



# LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

**To:** Jaliza Eagles, Diversity, Equity, and Inclusion (DEI) Coordinator, Ed Services  
Vivienne Paratore, Director of Secondary Curriculum, Castro Valley Unified School District

**From:** Dr. Theresa Montaño & Dr. Tricia Gallagher-Geurtsen, Liberated Ethnic Studies Model Curriculum Coalition (LESMC)

**Title:** Liberated Ethnic Studies Presentation Framework, Curriculum & Course Development & Implementation

## **Scope of Work:**

**Introductory Session-March 4th PD Day** (3 hours; audience: 10 secondary teachers): LESMC Faculty will present the Liberated Ethnic Studies framework and how it centers community-responsiveness, specifically the seven guiding principles and the Five S's (self, stories, systems, solidarity and social movements) which are the foundation of LESMC units and lessons, including practical ideas for ES implementation to CV community members, teachers and district leaders. Teachers will understand the history of ethnic studies and how it differs from multicultural education.

**Curriculum Development Sessions -Summer/July 2022** (Ten 3 hour sessions) LESMC Faculty will expand on the topics from the introductory March session, introduce teachers to elements of ethnic studies pedagogy and then engage the teachers in a study of the community data collected as well as a study of community responsive ethnic studies based in the communities of Castro Valley. Teachers will map out units utilizing the LESMC story ARC, template and lesson planning templates. Faculty will model exemplary secondary ethnic studies lessons and engage in a lesson study. LESMC Faculty will model, with examples of culminating activities for units of study: community-based projects wherein students apply what they have learned to a related issue in their communities through definition of the issue, investigation, and application

of a solution; during which students will engage in cycles of critical reflection and action directed at alleviating oppression (Freire, 1986). LESMC Faculty will share ways to connect students to their families and communities, through examples of opportunities to engage in projects to improve the social conditions of their respective communities and develop their leadership skills. Within the YPAR framework, LESMC faculty will show teachers strategies to encourage students to make links across racial and ethnic lines, recognizing the importance of allyship and moving beyond it to foreground accompliceship, co-conspiring, and solidarity-building—critical solidarities that are necessary in Ethnic Studies spaces. Teachers will have the opportunity to outline a YPAR project for their own classroom based in ethnic studies principles and research and the communities of Castro Valley.

LESMC faculty will collaborate with teachers to begin to develop lesson plans, units for 6-9 week courses, and a 9th grade course and will share methods to connect students to strengthen teachers current teaching by modeling secondary lessons that exemplify the principles of ethnic studies. Faculty will guide teachers to analyze their existing curriculum through the lense of a transformative curriculum that encourages students to become actively engaged in producing knowledge for liberation of communities of color. For example, Ethnic Studies pedagogy allows for students to share their experiences and collectively create publications, films, and campaigns that aim to educate society about what needs to be done to solve racial dilemmas. LESMC Faculty will engage teachers in the study of their own lessons in order to align their curriculum more closely with ethnic studies principles and research.

***White Teachers and White Students in Ethnic Studies -Summer*** (3 hours; audience: 10 secondary teachers): LESMC Faculty will address how white teachers can engage in ethnic studies work and teaching through an understanding and reflection on their privilege, power, and positionality, an authentic definition of ethnic studies that maintains fidelity to the multidisciplinary field, two model lessons that address white supremacy culture, decentering whiteness and an action plan for professional/personal growth. Educators will learn about the importance of ethnic studies for all youth according to the research, how to address white grief and fragility, how to navigate difficult conversations and build a healing classroom, and engage in two model lessons that highlight white allies in our history who co-conspire with Black, Indigenous, and People of Color (BIPOC) to fight for justice in solidarity with BIPOC.

***Monthly Weekend Curriculum Development Sessions-August 2022-December 2022*** (Five 1.5 hour sessions; audience: 10 9th grade teachers): LESMC Faculty will meet monthly with teachers to develop their units ensuring fidelity is maintained to the model and the community responsiveness.

***Monthly After-School Curriculum Piloting Check-Ins- August-December 2023*** (Three 1.5 hour sessions; audience: 6th and 8th grade teachers): LESMC Faculty will meet monthly with pilot classroom teachers to assess how implementation is going, answer questions, and troubleshoot with research-based ethnic studies strategies.

**Timing:** Spring 2022-Spring 2023

**Commitment:**

Module	Timing	Hours	Cost
Introduction	March 4 2022	3 Hours x 1 session x 4 Faculty	\$5,760
Curriculum Development Sessions	July 2022	3 Hours x 10 Sessions x 4 Faculty; 20 guest faculty for 20 hours	\$48,000
<i>White Teachers and White Students in Ethnic Studies</i>	Summer 2022	3 Hours x 1 session x 4 Faculty	\$5,760
<i>Monthly Weekend Curriculum Development Sessions for High School 9th grade</i>	Aug-Dec 2022	1.5 Hours x 5 sessions x 4 Faculty	\$14,400
<i>Monthly - After-School Curriculum Piloting Check-Ins for 6th &amp; 8th grades</i>	Aug-Dec 2023	1.5 Hour x 3 sessions x 4 Faculty	\$8,640
<b>Total</b>			<b>\$82,560</b>

**Qualifications:**

**Theresa Montaño, Ed.D.**, is a professor of Chicana and Chicano Studies at California State University, Northridge (CSUN) with an emphasis on education. She teaches courses on equity and diversity in schools and the Chicana/o child and is an advisor to students enrolled in the master’s program. Dr. Montaño has written articles, texts, and a book on such issues as teacher activism, educational injustice, and educating the Latino/a and Chicano/a student. She previously served for six years as an National Education Association board director, president of the National Council for Higher Education, and California Teachers Association vice president. She has also served as president of educational rights organizations, such as the National Association for Multicultural Education and the California Association of Mexican-American Educators.

**Tricia Gallagher-Geurtsen, Ed.D.**, is a lead author and facilitator of the Liberated Ethnic Studies Model Curriculum. Tricia has coached and supervised teachers in California, New York, and Utah and teaches at CSU Fullerton, UC San Diego and the University of San Diego including multicultural foundations of education, urban education, methods and theory for teaching social studies, global bilingual education, reading, bilingual science, integrated curriculum, English as a Second Language, and multicultural curriculum and teaching. Dr. Gallagher-Geurtsen is Co-Chair of San Diego Unified School District’s Ethnic Studies Advisory Committee (2017-present) and an author of the forthcoming University of California A-G Ethnic Studies admissions requirement. Prior to this, Dr. Gallagher-Geurtsen was a bilingual public

elementary school teacher and a migrant education teacher in California. She received her doctoral degree in Curriculum and Teaching with an emphasis in Bilingual Education from Columbia University's Teachers College.

### **Guadalupe Carrasco Cardona**

Guadalupe Cardona has been an Ethnic Studies, English, Social Studies and Journalism educator for 20 years and has taught in three states; California, Arizona and Texas. She is dedicated to developing critical curriculum and facilitating a student-centered classroom environment based on mutual respect, critical thinking, and collaboration. She accomplishes this by fusing her classroom instruction with community cultural knowledge and a focus on auto-biographical counter narrative. Guadalupe is the Praxis chair of The Association of Raza Educators (Los Angeles chapter), co-founder of XOCHITL Los Angeles, a member of LAUSD's Ethnic Studies Curriculum Committee, a member of Ethnic Studies Now Coalition's Coordinating Committee, California Teachers Association/Stanford's Instructional Leadership Corps, the co-chair of the 50th Chicano Moratorium Commemoration Committee, and a founding member of the Liberated Ethnic Studies Model Curriculum Coalition. Guadalupe has earned a Bachelor of Arts Degree in Chicana Studies and Latin American Studies from UCLA and a Master of Arts in Curriculum and Instruction, Language and Literacy from ASU. Guadalupe has spent her personal life and career re-membering herself and helps others on their quest for self-identity and the tools for telling their own stories. She continues this work as a doctoral student at CSU Northridge.

**Tracie Noriega**, Co-lead for the Asian American Pacific Islander Chapter of the Liberated Ethnic Studies Model Curriculum, currently serves the students of San Lorenzo Unified as the Assistant Superintendent of Educational Services. This is her 25<sup>th</sup> year as an educator having served as a teacher, site administrator, and district office administrator. Tracie also serves as the President of FAEAC (Filipino-American Educators Association of CA) and as the Equity Chair and State Committee representative for ACSA (Association of CA School Administrators) Region 6. Education became the route she chose to take as she was inspired by her high school teachers who supported her as a teen mom struggling to balance motherhood, education. It was Ethnic Studies that helped her to understand her experiences as the daughter of Filipino immigrants living in a predominantly white neighborhood. It was Ethnic Studies that helped her to realize the detrimental relationship patterns she was perpetuating for herself and her son. Ethnic Studies allowed her to heal. It was Ethnic Studies that then became her core as a future Educator. It is Ethnic Studies and its values that continue to keep her centered as an Educator today and always, as she leads the work of building Ethnic Studies knowledge and opportunities within the districts she leads and others that she may support.

### **Dr. Allyson Tintiangco-Cubales**

Dr. Tintiangco-Cubales is an award-winning full professor in the College of Ethnic Studies at San Francisco State University. Since 2000, she's been teaching in the Asian American Studies Department with a focus on Filipina/x/o (American) Studies. She is also an affiliated faculty member in Educational Leadership. She has mentored hundreds of critical master's and doctoral students who are now teaching and working in schools, colleges, and community

organizations across the nation. She is also the co-founder and director of Community Responsive Education (CRE), a national firm that supports the development of responsive, equitable, and justice-driven educators. She is currently providing direct support to schools, districts, and organizations in schools, districts, and organizations in San Francisco, Daly City, Oakland, Santa Cruz, Pajaro Valley, El Rancho, Los Angeles, New York, Allentown, Tucson, Baltimore, and many more. Her most recent endeavor with CRE is the development of a community responsive wellness praxis of change and index. In 2001, she founded Pin@y Educational Partnerships (PEP), a “barangay” that focuses on providing schools with Ethnic Studies courses and curriculum, developing radical educators, and creating resources for Filipina/x/o communities and similarly marginalized people. She has worked with several school districts throughout the nation, including the San Francisco Unified School District, to co-develop Ethnic Studies, Social Justice, and Filipino Language curriculum. She is the author of four books of curriculum and numerous articles focused on the applications of critical pedagogy, Ethnic Studies curriculum, Motherscholarship, and Pinayism.

### **Dr. Ndindi Kitonga**

Dr. Ndindi Kitonga is Co-Lead of the LESMC Black Studies chapter, Co-Founder of the Angeles Workshop, a unique place of hands-on learning and creative community interaction for inquisitive teens and a progressive Private School Satellite Program for grades 6-12 located in the Palms neighborhood of West Los Angeles. She is professor at the Longy School of Music of Bard College, Master of Arts in Teaching (MAT) in Music program. She was a science educator at STAR Education and adjunct faculty at Chapman University. She earned her Masters in Education at Biola University and her PhD in Education at Chapman University. She also volunteers at Safe Place for Youth that serves homeless youth and youth at risk of becoming homeless.

### **Dr. Taunya Jaco**

Dr. Taunya Jaco is a Lead for the LESMC Black Studies chapter and is a 6th grade ELA/Social Studies teacher, serves as a member of the National Education Association (NEA) Board of Directors, Secretary for the NAE Black Caucus, and Chair of the Civil Rights in Education Committee for the California Teacher Association’s (CTA) State Council. She received her doctorate of education at San Jose State University, where she conducted a qualitative study of the implementation of Ethnic Studies in California K-12 schools and the impact of its implementation on teacher preparation programs.

### **Dr. Ricardo Medina**

Ricardo Medina, Ph.D., is an educator who has taught at the elementary, middle school, high school, community college, and university level. He has worked within numerous roles as a teacher, dean of students, resource teacher, restorative justice facilitator, academic advisor, program lead, lecturer, and professor of practice. For most of his career, he has worked with adolescent students creating and facilitating rich classroom experiences rooted in ethnic studies. Ricardo Medina is currently an ethnic studies resource teacher in San Diego Unified School.

### **Dr. Samia Shoman**

A California native with Palestinian roots, Samia Shoman has dedicated her career in public education to promoting racial and social justice in the classroom and broader educational organizations she has worked in. She is currently part of a California collaborative leading a Liberated Ethnic Studies Model Curriculum Coalition. As a long time high school social science teacher, with a special love for working with English Learners, her current passion is leading an alternative Newcomer Program and the implementation of Ethnic Studies for all ninth graders in her district. Samia currently serves as the Manager of English Learner & Academic Support Programs for the San Mateo Union High School District. She is also the co-coordinator of the Middle East Children Alliance's Teach Palestine project. In addition to her secondary school work, Samia served as a lecturer in the College of Ethnic Studies Arab and Muslim Ethnicities and Diaspora Program and the Masters of Public Health Program at San Francisco State University. Samia holds a B.A in Political Science with a minor in Spanish from UC Davis, an M.A. in Education from San Francisco State University, and an Ed.D with a focus on Organization and Leadership from the University of San Francisco. When she isn't working with students, their families, or teachers and administrators, Samia is running or reading, sharing in being a proud parent of boy/girl twins, Falestine and Jihad with her husband.

### **Dr. Guillermo Gómez**

Guillermo Gómez, Ph.D., lead author and facilitator of the Liberated Ethnic Studies Model Curriculum (LESMC) is an Ethnic Studies lead educator for the San Diego Unified School District and an adjunct professor in the Dual Language and English Learner Education Department at San Diego State University. Guillermo also serves as the co-chair of the Ethnic Studies Advisory Committee (ESAC) for SDUSD. He has taught for 25 years in public schools in Elementary, Secondary and Master level courses. He earned a Ph.D. in Social Justice In Education from the Claremont Graduate University and SDSU Joint Doctoral Program. He also holds a M.A. in Latin American Studies and a B.A. in Liberal Studies from San Diego State University. His pedagogy and research focus on Ethnic Studies, Social Justice, Biliteracy, and Intercultural relations in public education from K-12 to Teacher Education. He is a San Diego County Teacher of the Year and a recipient of the California Teachers Association 2020 Human Rights Award for his contribution to the California Department of Education Ethnic Studies Model Curriculum and the Ethnic Studies Program for the San Diego Unified School District.

### **Eunice Ho**

As a graduate of the UCSD Ethnic Studies undergraduate program and the UCLA TEP Ethnic Studies cohort, Eunice is a history teacher who practices humanizing, healing-centered, praxis-driven, and place-based critical pedagogy. She is also a graphic designer who seeks to use her skills to support grassroots organizing, magnify data-driven research around inequity, and uplift youth voices. She honors those who came before her (namely her great-grandfather who militantly fought colonization and ethnic-cleansing/political censorship in Taiwan) and in her free time, enjoys caring for her houseplants, reading, rock climbing, and watching TV shows.

**Mary Levi** is Lead of the American Indian/Native American Studies chapter and a 4th grade teacher at Sycamore Elementary. The recipient of the American Indian/Alaska Native Human Rights Award in Honor of Jim Clark and a member of the Upland Teachers Association, Levi is an active voice for American Indian/Alaska. Mary is a Native (AI/AN) education issues on the local, state and national levels. Her passion has always been in educating others on Native American culture and language, and society's effects on Native students. As chair of CTA's AI/AN Caucus, she connected with the California Native community to support legislative efforts to secure credentials for tribal members to teach their language, and to introduce curriculum change regarding California Native history for all grades. Levi has advised CTA State Council on topics of mascots, stereotyping and California history, including *Alice Piper v. Big Pine* and the Relocation Act of 1973. She serves on CTA's Ethnic Minority Affairs Committee, is chair of the NEA AI/AN caucus, and is also helping other state associations develop their own AI/AN caucuses. Her connections with other Native communities, such as the Chumash Tribe, were made in order to mobilize support for legislative efforts to secure native language credentials to tribal members who could teach their language. On the national level, Levi also chairs the National Education Association American Indian/Alaska Native Caucus.