

# **Mexican American Studies in K-12: Lessons from Arizona in Latina/o schooling equity and state obstruction.**



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# The Raza Studies Model: *Critically Compassionate Intellectualism*

**Increased Academic Achievement for Latino Students**

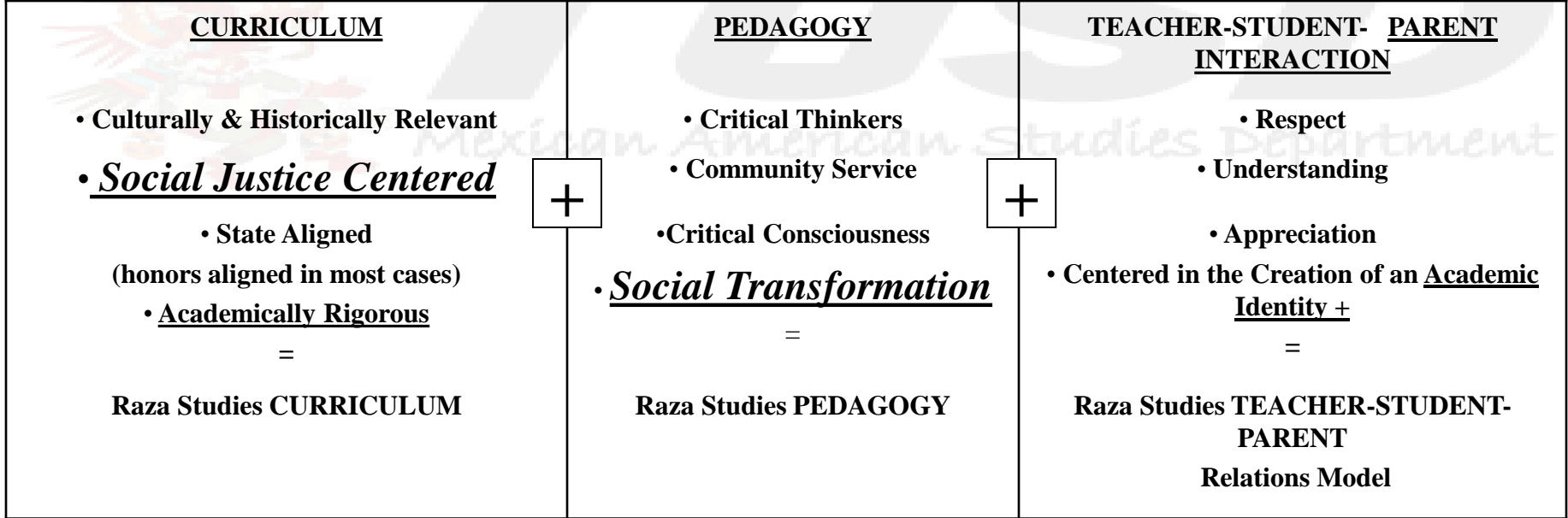
**Academic Proficiency for Latino Students**

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**Academic Identity for Latino Students**



Cammarota, J. & Romero, A. (2006). A Critically Compassionate Pedagogy for Latino youth. *Latino Studies*, 4(3), 305-312.

Cammarota, J. & Romero, A. (2006). A Critically Compassionate Intellectualism for Latina/o students: Raising voices above the silencing in our schools. *Multicultural Education*, 14(2), 16-23.

Cammarota, J. & Romero, A. (2008). In W. Ayers, T. Quinn, & D. Stovall (Eds.) *Handbook of Social Justice in Education*.

Romero, A., et al. (2008). In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 131-151). New York: Routledge.

# Curriculum

“Culturally & Historically Relevant”  
& “Academically Rigorous”



## Handout 1

- Relevance (“Knowledge” “Skills”)
- Rigor (“Assessment Tools”)

# Pedagogy “Critical Consciousness”



- *Precious Knowledge*

# Teacher-Student-Parent Interaction “Respect” & “Academic Identity”



- *Precious Knowledge*

# **Student Achievement Highlights 2007 - 2010**

## **AIMS – 4 Year Average (See handout)**

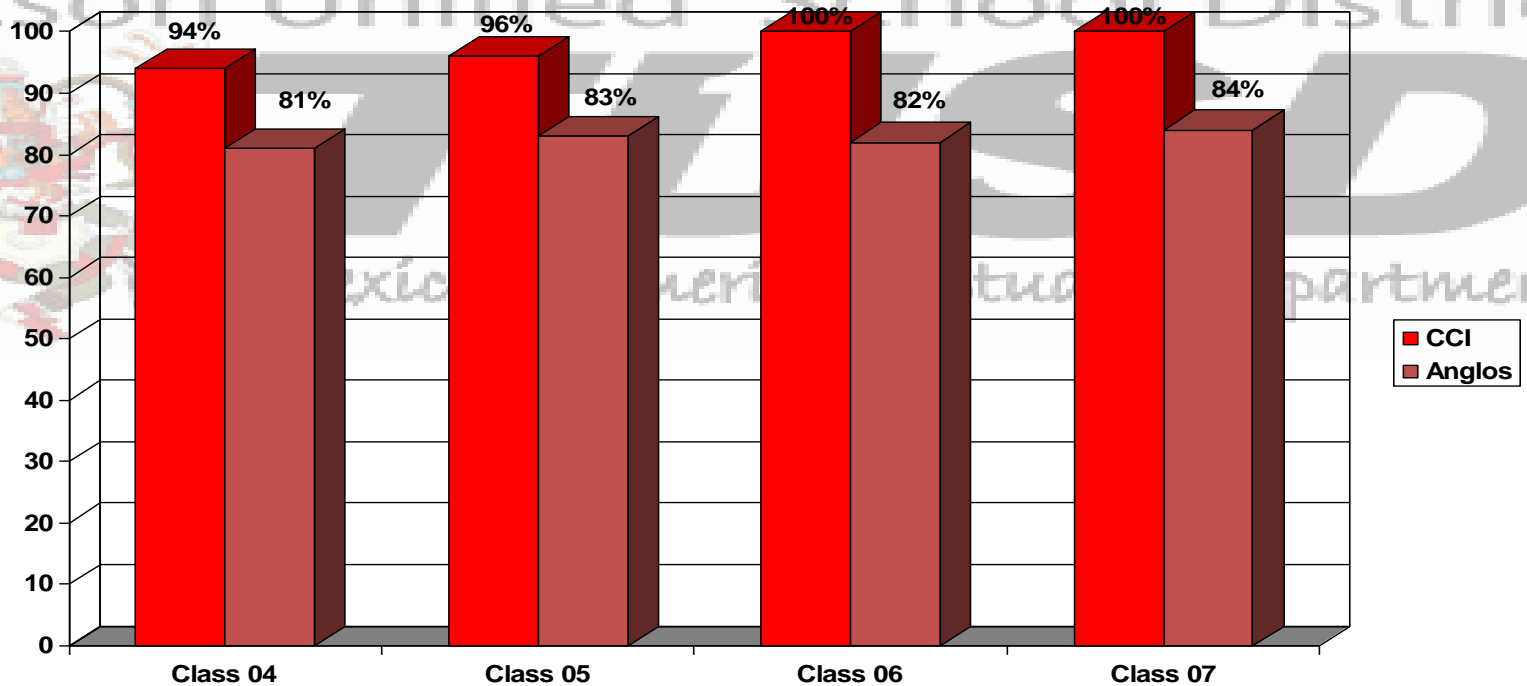
p. 9 – AIMS Reading Rate of Improvement

p. 15 – AIMS Writing Rate of Improvement

p. 21 – AIMS Math Rate of Improvement

# Student Achievement Highlights 2004-2007

## Comparison Graduation Rates



Source: Romero, A. (2008). TUSD's Social Justice Education Project & Mexican American/Raza Studies Data. TUSD: Director of Student Equity.

# ARS 15-112(A)

**A school district or charter school in this state shall not include in its program of instruction any courses or classes that include any of the following:**

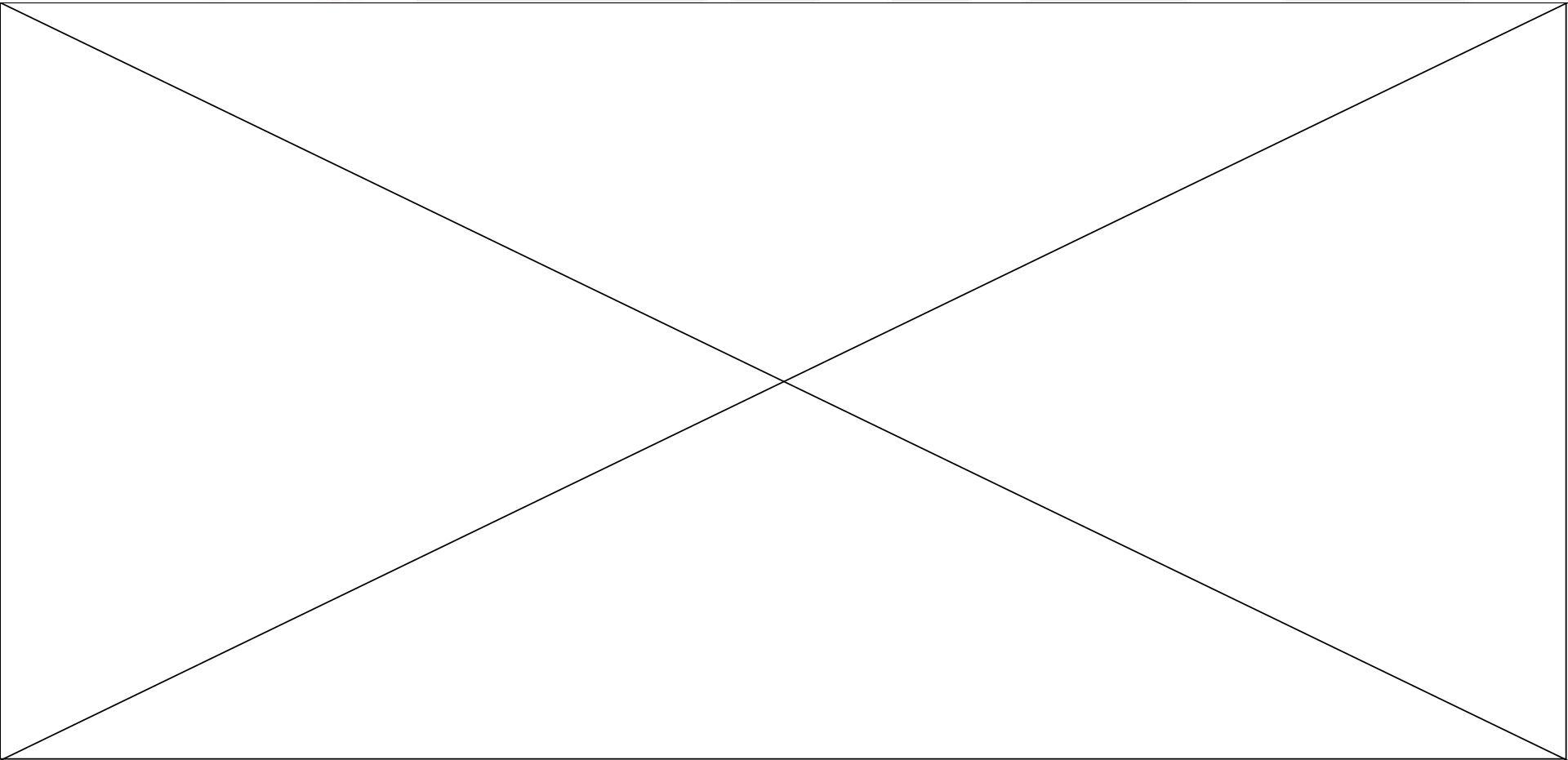
- 1. Promote the overthrow of the United States government.**
- 2. Promote resentment toward a race or class of people.**
- 3. Are designed primarily for pupils of a particular ethnic group.**
- 4. Advocate ethnic solidarity instead of the treatment of pupils as individuals.**



# State Superintendent Claims

- Promote resentment toward whites
- Designed primarily for Latin/as
- Advocate ethnic solidarity

Turkey Unified School District



# Obstacles to Replication: Schooling & Political

- Schooling
  - Faculty (content knowledge)
  - Costs
- Political
  - (Social Justice Curriculum/Social Transformation Pedagogy)