

Humanizing Education through Ethnic Studies: Principles, Practices, Preparation, and Policy



SATURDAY, OCTOBER 22, 2022
8TH CCTE FALL CONFERENCE SESSION
9AM - 12PM, POINT LOMA III
“EXPLORING ETHNIC STUDIES”

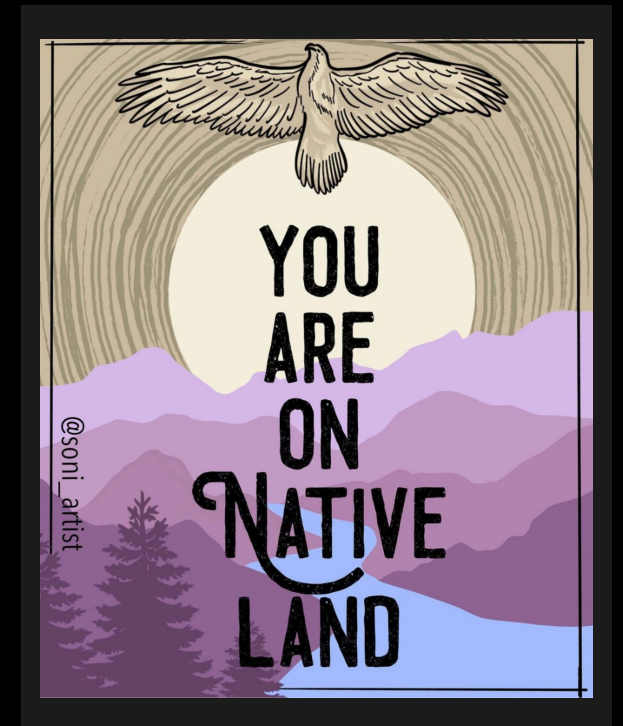
LAND ACKNOWLEDGEMENT

“Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted.

We begin this effort to acknowledge what has been buried by honoring the truth. *We are currently occupying ancestral land of the Kumeyaay people.*

In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.”

<https://native-land.ca/>



CONTEXT & PROCESS

How can teacher educators be partners to those doing the work of teaching and preparing teachers for Ethnic Studies in K-12 schools? What can we as teacher educators, including CTE, learn from folks on the ground? How can today's session be an intentional dialogue that moves colleges of education and the teacher educator profession forward?



James Fabionar



Heather Macias



Ratha Kelly



Jose L alas



Linn Lee

THE MOVEMENTS FOR ETHNIC STUDIES IN CALIFORNIA PUBLIC SCHOOLS

- El Rancho Unified (2014)
 - Los Angeles Unified (2014)
 - San Francisco Unified (2014)
 - Oakland Unified (2015)
 - Sacramento Unified (2015)
 - San Diego Unified (2015)
 - Coachella Valley Unified (2015)
 - Montebello Unified (2015)
 - Oxnard Unified (2018)
 - Santa Ana Unified (2020)
 - Anaheim Elementary (2020), etc.
-
- AB 2016 – Model Ethnic Studies Curriculum
 - AB 101 (2021) – Ethnic Studies Graduation Requirement



JAMES FABIONAR

James O. Fabionar, Ph.D. is Assistant Professor of Teacher Education with the Department of Learning and Teaching. He has taught courses in ethnic studies, Asian American studies, and social science education. He is a former high school history social science teacher and holds a Ph.D. in School Organization and Educational Policy from the University of California, Davis.

Dr. Fabionar's research builds from his experiences as a former high school teacher, administrator, and cooperating teacher and explores the work of successful students and educators in challenging community and organizational contexts. He brings critical theoretical perspectives, including developing and implementing culturally responsive and socially just curriculum and instruction. Currently, he serves as a research affiliate with the University of Pennsylvania's Center for Minority Serving Institutions. His work appears in a range of theoretical, practitioner, and policy publications.

James is a former Ethnic Studies teacher and former faculty member at Sacramento State.



ETHNIC STUDIES K-12 TEACHER PREPARATION PATHWAYS

1

BA in Ethnic Studies + Credential

Obtain a BA in Ethnic Studies and then pursue a single-subject or multiple-subject credential

2

Ethnic Studies MA

In-service teachers enroll in an Ethnic Studies MA

3

Ethnic Studies Certificate

Obtain a certificate, usually consisting of 3 - 4 courses in an accredited institution.

3

Ethnic Studies Micro-Credential

Certificate program, offered by a school district together with a university; series of courses aimed at developing professional knowledge in teaching K-12 ES

Ethnic Studies Authorization

Ethnic Studies Teaching Credential (Secondary)

THE NEED FOR GROUNDING FRAMEWORKS

- Epistemic practices not reduceable to mastery of content knowledge.
- Self and Community Knowledge as grounding.
- Pedagogical Knowledge is distinct from content knowledge and perhaps the most significant

5 PILLARS OF AN ETHNIC STUDIES COMMUNITY-BASED TEACHER

Black Studies
Asian-American Studies
Chicanx/Latinx Studies
Native & Indigenous Studies

CONTENT KNOWLEDGE

Histories of Schools;
Interlocking Institutions (School-to-Prison,
School-to-Labor);
Political and Economic Institutions (Racial Capitalism)

INSTITUTIONAL KNOWLEDGE

PEDAGOGICAL KNOWLEDGE

Culturally Relevant/Rooting/Sustaining Pedagogies;
Sociocultural Framework for Understanding Learning;
Decolonial Pedagogies;
Teaching Process (Planning, Enacting, Interpreting, Translating)

SELF KNOWLEDGE

Critical Self Reflection;
Culturally Rooted;
Transformative Stance;
Organic Intellectualism

COMMUNITY KNOWLEDGE

Community Cultural Wealth;
Indigenous Knowledges;
Community Organizing;
YPAR;
Convivencia, Comunalidad

HEATHER MACIAS

Dr. Heather C. Macias (she/her/ella) is an assistant professor in the College of Education at California State University, Long Beach (CSULB). Her research interests include the preparation and teaching of secondary Ethnic Studies teachers; preservice teachers' work with funds of knowledge; and how to support the needs of LGBTQIA+ preservice teachers. Dr. Macias is on two funded NSF grant projects related to culturally responsive STEM teaching and is a *La Academia de Liderazgo* fellow with the Hispanic Association of Colleges and Universities. She is the Interim Director of CSULB's Faculty Center and an executive board member for both the Latinx Faculty and Staff Association and the Queer and Trans Faculty and Staff Association.



RATHA KELLY

Ratha is currently an Ethnic Studies Resource Teacher at San Diego Unified School District.

Ratha Kelly has spent the past 17 years in education, working with elementary school students, pre-service credential candidates, and novice teachers. She is passionate about Social Justice and Ethnic Studies education in elementary schools, and strives to ensure that each and every student feels seen and heard in the curriculum and school community.

Ratha Kelly graduated from UC Berkeley, and received her Multiple Subjects teaching credential at Mills College in Oakland, CA. She holds a Masters in Educational Leadership, with an emphasis on recruiting and retaining teachers of color.



JOSE LALAS

Jose Lalas is currently an elected school board member of the Corona-Norco Unified School District and has served this district as member of the Board of Education for about 27 years.

Jose Lalas has been involved in teacher education for 33 years as a faculty in both public and private universities. Prior to his teacher education experience, Jose has been a junior high school classroom teacher. He has served as an associate dean, director of teacher education, and coordinator of credential program. He was the founding and past director of the University of Redlands' Center for Educational Justice and directed it for 17 years.

He has co-authored various published books over the years, with his most recent being *Minding the Marginalized Students Through Inclusion, Justice, and Hope: Daring to Transform Educational Inequities* (2021).

His research agenda includes student engagement, social and educational justice, critical theory, pedagogy, and literacy, adaptation pedagogy, achievement gap, second language acquisition, and mentoring of diverse faculty.



LINN LEE

Linn Lee (she/her/hers) is a Curriculum Specialist for History Social Science in the Santa Ana Unified School District. She has a Masters in Education from the Harvard Graduate School of Education. She has taught U.S. History for over 20 years in high school. She has been committed to strengthening and creating an authentic Ethnic Studies program at the state level and within Santa Ana Unified School District. She served on the original California Department of Education Ethnic Studies Model Curriculum Committee in 2018. She won the Apple of Gold Award for Excellence in Teaching from the Hispanic Educational Fund in 2010, the Teacher of the Year award twice in 2009 and 2011, and Ethnic Studies Teacher of the Year at the Chapman University Ethnic Studies Conference in 2017.



PANEL DISCUSSION



Heather Macias



Ratha Kelly



Jose Lalas



Linn Lee

- What is your relation/work to the preparation of ES teachers?
- How do we infuse ES beyond content to encompass a holistic approach that includes pedagogical processes, community, etc.? (What vision/framework/principles guide your work?)
- What impasses/tensions do you encounter in this movement to implement ES in K-12 schools? (How can we draw upon the community cultural wealth of schools/communities in addressing leadership and institutional supports for ES in K-12 schools?)
- How is this a moment/opportunity to decolonize teacher education through ES?



LEARNING FROM ONE ANOTHER: SANTA ANA UNIFIED SCHOOL DISTRICT

- June 9, 2020, Santa Ana Unified passed the graduation requirement, 1.5 years ahead of the state.
- This Fall, 2022, our incoming freshmen will be the first who will need to fulfill the graduation requirement.
- We currently have 39 teachers teaching Ethnic Studies core courses and electives and over 2000 students taking the course.
- We have trained over 90 teachers in Ethnic Studies foundational frameworks and pedagogy.
- We have a currently a structure in place that is providing more support for a robust Ethnic Studies program. (Ethnic Studies team of 4 people and growing.
- We are committed to implementing an authentic Ethnic Studies program that centers students of color and their perspectives.



WHO IS LEADING THE WORK?

- ✓ Seek out the experts in your district.
- ✓ Make sure they are on the decision making body and working body that implements the Ethnic Studies work.
- ✓ Create positions solely devoted to implementing Ethnic Studies program K-12.
- ✓ Make sure the program is multifaceted and not just focused on writing courses.
 - Teacher training, curating resources, creating lessons, building teacher capacity, lesson demos, etc.



LEARNING FROM ONE ANOTHER: SANTA ANA UNIFIED SCHOOL DISTRICT

Foundational Pillars - Six Pillars

1. Cultivating Indigeneity and Cultural Roots
2. Critique Coloniality, Dehumanization and Genocide
3. Embed Intersectionality
4. Challenge Hegemony and Normalization
5. Connect and Conceptualize Decoloniality, Regeneration, and Social Justice
6. Community Engagement



LEARNING FROM ONE ANOTHER: SANTA ANA UNIFIED SCHOOL DISTRICT

Foundational Teacher Training

- What is Ethnic Studies? (History is critical in that Ethnic Studies was born out of protest and struggle from the Civil Rights Movement, and it started with high school students demanding a relevant and equal education in Los Angeles with the LA Blow Outs)
- Community Building - Critical in creating a safe space for students to share their experiences
- Master Narrative vs. Counter Narrative
- 4 Is of Oppression - Ideological, Interpersonal, Institutional, Internalized
- Race is a Social Construct - Understanding how race was created in the U.S. to create a system of racial oppression based on skin color and shades



LEARNING FROM ONE ANOTHER: SANTA ANA UNIFIED SCHOOL DISTRICT

Structure of Support

- Steering Committee - Comprised mainly of teachers who will do the work, and of cabinet members who are willing to push through the bureaucracy to get the work done. (22 members teachers, counselors, cabinet members)
- Subcommittees - Curriculum/PD, Educational and Community Awareness (meet monthly to plan)
- Budget - Make sure there is money put behind all the work that is needed to be done, i.e. subs, consultants, extra duty pay
- Positions devoted to Ethnic Studies only



LEARNING FROM ONE ANOTHER: SANTA ANA UNIFIED SCHOOL DISTRICT

Ethnic Studies Courses

- Currently we have 8 courses on the books
- We have over 20 more that are being created between now and 2026.
- Pathway from K-12 - we are building a high school pathway in which, if a student chooses can take every course in Ethnic Studies.
- List of Courses



LEARNING FROM ONE ANOTHER: SANTA ANA UNIFIED SCHOOL DISTRICT

Challenges - Ways to address

- Bureaucracy - go around as much as possible.
- Teacher buy in - create a culture of open discussion, and safe spaces to address questions and resistance
- Lack of support because support staff is stretched too thin - Creating support systems that are rooted helping teachers in the classroom - modeling, creating lessons, creating collaboration structures, coaching opportunities

ETHNIC STUDIES

San Diego Unified SCHOOL DISTRICT



HOW IS ETHNIC STUDIES UNFOLDING IN

June 9th, 2015

April 11th,
2019

2020 - 2023

**SDUSD
School
Board
Passes
Resolution
to establish
**Ethnic
Studies
Advisory
Committee****

SDUSD
board votes
to make
**Ethnic
Studies a
grad**



Check this out:
PBL Ethnic Studies
Work before we called
it PBL Ethnic Studies
Work in SDUSD



**The Multi-Year Plan
Continues:**

- *Courses in English and HSS
- *Capacity Builders
- *Professional Development
- *Graduation requirement begins for Class of 2024 in 20-21,
- *Ethnic Studies for All TK-12

Ethnic Studies is a **content** and **pedagogy** that humanizes and empowers all people by **celebrating** histories and **centering** cultures of marginalized groups, specifically **Indigenous, Black, Asian/Pacific/Desi/Arab, and Chicanx/Latinx** communities.

Ethnic Studies **cultivates** love and self-worth for ALL students by engaging in the **critique** and **challenging** of power and oppression across systemic, interpersonal, and internalized levels.

Ethnic studies **connects** learning to past and contemporary movements for social justice while **conceptualizing** new possibilities of collective hope, healing, and liberation.

ETHNIC STUDIES 'THE BREAKDOWN'



Content/Curriculum

Skills



1. CULTIVATE

empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and People of Color;



2. CELEBRATE

and honor Native People/s of the land and Communities of Color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;



3. CENTER

and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;



4. CRITIQUE

empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;



5. CHALLENGE

imperialist/colonial hegemonic beliefs and practices on ideological, institutional, interpersonal, and internalized levels;



6. CONNECT

ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy;



7. CONCEPTUALIZE,

imagine, and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radical healing.

SOURCES

Allyson Tintiangco-Cubales and Edward Curammeng, "Pedagogies of Resistance: Filipina/o Gestures of Rebellion Against the Inheritance of American Schooling," in Tracy Buenavista and Arshad Ali, eds., *Education At War: The Fight for aStudents of Color in America* (New York, NY: Fordham University Press, 2018), 233-238.

R. Tolteka Cuauhtin, "The Ethnic Studies Framework, A Holistic Overview" in R. Tolteka Cuauhtin, Miguel Zavala, Christine Sleeter, and Wayne Au, eds. *Rethinking Ethnic Studies* (Milwaukee, WI: Rethinking Schools, 2019), 65-75.

Tara Yosso, 2005. "Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth", in *Race, Ethnicity and Education*, 8(1), 69-91.

1

SELF

I understand my racialized intersectional identity.

2

STORIES

I understand the collective narratives of my people.

3

SYSTEMS

I understand the experiences of my people with systems of power and oppression.

4

SOCIAL MOVEMENTS

I understand the resistance and resilience of my people in organizing against injustice.

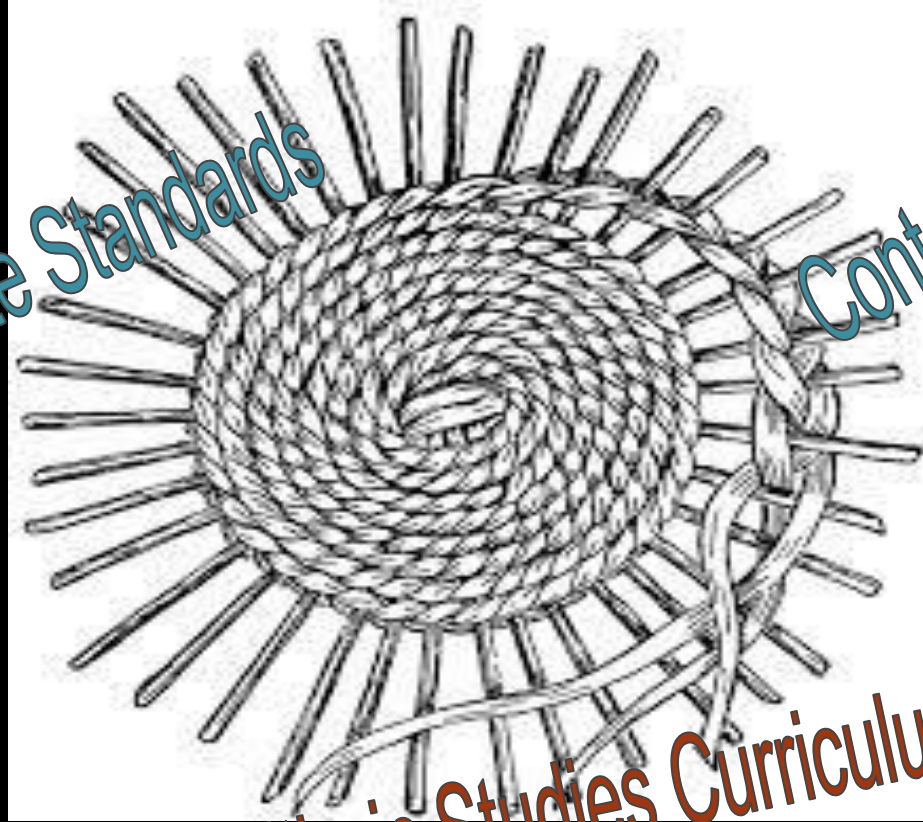
5

SOLIDARITY

I understand the transformative solidarity between my people and other communities of color in reimagining a better world.

Tintiangco-Cubales, A., Montañó T., Carrasco-Cardona, G., & Gallagher-Geurtsen, T. (2020). The Five Ss. In The Liberated Ethnic Studies Model Curriculum. Introduction. The Liberated Ethnic Studies Model Curriculum Consortium.

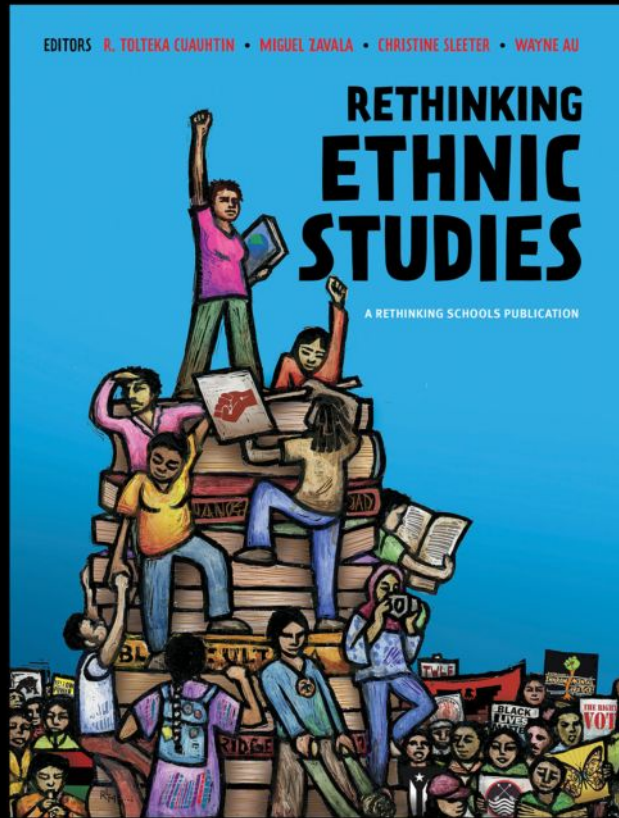
Common Core State Standards



Content Standards

Ethnic Studies Curriculum & Pedagogy

CSU Council on Ethnic Studies



University of California



**ETHNIC STUDIES
FACULTY COUNCIL**





Resources, Website, Newsletter

District Wide Professional Learning Experiences
such as Book Clubs, Content Area Support

Site Based Support

Foundational Offerings
"What is Ethnic Studies?"
Ethnic Studies
Microcredential

PANEL DISCUSSION



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WORKING GROUPS

What critical self-work do teacher educators need to do in order to engage in pedagogies of ethnic studies?

SELF-KNOWLEDGE

PATHWAYS & PRACTICES

How can we integrate ethnic studies into our practice throughout teacher preparation pathways (undergraduate, preservice TE, induction, ongoing professional learning)

How do we institutionalize ethnic studies while staying true to core ES principles, practices, and pedagogies?

POLICY & CREDENTIALING

WORKING WITH SCHOOL BOARDS & COUNTY OFFICES OF EDUCATION

How can we support implementation at district, city, and county levels, particularly within a climate that is either hostile or uniformed about ethnic studies?

The background of the slide is a dark, semi-transparent image of a conference. On the left, a person in a light-colored sweater is partially visible. On the right, a person in a dark t-shirt is holding a lanyard with a badge. In the center, a large sign with the words 'ETHNIC STUDIES NOW' is visible, with 'ETHNIC' and 'NOW' in blue and 'STUDIES' in green. The text 'THANK YOU!' is overlaid in large white letters at the top.

THANK YOU!

*NEXT ISSUE OF
TEACHER EDUCATION
QUARTERLY – FOCUSED ON
ETHNIC STUDIES*

*NEXT 2023 FALL CONFERENCE
CENTERED ON ETHNIC STUDIES*

NOTES

Following James' introduction, I will moderate the panel discussion that is focused on partnership work supporting the preparation of teachers and the implementation of K-12 Ethnic Studies. We developed some general questions, but others will emerge dialogically based on James' framing.

How can teacher educators be partners to those doing the work of teaching and preparing teachers for Ethnic Studies in K-12 schools? What can we as teacher educators, including CCTE, learn from folks on the ground? What can today's session be an intentional dialogue that moves colleges of education and the teacher educator profession forward.

1. What is your relation/work to the preparation of ES teachers?
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We crafted these general framing questions in relation to a "4 Ps Framework:" Principles, Practices, Preparation, and Policy. You each bring an important institutional lens to the questions asked and give your involvement already, the two questions above will generate insights and new learnings for us all. As I moderate, I invite each one of you to tell story, to share about your own work, and to dialogue