

Professional Development and Webinar Series

Teaching, Affirming and Recognizing Trans** and Gender Creative/Expansive Students

Series 1: Introduction to T**GC/E Topics in pre-K-12 Schools

*This series introduces language use and usage that affirms and recognizes T**GC/E identities. We will unpack complex language and apply it to real-time classroom practice. We will look at different origins of gender and sex, look closely at how to affirm and recognize T**GC/E students' identities to facilitate maximum engagement, understand how cisgender privilege polices T**GC/E bodies, and closely examine the structural impact of microaggressions on T**GC/E students.*

Unpacking Germane Language and Terms

What did you say? What does that word mean? Everyday, students bring nuanced identity-situated language to classrooms that are often unfamiliar to many educators. This session will focus on reviewing complex terms used by T**GC/E students so they can be integrated into and applied in classrooms, practices, and policies.

Gender and Sex

What is the difference between gender and sex? How do we see those differences and how do they structure the lived realities of students? This session invites participants to look at these differences and how they can be taken up across literacy practices to reposition identity awareness, affirmation, and recognition.

T**GC/E 101 (names, pronouns, etiquette)

How do I call on a T**GC/E student and what pronouns do I use? What happens if I unintentionally offend them? This session reviews strategies for inviting dialogue about identity self-disclosure and provides concrete strategies and resources for encouraging students to be their authentic selves in classrooms.

Reflecting on and Understanding Cisgender Privilege

How does my own identity impact my T**GC/E students? Are they threatened by my gender identity? This session brings participants into a series of activities and discussions that mediate awareness about how understanding body-type privilege and safety can generate opportunities for shifting curriculum and practice.

T**GC/E Microaggressions

Why aren't my T**GC/E students speaking? Why do they seem disinterested or unengaged? How can I shift this? T**GC/E students experience dozens of microaggressions over the course of a school day. Across a week, a month, or a year, the aggregate of microaggressions is debilitating and leads to dangerous psycho-social-academic consequences. Participants will learn about different kinds of microaggressions experienced by T**GC/E students and how they can shift their practices to support T**GC/E students develop a positive sense of self-worth.

Series 2: Trans**ing Curriculum and Practice

*This series focuses on how to shift curriculum and practice to be inclusive of T**GC/E identities. Participants will learn how to trans** literacy practices so they reflect myriad representations of identities across disciplines, how to support students to develop (a) gender self-determination, dive into how T**GC/E intersectional identities can be taken up in curriculum and practice, how to teach to, affirm, and recognize T**GC/E students, and then, how to audit and shift curriculum so all students develop a deeper awareness about ever-expanding gender identities.*

Trans**ing Literacy Practices (crossing disciplinary lines)

How can I shift the classroom environment to ensure that T**GC/E students identities are seen and understood equitably? How can I work to ensure that these shifts are not surface level? These questions will guide this session as we look closely at how to develop non-linear, high-interest, literacy practices that supports students to have efficacy in other contexts.

Developing (a) Gender Self-determination (2 weeks)

How do students understand their own gender identities? How do I support them to be their authentic selves and how can I build this into curriculum and practice? This session draws from the Queer Literacy Framework (Miller, 2016) and unpacks its principles and commitments that can lead toward (a)gender self-determination. Participants can apply this to real-time practice and then share in the follow-up session.

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Understanding Intersectional Trans** and Gender Creative/Expansive Students

How can I support T**GC/E students of color, T**GC/E students with disabilities, and T**GC/E students who are religious, to name a few? Identities are never singular, yet we often lack the facility to discuss intersections of identities in curriculum. This session addresses strategies that can help individuals be intentional about how to include and foreground practices that affirm and recognize intersectional identities of T**GC/E people and beyond.

Teaching, Affirming and Recognizing Trans** and Gender Creative/Expansive Students

What does it feel like to be made invisible? Now, consider what does it feel like to be affirmed and recognized? This session will provide opportunities for participants to self reflect on these questions and invites them to think about how to affirm and recognize T**GC/E students in curriculum and practice. Together we will consider how to immediately shift classroom space and curriculum so all students can work together to see how recognition is an issue of equity.

Auditing and Shifting Curriculum to be Inclusive about Topics Related to Gender Identity

How do I look closely at my own curriculum to ensure equitable representations of gender identities? This session will ask participants to share how they teach about and include different representations of gender identities. Participants will offer support and suggest feedback in order to make shifts that affirm and recognize opportunities to include different representations of gender identities. Participants will be provided resources for continued self-evaluation of their curriculum and practice to help ensure equitable attention to gender identities.

Series 3: Shifting School Culture and Climate

*This series focuses on examining current school culture and climate and developing strategies to make schools more inclusive. Participants will analyze current school documents, account for how bathrooms, locker rooms, and play/open spaces attend to, and provide safety for T**GC/E students, decipher how to create internal and external safety with and for students, and develop strategies to work with stakeholders who are resistant, reluctant, or have emerging awareness about T**GC/E students. Participants will leave this webinar with the ability to create action plans for change.*

Shifting Policies and Practices

Do you know what your school policy says about T**GC/E students rights in your school—who is and isn't protected? What do intake forms look like? Do you know what your school, district, or state policy says about the rights of T**GC/E students to use a bathroom or locker room, or to participate in school athletics of their chosen identities? This webinar takes a close look at individual school policies and practices in order to make critical changes that attends to the needs, in particular, of T**GC/E.

Disrupting Trans** and Gender Creative/Expansive-focused Bullying

Do you know which identities are enumerated and protected in the anti-bullying policy in your school, district, or state? Are T**GC/E students targets for in-or-out of school bullying in your school? Participants will reflect on current policies in their own schools and districts and create an action plan for change.

Bathrooms, Locker Rooms, and Playgrounds

Have you taken a close look at the types of signs and symbols on bathrooms, locker room, and in playgrounds or open spaces in your school or in neighboring schools? What does your district or state policy say about students' rights to use a bathroom or locker room or open space of their chosen identity? We will dive deep into the national battle for body safety in schools and reflect on how we can create permanent changes.

Creating School Environments for External and Internal Safety

Can you just make schools instantly safe? Safety is a myth. To foster a space for safety in most educational contexts, how teachers approach curriculum and pedagogy, combined with the external space can begin to move toward internal safety. This webinar invites participants to evaluate their classrooms, and audit their curricular and pedagogical practices in order to make changes that can mediate external and internal safety.

Working with Parents (administrators, staff) around Trans* and Gender Creative/Expansive Issues

How do you work with stakeholders who are resistant, reluctant, or novice about the responsibilities they have for addressing the rights of T**GC/E students? This webinar will review strategies for bridging dialogue, and brainstorming how to invite in conversation about making critical shifts about the rights of T**GC/E students locally, district and state-wide.

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Series 4: Resources for Parents, Teachers, School Staff, and Administrators

*This series focuses on providing critical resources that can mediate positive socio-emotional-psychological well-being for T**GC/E students and those individuals they interact with. Participants will be provided resources that recognize their identities, affirms the trajectory of a non-binary pathway that helps them make meaning of their histories, situates language expansion taken up by T**GC/E students in and across contexts, and helps participants think of ways that the community can take an active role in students' lives.*

Books, Films, Videos, Featuring Trans* and Gender Creative/Expansive Students

Where do I find a film about a kindergartner who wants to be a different gender? What book should I give my 11th grade student who wants to read about trans** teens? This webinar provides participants lists of books, films, and videos featuring for T**GC/E students, and then by applying a critical literacy lens, we will review how those identities are represented.

Transgender History and its Role in Schools

Do you know the history of the transgender movement? Do you know that there have been attempts at transgender erasure in society and in schools? This webinar provides a historical background to transgender rights, language, fights over identity politics, and social silence. We will look at ways to integrate and build on this history to insure that identities eschew erasure.

Expanding Language Practices to be Inclusive of and for Trans* and Gender Creative/Expansive Students

But what happens if a T**GC/E student shifts identities or changes how they want to be called? How do I support that student and foster a classroom climate that is open and elastic enough for these conversations to surface? This webinar will unpack strategies for how adults and others might respond to such changes by examining how the word trans** is a pedagogical and curricular tool that can shift contexts.

Community Engagement with and for Trans and Gender Creative/Expansive Students**

What community organizations support and advocate on behalf of T**GC/E students? Who can I call or invite in to school? This webinar will provide participants an opportunity to network and identify local, state, and national resources. Participants will leave with strategies for ways they can partner with organizations about T**GC/E visibility and possibilities for creating community partnerships.

Series 5: Building Partnerships Across National and International Educational Contexts

*This series focuses on building national and international partnerships that can build capacity for understanding the experiences of T**GC/E students in-and-out of educational contexts. Participants will share how their T**GC/E students experience the day-to-day, will explore how language is used to self identify, learn how others make and are making changes in their own schools, offer supports for change, collectively build a network to help sustain change, share and exchange resources, and consider follow-up research projects and innovations.*

Learning about Language and TGC/E Identity in Different Spaces**

What T**GC/E topics in schools do other continents, countries, or states face? How are T**GC/E students treated and how do they self-reference and identify? This webinar invites participants to dialogue about their experiences working with T**GC/E topics in schools across curriculum, practice, and policy.

Developing Innovations and Supports to Sustain Change

How do other continents, countries, or states embed policies and practices to help sustain changes identified for T**GC/E students? This webinar invites participants to dialogue about strategies that have been successful in shifting school and district climate and culture.

Leveraging, Gathering, and Sharing Resources for TGC/E Students**

What resources do I have that I can share with others? What works? This webinar invites participants to share resources that have been successful in working with T**GC/E students, their peers, and others key stakeholders including but not limited to curriculum, pedagogical approaches, spatial changes, and policy-based strategies.

Developing Research for Sustainable Changes

How can my school measure outcomes to determine if changes made on behalf of our T**GC/E students are truly sustainable? Together, participants will brainstorm possible future research projects, writing articles, blogs, and books, presenting at conferences, and conducting site or virtual visits, etc.

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