



# Asian American and Pacific Islander Educators Network

Virtual Meeting  
Thursday, September 10, 2020

Zoom link:

<https://sccoe.zoom.us/j/97116253427?pwd=M21hWVZVTnhCZnVzUklmUzBQcFlIZz09>

<https://www.sccoe.org/sclis/aapi>



# Logistics

- State your name when speaking
- Mute your microphone when not speaking
- Use the chat box to ask questions (be specific) and/or use the “raised hand” icon to indicate that you have a question
- When using phones instead of laptops for audio, please use earbuds or headphones instead of speakerphone



# Network Objectives

- Provide professional networking opportunities for AAPI educators;
- Learn about trending topics related to AAPI students and educators;
- Discuss issues and challenges related to AAPI students and educators; and
- Encourage AAPI educators to aim for leadership roles



# Agenda

**I. Welcome and Introductions**

**II. Networking**

**III. Keynote – Sofia Fojas, Arts Coordinator, Santa Clara County Office of Education**

**IV. Culturally and Linguistically Sustaining Instruction through My Name, My Identity**

**V. What's Next**

**VI. Closing**



# Welcome



# Welcome



**Anisha Munshi, Ed.D.**

Assistant Superintendent,  
Professional Learning &  
Instructional Support Division,  
and Human Resources Division,  
Santa Clara County Office of  
Education



# Networking



## Facilitator

Gena Pacada

Academic Technology Specialist

Santa Clara County Office of Education



Aug 14, 2020

# My Name, My Identity

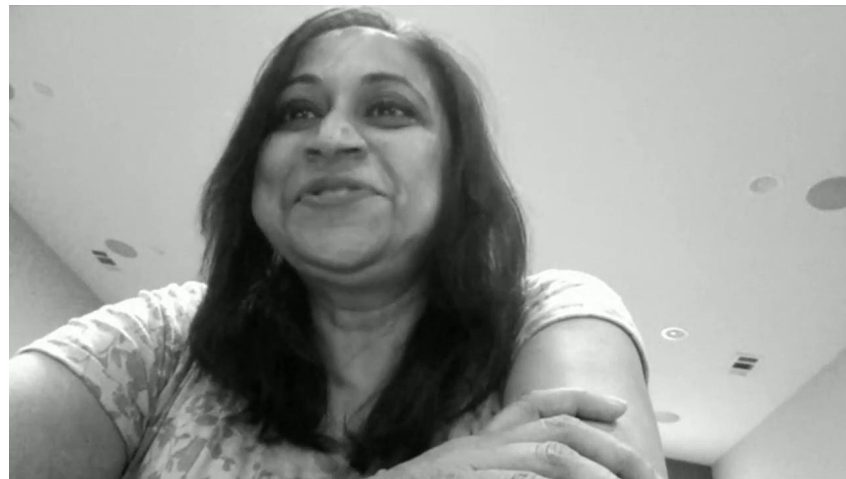
Tap the green plus below to open the Flipgrid Camera. Then, record a short video and...

👋 Say *Hello* and introduce yourself.

😊 Share at least one of the following:

- Your name story
- A fun fact about your name
- Different names that you like to go by
- Things you like best about your name

▶ What is Your Name Story?

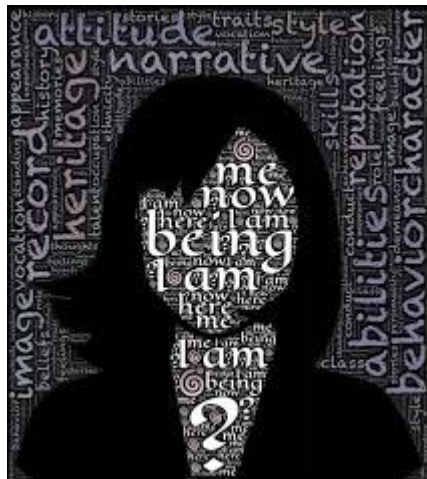


[bit.ly/AAPInames](https://bit.ly/AAPInames)





# Getting to Know Each Other

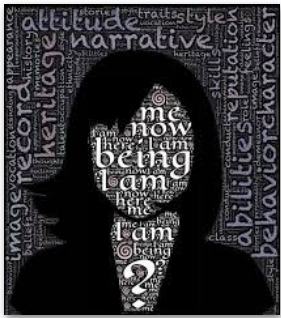


How can we get to know one another without understanding who we, ourselves, are?

- Take a minute to write down ALL the names you have been/are called.
- Highlight the ones you like to be called and think about why you like them.
- Highlight and think about the ones you do not like to be called and why.
- Choose a few you would like to share about.
- You will have 3 minutes in a breakout room to share with your group.

1:00





# Breakout Room 1



- Choose a Facilitator & Timer
- Introduce yourself
- Share names that you have highlighted and explain why
- Equity of voice

Breakout Room Guide:

[bit.ly/AAPIBreakouts](https://bit.ly/AAPIBreakouts)



# Keynote Speaker

## *My Name, My Identity: Embracing Our Cultural and Linguistic Assets*



### **Keynote Speaker**

Sofia Fojas

Arts Coordinator,  
Professional Learning and  
Instructional Support Division,  
Santa Clara County Office of Education



# Centering Our Work

- My story
- Reflect on your own story in this work.



# A Cultural Approach

- Affinity Organizations: An asset-based approach
- What is culture?
  - [Padlet](#) (5 min)
  - A New Mindset: Cultural New Deal





## Cultural Equity and Social Justice

- Prioritizing support, leadership and resources for BIPOC;
- Reversing inequities in funding, hiring, resources;
- Investment in arts/culture ecosystems for BIPOC;
- Investing in building healthy communities, centering cultural equity;
- Accountability, commitment and integrity for cultural/racial justice



# Padlet Discussion

- Discuss this question in small breakouts (5 min):
  - How do the principles of the Cultural New Deal provide a foundation for the objectives of the Asian American and Pacific Islander Educators' Network?
  - What resonates for you in connecting to the objectives of the network?





# Reflection

How can we see our work through an asset-building lens?







# Culturally & Linguistically Sustaining Instruction through My Name, My Identity

*Connecting with Students through Building Self-Identity and Community!*



# THEORY OF IMPROVEMENT

If we implement **culturally and linguistically sustaining pedagogy** in learning environments, students will develop a **sense of belonging** and **agency in their learning**, which will result in **greater student engagement**.



# Cooperative Children's Book Center

## Diversity Statistics

### DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:  
[ccbc.education.wisc.edu/books/pcstats.asp](http://ccbc.education.wisc.edu/books/pcstats.asp)

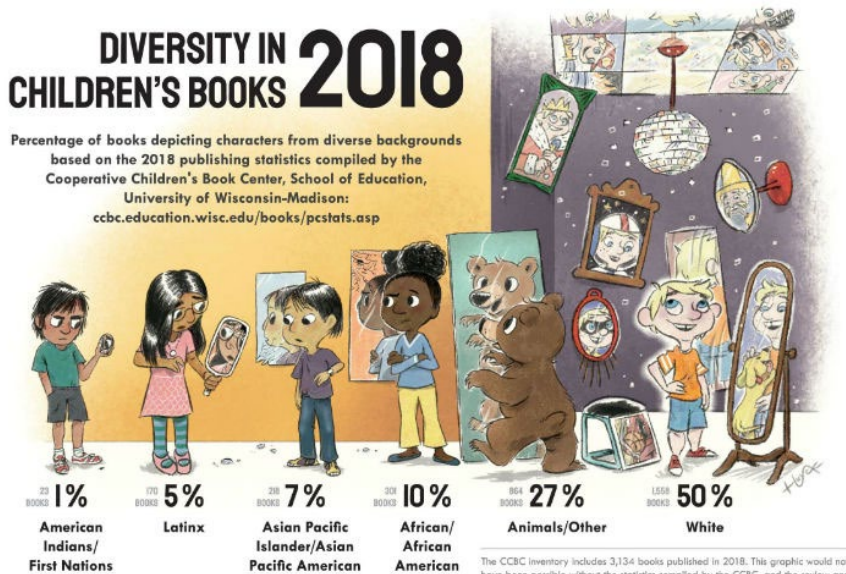


Illustration by David Huyck, in consultation with Sarah Park Dahlien  
 Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

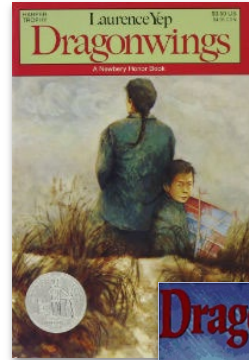
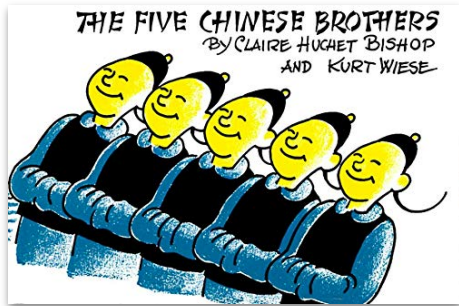
The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Fleming, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.



Dr. Rudine Sims Bishop



# Connections to Asians in America



SFSU: AAS 512 : Asian American  
Children's/Adolescent Literature





# My Niece Norah



# Breakout Room #3

## Share your identity story.

- What was your experience?
- What emotions did you feel?
- What's one thing you could change to better the experience?

\*Choose 1 notetaker to submit responses for each person's story.

[bit.ly/AAPIdentity](https://bit.ly/AAPIdentity)



K-2

# Self-Identity:

Maximizing My Potential

## Examples from K-12 Curriculum



# Grade Span 3-5

## Lesson 1: Self-Identity

### Lesson Plan



Theme 1:  
**SELF-IDENTITY: MAXIMIZING MY POTENTIAL**  
 Lesson 1 • Self-Identity  
 Grade Span 3-5

#### Introduction

This module has one essential question. The supporting questions in each lesson are intended to help students to develop the knowledge and skills to understand the essential question.

**Essential Question:** How does knowing my self-identity help me make choices that will positively affect my class community, and more importantly, my role as a learner?

**Supporting Questions for Lesson 1: Self-Identity**

- Who is in the class?
- What labels, adjectives and names are important to us in naming who we are?
- What do I want my class community to know about me?
- How will our class work together now knowing all of this about one another?

## SELF-IDENTITY



#### Goals:

- Students will explore their own names and share with the class what they prefer to be called.
- Students will create a self-portrait.
- Students will identify what words describe them best and teach the class all about themselves.
- Students will design a way to introduce themselves to the class.
- Students will write a class commitment statement together.

**Standards:** Link to [Teacher Resources](#)

**Grades 3-5**

**CCSS ELA/Literacy Standards:**

RL.3.1, RL.4.1, RL.5.1  
 RL.3.2, RL.4.2, RL.5.2  
 RL.3.7, RL.4.7, RL.5.7  
 W.3.4, W.4.4, W.5.4  
 SL.3.1, SL.4.1, SL.5.1

**ELD Standards:**

ELD.PI.3-5.1  
 ELD.PI.3-5.2  
 ELD.PI.3-5.5  
 ELD.PI.3-5.9  
 ELD.PI.3-5.10

LESSON 1 • SELF-IDENTITY • GRADE SPAN 3-5 1

SL.3.2, SL.4.2, SL.5.2  
 SL.3.3, SL.4.3, SL.5.3  
 SL.3.6, SL.4.6, SL.5.6

ELD.PI.3-5.12  
 ELD.PI.3-5.3  
 ELD.PI.3-5.4  
 ELD.PI.3-5.6

**Link to Student Facing Google Slides:**

- Teachers are encouraged to integrate additional tech tools or modify the lesson activities in meeting the needs of your students.

**Competencies for Culturally Responsive Teaching:**

- Draw on students' culture and experience
- Promote respect for student differences

**Social & Emotional Check-in:** (Choose one each day)

**Suggested Timeline:** 3-4 Days, 30-45 minutes per session

choose activities that match your students' needs

**Teacher Preparation:**

- Prepare the digital links for the [student journal](#) and the [Digital Vocabulary Notebook](#).
- Identify and obtain a copy of a picture book or use [these links](#); to videos of the books being read aloud, focused on the importance of names and proper pronunciation of names [from this list](#), or your own choice of text.
- Prepare interactive read aloud questions that fit the needs of the class to offer meaningful and intentional opportunities throughout the read aloud.
- Supply blank name tags for each student and art supplies for the students to be able to make their own name tags.
- [Plan a game](#) for the students to practice saying and learning each other's names.
- Provide art supplies for students to make self-portraits.
- Provide or request the students to provide hand held mirrors for each student to use.
- Prepare a Pictorial Input and word cards for students to use as they introduce themselves to the class and model how to identify important labels about them they would like their classmates to know and use when describing them. [Video](#) on how to use the Pictorial Input strategy.



## LAUNCH

**Objectives:**

- We will consider the importance of our names.
- We will explore our own names; identify what we like to be called and what we don't.
- We will share with the class how we prefer to be named.

**Language Support:**

- The teacher will have multiple stopping points with open-ended questions at DOK levels 3 and 4 during the interactive read aloud. Students will discuss these questions with each other using the

LESSON 1 • SELF-IDENTITY • GRADE SPAN 3-5 2







# Who are you?



ਕੌ ਕੌਣ ਹੈ? Кто ты?

شما کی ہستید؟

你是谁？

Ко си ти?

Qui êtes vous?

O ai oe?

Bạn là ai? Sino ka?

מי אתה?

تم کون ہو؟ من أنت؟  
¿Quién eres tú?


# Launch

## Option 1: Self Identity Scavenger Hunt



## Who are you?

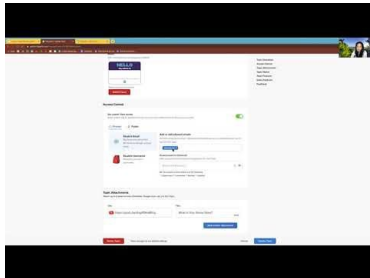
### Directions:

1. You have three minutes to look around where you are staying and find at least one of the items on the Scavenger Hunt.
2. You decide what you want to share, i.e. an object, a photo, video, whatever you decide!
3. Be prepared to share your item.
4. When you are done, give a thumbs up. 
5. Use the sentence starters on the next slide to present.



\*Teachers: To access the Flipgrid template, please make sure that you are first logged into [Flipgrid](#).

[Tutorial video for teachers:](#)



## HELLO

my name is

### My Name, My Identity

Tap the green plus below to open the Flipgrid Camera. Then, record a short video and...

- Say *Hello* and introduce yourself.
- Share at least one of the following:
  - Your name story
  - A fun fact about your name
  - Different names that you like to go by

[Genevieve Pacada](#)

What is Your Name Story?

Save

Share

Add Topic

**Audience** ×

All / Everyone

**Subject**

Beyond the Classroom / Community

Saved to	Engagement	Used
0 collections	4 minutes and 56 seconds	7

**Integration Notes**

This activity is based on the *My Name, My Identity* campaign. "By pronouncing students' names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes." It is important that we take the time to learn our students' names and value them as part of who they are as an individual.



Seesaw









Genevieve Pacada



Assign...


## Student Instructions

## My Name, My Identity

1. Tap the  Add response button.
2. Tap the  tool to take a selfie.
3.  Label or  draw your name
4.  Introduce yourself and share a story about your name.
5. Tap the  to add to your portfolio.

 Play Instructions

 English Language Arts, Social Emotional Learning, Writing, 8th, 7th, 6th

 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire


## Tutorial videos for teachers:

- [How to Copy the Activity to Your Library](#)
- [How to Add Your Own Example](#)



With your self-portrait and words you have chosen, you will choose a creative way to introduce yourself to the class.

Have another creative idea? Check with your teacher.

**Present Live**






or

[Create a Video](#)













When we can agree on the ideas that will help our class stay safe, happy and healthy, it will go into a **contract** that we all **sign**.

**Class Contract**

We, the Students of \_\_\_\_\_ class have agreed to the following:

-  If someone forgets or mispronounces a name, we can \_\_\_\_\_.
-  If someone says something that we really like, we can \_\_\_\_\_.
-  If someone says something that offends or confuses us, we can \_\_\_\_\_.
-  If someone has an idea and does not feel comfortable sharing, they can \_\_\_\_\_.
-  If we want to make sure everyone has a chance to participate, we can \_\_\_\_\_.
-  If something makes us feel really sad or angry, we can \_\_\_\_\_.
-  To show respect, even if we disagree, we can \_\_\_\_\_.
-  If someone feels disrespected because of the way they look, we can \_\_\_\_\_.

This is the contract we created together in order to keep our class feel safe, happy and healthy.



To register for the online  
course, visit:

[bit.ly/MNMIcourse](https://bit.ly/MNMIcourse)



# What's Next

## Training provided by Leadership Education for Asian Pacifics (LEAP)

- Assertive Communication
- Closing the Confidence Gap
- Art of Confrontation





# Planning Committee Members

- Kasturi Basu, Alum Rock Union School District
- Tina Choy, Berryessa Union School District
- Keysha Doutherd, Santa Clara County Office of Education
- Sofia Fojas, Santa Clara County Office of Education
- Eva Marlow, Evergreen School District
- Gena Pacada, Santa Clara County Office of Education
- Joanna Shea, East Side Union High School District
- Jas Sohal, Santa Clara County Office of Education
- Karen van Putten, Principal, Argonaut Elementary School
- Dr. Yee Wan, Santa Clara County Office of Education



# *Please Provide Feedback*

<https://www.surveymonkey.com/r/AAPIEN09102020>

THANK YOU!



# Future Meeting Dates 2020-21

5 to 6 p.m.



November 9, 2020

February 11, 2021

May 3, 2021

Register at <http://bit.ly/AAPIEN2020-21>



# Networking



<https://www.sccoe.org/sclis/aapi>

[http://bit.ly/aapi\\_network](http://bit.ly/aapi_network)

<http://bit.ly/aapifacebook>

@MET\_SCCOE

#sccaapi





## **Yee Wan, Ed.D.**

Director, School Climate, Leadership and  
Instructional Services Department

Professional Learning & Instructional Support Division

[ywan@sccoe.org](mailto:ywan@sccoe.org)

(408) 453-6825



# Connect with SCCOE

- Social Media



- [Ed Bulletin](#) (e-newsletter)
- [www.sccoe.org](http://www.sccoe.org)

