



To: Monica Ready, Director, Secondary Curriculum, Instruction, and English Learner Services, Napa Valley Unified School District

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

Title: Introduction to Ethnic Studies Professional Development and Curriculum Design

Scope of Work: July 1, 2022 - June 30, 2023

Introductory Session- Summer 2022 (2 hours)

LESMC Faculty will center Liberated Ethnic Studies pedagogical practices and engage teachers in anti-racist pedagogy, identity and positionality activities, through community-responsiveness. The introductory session will also cover basic concepts such as: What is ethnic studies, how it differs from multicultural education, and an in-depth look into the seven guiding principles and the Five S's (self, stories, systems, solidarity and social movements) which are the foundation of Ethnic Studies units and lessons. Finally, we will include practical ideas for ES implementation for Napa USD's community members, teachers and district leaders.

****Recommended* Summer Institute- Summer 2022 (3 4-hour days in July)***

Teachers participate in an introduction to the disciplines of ethnic studies, including frameworks, principles, and model lessons. Sessions will also engage teachers in activities and pedagogical practices in anti-racist pedagogy, healing practices, identity and positionality.

Summer Professional Development Check-In Session -Summer 2022 (4 hours)

LESMC Faculty will debrief and guide teachers in reflection on the topics from the Summer Institute and introduce teachers to elements of ethnic studies curriculum and pedagogy. Faculty will engage teachers in practices related to their own identity and positionality while modeling an exemplary ethnic studies lesson appropriate for a 9th grade course.

Professional Development & Design Sessions - Fall 2022/Spring 2023 (2 hour session each)

Napa Valley teachers will identify themes for professional development that will meet the current needs of the teachers. Each session will incorporate pedagogical practices that align to Ethnic Studies and strategies for teaching multilingual students that deepen current teacher understanding of the topics. For example:

- + Ethnic Studies Pedagogy
- + Anti-racist Pedagogical Practices
- + Negotiating Racial Identity and Practices for Teachers
- + Community Data-Driven Community Responsive Ethnic Studies Design
- + Ethnic Studies for White Teachers
- + White Teachers and White Students in Ethnic Studies*¹, etc.

Professional Development and Curriculum Development Check-In Sessions-Fall 2022/Spring 2023 (2 sessions 2-1.5 hour session each): LESMC Faculty will meet twice with teachers to reflect and review PD and Design sessions and how they can consider development of their units ensuring fidelity is maintained to the model and community responsiveness.

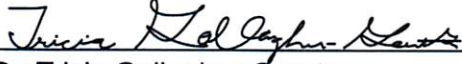
Timing: Summer 2022-Fall 2023

Commitment:

Module	Timing	Hours	Cost
Introductory Session	Spring 2022	2 hours (Virtual)	\$3,840
Summer Institute	Summer 2022	4 hours x 3 days (Virtual)	No cost
Summer Professional Development Check In Session	Summer 2022	4 hours (2 faculty) (Face to Face)	\$5,790
<i>Professional Development and Design Sessions</i>	Fall 2022/Spring 2023	2 hour Virtual session each Number of sessions 6: + Anti-racist Pedagogical Practices + Negotiating Racial Identity and Practices for Teachers	\$11,520 (\$1920/per session)

¹ *White Teachers and White Students in Ethnic Studies* (3-6 hours): 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.

		<ul style="list-style-type: none"> + Ethnic Studies for White Teachers + White Teachers and White Students in Ethnic Studies*², etc. + Community Data-Driven Community Responsive Ethnic Studies Design + <i>Introductory</i> Ethnic Studies Pedagogy 	
<i>Professional Development & Curriculum Development Check In Sessions</i>	Fall 2022/Spring 2023	4 hours x 3.5 days x 2 trips x 2 faculty (Face to Face)	\$17,340
Total			with some face to face \$ 38,490



 Dr. Tricia Gallagher-Geurtsen
 Liberated Ethnic Studies Model Curriculum Consortium

April 11, 2022

 date

 Pat Andry-Jennings
 Assistant Superintendent Instructional Support Services

 date

Qualifications:

Theresa Montaña, 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

² *White Teachers and White Students in Ethnic Studies (3-6 hours)*: 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.

and diversity in schools and the Chicana/o child and is an advisor to students enrolled in the master's program. Dr. Montañó 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 22 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 Chicax 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 25th 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.

Artnelson Concordia

Artnelson was born and raised in the Echo Park neighborhood of Los Angeles. The son of working-class, Filipino immigrants, Artnelson earned BAs in Political Science and History at the University of California, Los Angeles. Artnelson is a long-time educator who got his start in San Francisco and was a founding teacher of the SFUSD Ethnic Studies program that was the focus of a 2014 Stanford [study](#) that highlighted the academic benefits of the district's 9th grade ethnic studies course. Currently, he coordinates Santa Barbara Unified School District's (SBUSD) ethnic studies program where he develops curriculum, facilitates professional development, and is involved with the district wide roll-out of K-12 Ethnic Studies.. He is the father of four brown boys and is in cahoots with his wife to raise them to have deep knowledge & love of self / community, as well as to be active disrupters of the white supremacist, patriarchal, hetero-normative, imperialist hegemony. This Fall marks the beginning of his 23rd year in

education. As a community scholar, his research focuses on sacred purpose; youth development; Indigenous pedagogy; critical pedagogy; transformational healing frameworks; educator ideological clarity and praxis; and ethnic studies.

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.