



# NEW YORK STATE MIGRANT EDUCATION PROGRAM

## **Title: Supporting Social and Academic Identities**

**Description:** In this session, Karen Murray invites us to think about not only what students are bringing into the classroom but how are we connecting who they are to their in-school literacies and identities. Participants will learn how to facilitate a series of three short activities to use with students to create a Personal Disciplinary Literacy Profile. This activity can be an engaging way to get to know a new student or deepen your connection with current students. It is appropriate for both middle and high school students.

**Presenter:** Karen Murray, Adjunct Lecturer, Education and Human Development College at Brockport

**The video for use with this module is for NYS MEP use only.** Use the video link in the Professional Development module, *Supporting Social and Academic Identities*.

This video is an excerpt from a filmed workshop that was part of a NYS-MEP Professional Development Day in December 2015.

### **Facilitator Guide**

**INDIVIDUAL ACCESS/SELF-SERVE (for individuals viewing this module independently):** While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies listed below, before beginning.

### **CTLE CREDIT**

**Group Workshop:** If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm date and module.
- b. Use the M-TASC Participant Sign-In Sheet and submit.
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

**Individual Access/Self-Serve:** For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

## OBJECTIVES/LEARNING TARGET(S)

- Reflect on the intersection of academic competence and identity
- Learn to assess student academic and disciplinary identities through reader profiles.
- Explore uses of the assessment activities with students.

## WORKSHOP/MODULE DESIGN

The content for this workshop is on a video made from an excerpt from a filmed workshop at a PD Day in April 2016. The trainer presents content and provides instructions for activities. During the original workshop, the facilitator shared an excerpt from a Ted Talk that is important to the workshop. The link and title of the segment are in the guide so you can show the clip during the workshop. The clip is an important foundation for the workshop. The Facilitator Guide is designed to support group workshops or individual access. The target audience for this video is Migrant Educators who work with adolescents.

**Estimated time to complete: 35 to 45 minutes.** Video: 8:15 minutes. Ted Talk Excerpt: 9:00 minutes. Group activities and process 20 to 25 minutes.

**Facilitator Note:** This video has many very short video segments between some of the activities, and it is worth it.

## CONNECTION TO THE NYS THEORY OF ACTION

**Subject Content and Instruction:** Engages participants in a series of activities for introducing students to the idea of academic identities. The activities allow students to explore their own academic identities and their sense of competence in each content area.

**Advocacy to Self-Advocacy:** Understanding our strengths and weaknesses is an important element in becoming a self-advocate. The activities presented assist students to examine their sense of comfort and competence across the academic content areas. This knowledge can support student self-advocacy efforts.

**Identity Development:** The activities presented assist students to connect their out-of-school identities with their in-school identities. They also provide an opportunity for participants to reflect on the impact of stereotypes and a “single story” on how we think of ourselves, and how students may think of themselves.

## WORKSHOP PREPARATION

Print, review and gather materials and review the video prior to facilitating with the group. Go to the Ted Talk video using the link provided, or search for *The danger of a single story* on Ted Talks or YouTube.

Completing the activities and having examples to share during the workshop can make it easier for participants to share.

Reflection or activity slides are signified with the turquoise slide, pictured below. Please pause the video when you begin to hear the music cue. Facilitate the activities on the screen, or complete independently if you are accessing this individually.



## SUPPLIES AND MATERIALS

- Participant Handouts
  1. Silent Conversation/Written Conversation
  2. Reader Profiles
  3. Personal Disciplinary Literacy Profile
  4. Towers of Disciplinary Literacy
- Ted Talk: *The danger of a single story*
- Chart paper and markers to scribe responses for activities

## WELCOME AND INTRODUCTIONS

**Participant Sign-In Sheet:** Ensure participants sign in using the Participant Sign-In Sheet provided. There is a column for individuals tracking professional development for CTLE/M-TASC.

**Facilitator Note:** When facilitating within your METS, introductions are not needed, and you may choose to ask participants an ice-breaker question to build community around the topic.

### Questions

- Share a strength you admire in your students.
- Or, another question you choose for your group.

## WORKSHOP OVERVIEW

### Key Points

- The content of this workshop is a video made from a workshop at a NYS-MEP Professional Development Day in Albany in the spring of 2016.
- The presenter shared a clip from a Ted Talk, *The Danger of a Single Story*, which we will view today as well.
- Our workshop will be a mix of watching the video and stopping to engage in the activities.

- We will learn how to assess student academic and disciplinary identities through reader profiles.
- We will go through the assessment ourselves and then reflect on using the activities with students.

**Play video to first slide and music: (Start to 1:35)**

*(10 minutes)*

**Activity: A Single Story**

**Process**

- Individual Journaling
- Turn and Talk
- Large group discussion

Handout Packet Page 1: Silent Conversation/Written Conversation

Read the quote and reflect below. What does it mean to you?

- Ask the group to reflect on the quote.
- Take a few comments from the group. Facilitate a group discussion if there is interest, and time.
- Introduce the video, *The Danger of a Single Story*.

**Facilitator Note:** Reflecting on this quote lays the foundation for watching the nine-minute clip.

*The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.*

Chimamanda Adichie

**Activity: *The Danger of a Single Story***

*(15 minutes)*

**Process**

- Watch first nine minutes of the video, *The danger of a single story*.
- Journal first thoughts.
- Share as a group.

### Key Points

- Ted Talk Video: *The danger of a single story*, by Chimamanda Adichie.
- We will be watching the first nine minutes.
- Keep what you have written and what you discussed at the forefront of your mind.
- Think about what she is saying and how it relates to your life and your students' lives

### Ted Talk: The danger of a single story, Chimamanda Ngozi Adichie

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

**Facilitator Note:** Play the first nine (9) minutes of the Ted Talk *The danger of a single story*.

As soon as you stop the video, ask participants to return to the original sheet they used to reflect on the quote, and capture their first reactions and take-away-thoughts.

### Play video (1:53 to 4:16)

#### Activity: Reader Profiles

(8 minutes)

Handout Packet page 2 top: Reader Profiles

#### Process

- Identify two of your identities in the left column.
- For each identity, note tests/blogs/websites that fit into the categories.
- For example: As a migrant educator, I choose to read.... I feel obligated to read....

### Play video (4:33 to 5:10)

#### Activity: Literacy Profile

(5 minutes)

Handout Packet page 2 bottom: Literacy Profile

#### Process

- Expand one identity to include writing and listening.
- Introduce yourself to a partner as a new identity other than Migrant Educator.

## Play video (5:27 to 7:42)

### Activity: Towers of Literacy

Handout Packet page 2: Towers of Literacy Step 1

Handout Packet page 3: Towers of Disciplinary Literacy Think-Pair-Share Reflection Guide

### Process

- Put an X in the box that reflects where you feel you are in relation to each of the academic disciplines.
- Use a different color for each discipline, or alternate colors.
- Think-Pair-Share
  - What conclusions can you draw based on where you marked those Xs?
  - Think about how you perceived your competence in each discipline?
  - What impacted where you put that X?
  - Think about your students. What is going to impact their Xs on this chart and where they feel their strengths lie in the disciplines?

### Large Group Discussion: Implementation Planning

- How might we use these reader profiles to help our students see their academic identities?
- How might this self-assessment process impact student engagement and learning?

### Closure for Group Workshops

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

### Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>