring

**Journal Writing from a Historical Perspective –
Using a Fictional Experience to Really Learn History
Room 135**

Description: This lesson will focus on a project in which students choose a persona from a historical period/event and writes 9 journal entries, incorporating important dates, places, historical people who lived at the time of the period/event. Teachers will leave with the lesson template, see examples of student work, have an opportunity to share ideas, ask questions, and share with other session participants.

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1:00-2:00

Friday Afternoon Keynote Guadalupe Garcia McCall



Photo credit Michael
Mercado Smith

[Guadalupe García McCall](#) has received the Prestigious Pura Belpré Award, a Westchester Young Adult Fiction Award, and the Tomás Rivera Mexican-American Children's Book Award. Fluent in both English and Spanish, Guadalupe has visited many secondary schools,

universities, festivals, conferences, and organizations across the country. In 2021, Guadalupe moderated a panel for the Hispanic Heritage Month Authors Series: Celebrating Latino Experience, History, People, & Cultures. However, her favorite distinction came when her alma mater, Sul Ross State University, featured her image and biography on their *Living the Dream II – Cultural Pride* on Campus mural.

After a decades-long career teaching K-12 in San Antonio, Guadalupe moved to the Pacific Northwest to teach undergraduate courses in literature, women's studies, and creative writing. Currently, she teaches graduate courses at Antioch University in Los Angeles. An educator, author, poet, and speaker, Guadalupe is an advocate for literacy, diverse books, and Own Voices. She is now a full-time author/part-time educator living in San Antonio, Texas, with her husband, Jim, where she is working on two more books: *Secret of the Moon Conch* and *Hearts of Fire and Snow*, coming 2023 & 2024.

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Friday Afternoon Sessions

Page 1 (2:30-3:20)

Guadalupe García McCall (she/her/ella)

**Writing Multicultural Literature for Young People:
An Author's Journey
ML Auditorium**

Description: Award winning author, Guadalupe García McCall, will share her journey and transition from public school educator to full time author of multicultural literature for young people. The author will discuss the origin, intent, and purpose for writing books for Middle Grade and Young Adults, starting with her Pura Belpré debut novel, *Under the Mesquite*, her historical series, and up to her current award-winning book, *Echoes of Grace*.

Carlos Aceves

**Ancient tools in contemporary pedagogy: An Indigenous Framework for
Multicultural Education Part 2
Room 117**

Description: Xinachtli, a Nahuatl word for germinating seed, provides philosophy and practice to engage students in exploring and constructing knowledge as they become biliterate in Spanish and English enriched by the Nahuatl language. Participants will learn how Nahuatl mathematics, dialogue circle, oral storytelling, and constructivist learning stations and projects form the foundation for our 90:10 bilingual approach.

Salo Escamilla (el/ese) & Tanya Alvarez

**Rodolfo "Corky" Gonzales: Tata of El Movimiento Chicano
Room 119**

Description: A *tlatokan* facilitated by Chicana muralist and activist Tanya Alvarez and Chicano Studies educator Alexandro "Salo" Escamilla. We will discuss a children's book, memorializing the life and legacy of civil rights icon Rodolfo "Corky" Gonzales and the March 1969 West High Blowouts of Denver, Colorado. In the spirit of the *Crusade for Justice* it is aimed at chavalita/os of all ages.

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Friday Afternoon Sessions Continued (2:30-3:20)

José “J.J.” Federico (he/him/his)

Power, Privilege, and Legos!

Room 129

Description: Want a fun and safe way to explore power and privilege with your students? Do you enjoy Legos and interactive classroom activities? Then this is the lesson for you

Leon Corbett (he/him/his)

Using Canvas through a Culturally Responsive Lens

Room 125

Description: Learn how to create a culturally responsive, positive learning environment on Canvas, one of TUSD’s learning management systems. **Laptops recommended, not required.**

James Roberts (he/him) & Madelin Patterson (she/her)

How to ‘Let it Go’ – a proactive strategy to increase Student-Centered by offering CHOICE

Room 135

Description: The practice of student choice is a dynamic way to increase student engagement and achievement. This practice allows students to make choices in how they want to show/demonstrate their learning from any given topic. In this presentation, participants will learn various ways to build a student-centered activity.

Stephen Gin (he/his) & Renee Griffith (she/her)

Bear Essential News: A Newspaper for Arizona Students, K-12

Room 145

Description: Throughout Arizona, Bear Essential News is a partner of students, teachers and school communities. Editors Stephen Gin and Renee Griffith will share ideas on how teachers can use the newspaper with their students, and how students can write for the newspaper and in doing so further research, engage with and share topics that are important to them.

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Survey Links

Feedback Survey

Please complete a survey for EACH presentation that you attend including the Keynotes.

<https://forms.gle/CVvXefyL36QzKx2C6>

Attendance Form

Please sign in to each session you attend on the sign-in sheet provided in each room.

How to log on to Guest UAWifi

Establish An Account

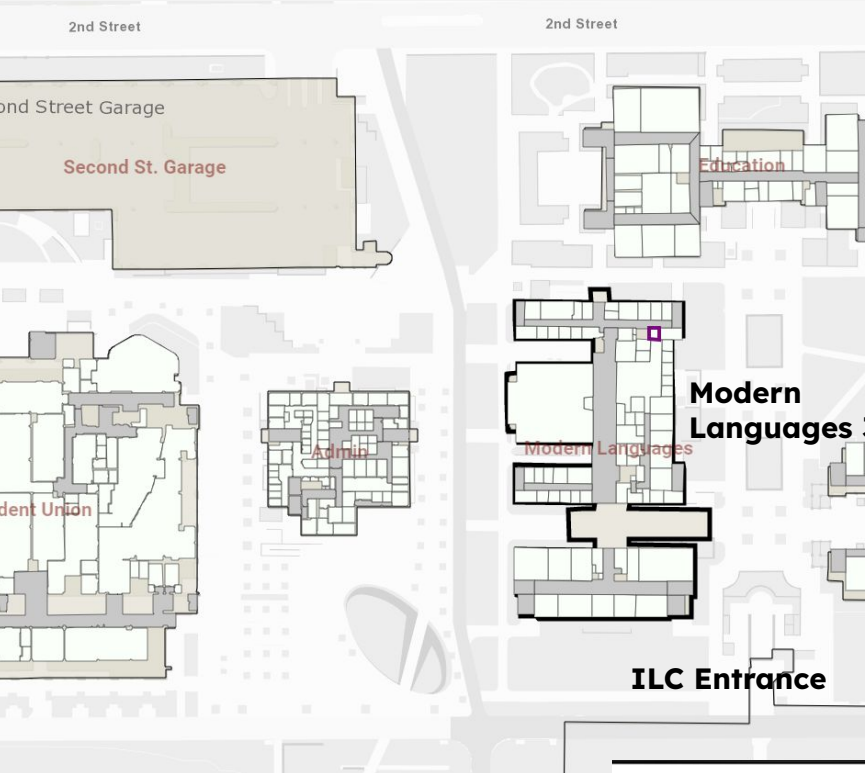
- Select UAGuest from your wireless options.
- Open a web browser if one does not automatically open for you.
- The Welcome UAGuest webpage will appear.
- Click on Create Account at the bottom of the webpage.
- Enter your name and cell phone number (enter hyphens, e.g., XXX-XXX-XXXX).
- Enter 6 digit code.
- You will receive a text message containing your assigned username and password.
- Enter your username and password on the Welcome UAGuest webpage.
- Read the Acceptable Use Policy and click Accept.
- This login remains valid for 5 days.

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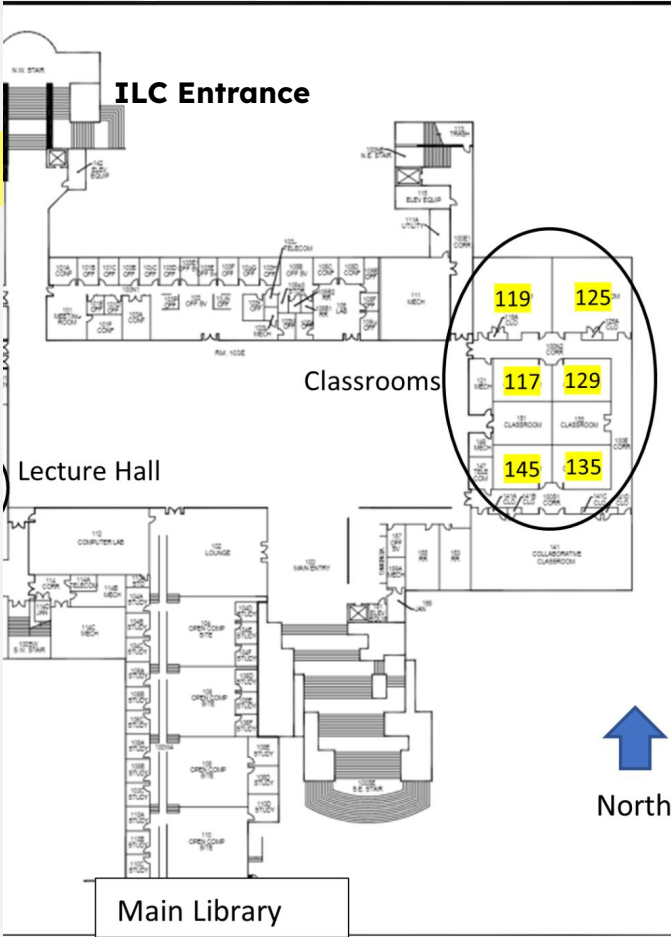


Room location



Keynote and Main Meeting Room

Breakout Rooms

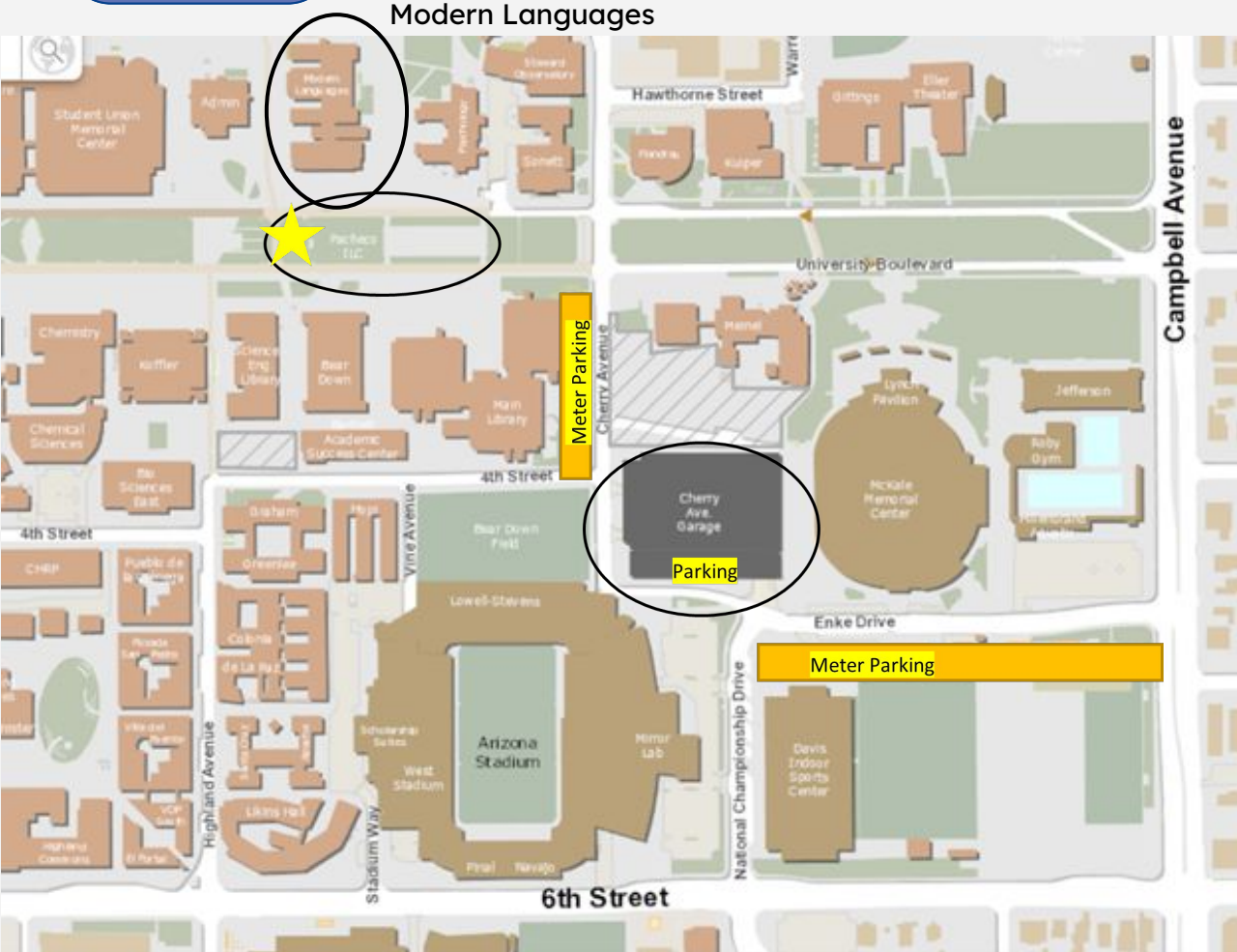


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Campus Map



There are more parking garages but they are farther away from the ILC.

Consider parking farther and taking the Cat Tran, see next page.

<https://map.arizona.edu/>

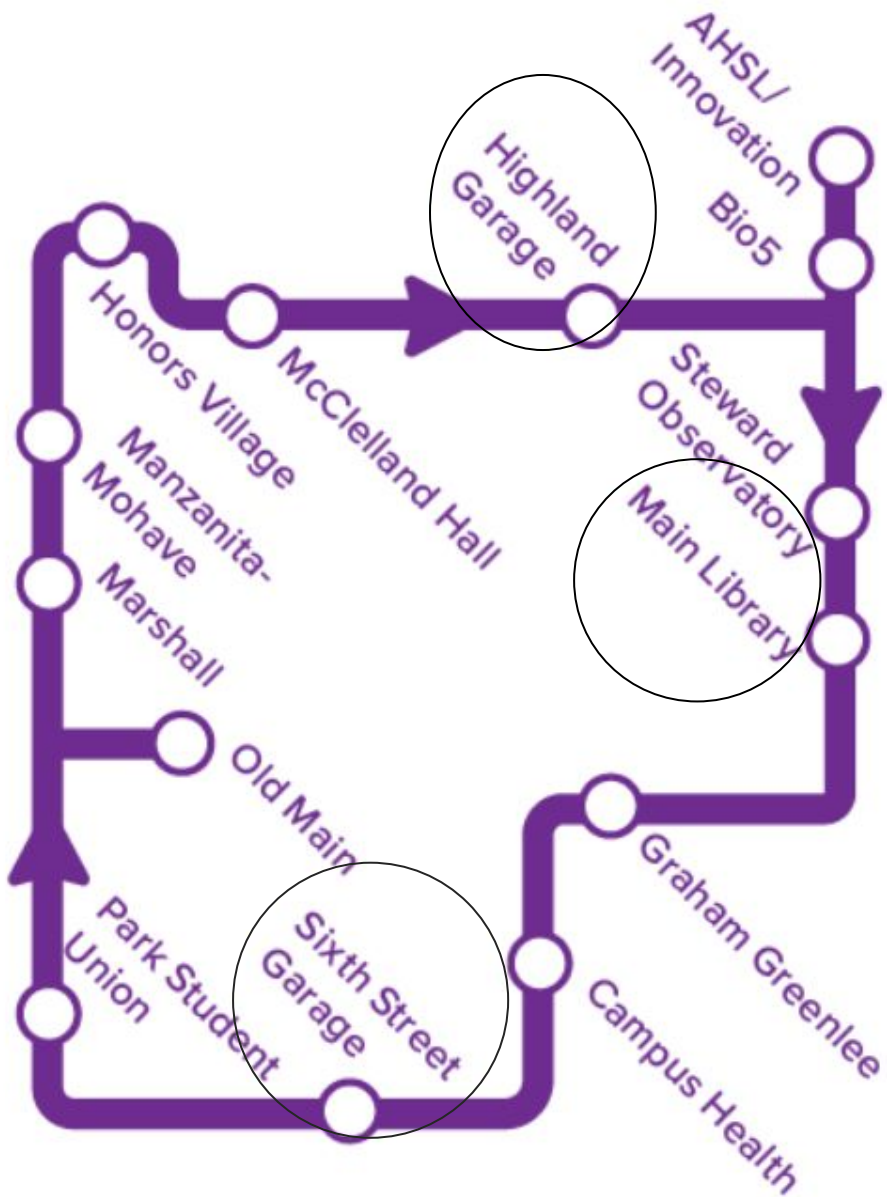
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Cat Tran

PURPLE ROUTE



Consider parking at the 6th Street Garage or Highland and riding the FREE Cat Tran on the Purple Route

<https://parking.arizona.edu/cattran/cat-tran-routes/>

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About Us

Chart created by CR Pueblo Teachers in collaboration with CRPI

FOR NEW CR TEACHERS

frequently asked questions

What does it mean to teach a CR class?

It means building a strong classroom community and wanting to shift from "teacher" to "facilitator". CR teachers are active in the school community through Encuentros, field trips, student activist interests. Being a CR teacher means that you will be an advocate for your students in and outside of school. Additionally, CR classes deal with topics and content that is culturally relevant to their student populations.

How is a CR class different than a non-CR class?

CR classes are board approved and make an intentional choice to use materials, resources, and lessons that center BIPOC experiences and perspectives. CR classes center their classes around dialogue and offer space for students to advocate for their own learning.

Resources about culturally relevant/responsive teaching

- [What is Culturally Responsive Teaching?](#)
- [Funds of Knowledge Toolkit](#)
- [Paris, D., & Alim, H. S. \(Eds.\). \(2017\). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world.](#)
- [Youth Participatory Action Research \(YPAR\) Hub](#)

Who can I speak to if I need resources or have more questions?

Lorenzo Lopez, CRPI Director
Rashanda Snead, CRPI Coordinator
CRPI Mentor Teachers:

- Jessica Bernal-Mejia
- Salo Escamilla
- Rickyana Estrada
- Kevan Kiser-Chuc
- Steven Martinez
- Corina Ontiveros
- Nicole Ramirez
- Yolanda Sotelo

Veteran CR teachers at your site



What CR classes are offered in TUSD?

- Culturally Relevant Elementary (3-5)
- Middle School ELA, SS, and Humanities (6-8)
- History & English classes from the African American & Mexican American Perspective (9-12)
- Culturally Relevant Algebra (9)
- AP Language and Literature CR perspective (11/12)
- Mexican American History Pima Dual Enrollment (11/12)
- Culturally Relevant Pre-Calculus (12)

All courses are subject to sites

History of the MAS struggle in Tucson

The following resources outline the ban of MAS classes in TUSD with HB2281:

- [Ethnic Studies Banned in AZ Schools](#)
- [An Ethnic Studies Program Sued the Lawmakers Who Banned it](#)
- [Fight Back - the Battle to Save Ethnic Studies](#)

What is the commitment level?

- monthly Saturday Tier 1 meetings
- biweekly observations & meetings with a CRPI mentor teacher
- a structure for collaboration with other CR teachers at your site is strongly recommended
- optional: participate in [CRIA](#), a youth symposium that focuses on YPAR and social justice



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CRiA

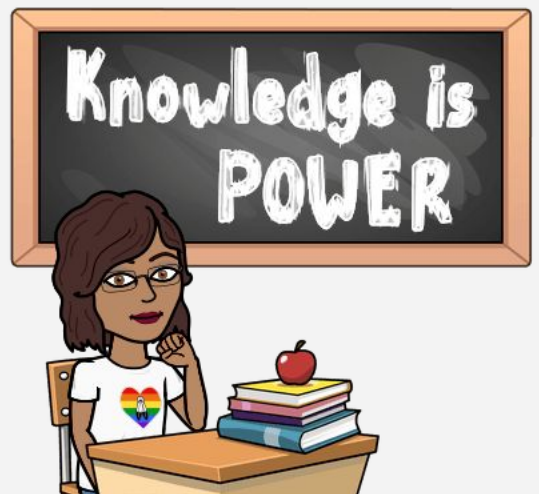
<https://tucsoncria.wixsite.com/cria>

The Collaborative Research in Action (CRiA) Youth Symposium is an in-person symposium. It is an open symposium for all K-12 students to present research and connect with other youth around social justice.

Presenters focus on social justice in their own communities and the possible actions that they and their community have planned and accomplished.

Past presentations have included topics on

- Education
- Curriculum
- Gender issues
- School beautification
- Sexism
- Dress code
- Gun laws
- Immigration
- And so many more!!



2024 Dates and Information coming soon.
Reach out to Jessica Bernal-Mejia with questions.
tucsoncira@gmail.com jessica.bernalmejia@tusd1.org

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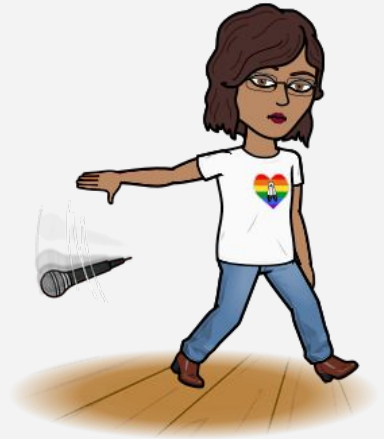


2023 CRiA

Participating Classes

<https://tucsoncria.wixsite.com/cria>

- ★ Daniel Stoner & Nicole Ramirez
- Manzo Elementary
- ★ Melissa Espindola
- Pueblo High School
- ★ Erica Nacim
- Tucson High School
- ★ Brieanne Buttner
- Tucson High School
- ★ Teresa Sena
- Catalina High School
- ★ Tiffany Mendibles-Munoz
- Sunnyside High School
- ★ Jose Federico
- Cholla High School
- ★ Mario Aguilar
- Cholla High School
- ★ Joy Noriega
- Cholla High School
- ★ Rene Teyechea
- Desert View High School
- ★ Stephen Spearman
- Secrist Middle School
- ★ Lani Twenter & Corina Ontiveros
- Secrist Middle School
- ★ Matt Furlong
- Sabino High School
- ★ Stacy Saathoff
- Sabino High School
- ★ Laura Hudson & Kevan Kiser-Chuc
- Roskruge Middle School



2024 Dates and Information coming soon.
Reachout to Jessica Bernal-Mejia with Questions
and Inquiry

tucsoncira@gmail.com
jessica.bernalmejia@tusd1.org

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In Loving Memory



In loving memory of "Mrs. C," Mrs. Gloria Copeland.

This year, the Tucson community lost an iconic student advocate. Her prominence came while in her role as plaintiff representative for the Fisher/Mendoza v. TUSD desegregation case. This came on the heels of her serving as the first African American woman to be elected to the Tucson Unified School District Governing Board.

For nearly half a century, Mrs. C was a warrior for students in the TUSD community. She was a staunch defender of equity within our school system. While her formal role was to advocate for African American students, she regularly found herself advocating for marginalized students of all backgrounds.

Rest in power, Mrs. C.

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In Loving Memory



Stacy was an elementary teacher for 26 years, a former softball champion for the U of A, a loving mother and a caring colleague.

She taught at Hollinger, Lynn-Urquides, C.E. Rose, Drachman Montessori Magnet School, and lastly at Roskruge Bilingual Magnet School where she taught third grade and middle school Gate Programs.

She was loved by her students and parents that often expressed their gratitude. Stacy was authentic, always strived for excellence and will be dearly missed.

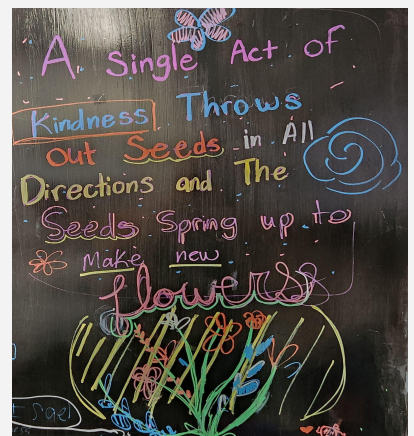
"Ms. Redondo taught me that there is no limit on what you can accomplish." -8th grade student

"She inspired me to love and respect all people." -7th grade student

"She taught me fractions in 3rd grade and how to be responsible." -6th grade student

"She taught me how to dwell on difficult past memories and smile." -6th grade

"She taught me how to think, focus and make something a reality." -6th grade student



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Time Clock

Clock in at 8:30am

Clock Out for lunch 12-1

Clock out end of day 3:30pm

Your “ID Number” is your Employee ID Number.

Your PIN is your 8-digit birthday, MMDDYYYY

Your clock-in code for:

Certified (teachers) 171905045

MTSS Classified 518105039

If you are missing the clock in code please see the *CRPI Help Table*

<https://183795.tcpluondemand.com/app/webclock/#/EmployeeLogOn/183795/1>

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