

Creating My Story Overview: My Journey to College and Career

Welcome to the Center for Native Education's college orientation course for middle school students. This course is designed as a series of lessons and a field trip to a college campus to introduce students to some of the skills, attitudes, and knowledge necessary to become a successful college student. The goals of the course are:

- ✓ to demystify the higher education experience
- ✓ to create a college-going identity for native youth and other adolescents
- ✓ to prepare students for the rigors of higher education
- ✓ to increase college access for Native and other under-represented students

The lessons in this course are designed to be co-taught by a college faculty member and a middle school teacher. The lessons can be scheduled flexibly to accommodate school schedules. Some may choose to teach one lesson per week for a quarter, some may want to schedule two lessons each week to do the entire course in a month, or some may want to do a daily lesson to complete the course within two weeks.

Students taking the course will create a project portfolio. In each lesson, students will create an artifact (writing based on prompt, internet research, survey results, etc.) that will be placed in the portfolio. At the end of the course, we suggest students lead a conference with family members using their portfolios to share what they have learned.

The graphic organizer for the college orientation course asks students to create a Native art form visual appropriate to their geographic area (depending upon where you live, you may choose baskets, blankets, pottery, beadwork, totem poles, masks, tapestry, etc.) Starting with the first lesson, students are asked to think about how their life, and all they have learned, can be thought of as a story to be told, much like art forms tell the personal stories of Native Americans. After each lesson, they will add symbols, text, designs or anything that represents what they have learned, what they've added to their story, to their chosen visual. The graphic will be a part of the portfolio and the organizer students use to share their portfolios with family members.

Organization of the lessons

Each lesson in the course is organized in the following format:

- *Lesson number and title*
- *Guiding questions*
- *Short summary of the lesson*
- *Lesson goals*
- *Skills Emphasized*
- *Materials needed*
- *Background for the teacher*
- *Lesson design*

Lesson Designers

CNE gratefully acknowledges the following educators who created these lessons:

Kristen Marks, Tara Beckham, and Kelli Brugh from Siletz Valley Early College Academy; Pam Austin, Joe Dressler, and Jalene Finley from Medicine Wheel Academy and Spokane Falls Community College; Sarah Lytle, Mary Lynne Armstrong, and Kim McNamara from Shelton Early College and Olympic Community College; Dean Hagin from Whatcom Community College; Kerri Schwab, Shonta Retasket-Truong, and Jerrilyn Hamley from Everett Community College, Tulalip Heritage High School and Totem Middle School; Sally Schuh, Gail Bruce, Suzann Keith, Greta Kocol, Kristine LeBlanc, and Maryrose Eannace from LaConner Lop Che Ahl Early College and Skagit Valley Community College; and Josh Snow and Amelia Ruerup from Effie Kokrine Early College Charter School.

Pre/Post survey

Before beginning the course, have students take the short survey provided. The survey can be photocopied as a paper and pencil questionnaire, or can be taken online at www.centerfornativeed.org/mcn. The survey asks what students already know about the college experience and their personal opinions about attending college in the future. At the end of the course, we ask that you administer the survey again in order to gauge changes in attitude and knowledge gained during the course. No individual results will be collected; rather a percentage change between pre and post course surveys will be analyzed. Paper tests should be mailed to the Center for Native Education, Antioch University, 2326 Sixth Avenue, Seattle, Washington, 98121.

Feedback

Because lesson design is never finished, we are interested in collecting feedback on course implementation. How well were the activities received by students? What did you think was problematic with the teaching moves? What did you change to make more appropriate to your setting? What resources did you add? After you complete a lesson, please fill out the feedback form online at www.centerfornativeeducation.org/ XXXX. Based on your feedback, we will edit/add to the lessons to improve course implementation in the future.

Team Teaching the Course

Your students will learn a great deal by having two teachers working together in this college orientation course. They will be exposed to college personnel, will see how adults work and learn together, and will experience different teaching styles. For instructors, team teaching requires more planning than you typically do when teaching alone. Here are some questions and items to consider as a team when you meet in advance of teaching the course.

Start by having a brief conversation about your experiences with team teaching. Has either of you done it before? What was the experience like? What concerns do you have about co-teaching? How would you describe your teaching style, your sense of humor? Preferences for neatness? System for planning lessons?

Next, decide where the lessons will be taught and how the space will be organized. Will there be work spaces for both teachers? What areas of the classroom need some rearrangement in order for team teaching to be effective? How will materials and records be shared and stored?

Then, carefully read through each lesson and accompanying resources. Create a plan for team teaching the course.

1. Create a schedule for the course that includes dates, starting and ending times, and where the lessons will be taught.
2. Look over each lesson carefully. Make sure you have all the necessary resources and supplies for the lesson – paper, art supplies, computers, books, etc. Do you want to add other resources that will enrich the lesson? Decide who will be responsible for gathering which supplies.
3. Are additional people needed as resources for the lesson? Decide who they are and who will be responsible for inviting them.
4. Now look at the lesson design steps. Decide who will be the lead for each section and who will be the helper. Who will respond to what student work? Consider switching roles so that each person gets to experience both roles in each lesson.
5. After teaching a lesson, set a time to debrief together. What went well? What was problematic? How will you change the next lesson based on what you learned? Decide who will fill out the online feedback form for this lesson.