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Liberation

Educating Our Frame of Reference

Robert Seth Price

National Urban Alliance

www.eggplant.org

robert@eggplant.org

Regina Seabrook

Equity Alliance MN

www.equityalliancemn.org

rseabrook@ea-mn.org

Sharla Foster

Osseo Area Schools

Department of Education Equity

FosterS@district279.org

Day 1 of 3
15 June 21

It is not our differences that divide us.

**It is our inability to recognize, accept,
and celebrate those differences.**

~Audre Lorde

How does that translate with children?

**Building
Community
Together**



Critical

Thinking

In chat feature + audio your reactions to the quote:

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves, and be free.”

—Caesar Chavez

“Los estudiantes deben tener iniciativa; no deben ser meros imitadores. Deben aprender a pensar y actuar por sí mismos y ser libres ”.

C e a s a r C h a v e z



When and how does this begin?



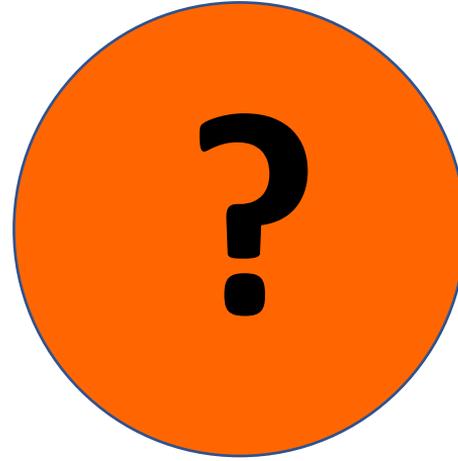


Equity Consciousness

Equity Mindfulness

Equity Call to Action

Liberation



Powerful Questions

Object • Concept • Image • Video • Song • Lyrics







Mark Strand

Gwendolyn Brooks

Ted Kooser

Robert Pinsky



Mona Van Duyn

Joseph Brodsky

Richard Wilbur

Robert Hass



Rita Dove

Stanley Kunitz

Howard Nemerov

William Stafford



Billy Collins

Maxine Kumin

Reed Whittemore

William Meredith



First National Youth Laureate

Four Decades of National Poet Laureates

Americans and the world

We braved belly of the beast

We've learned quiet isn't always peace

Simply unfinished

Capitol Hill
12:18 PM ET



CNN
9:18 AM PT

CNN | THE INAUGURATION OF JOE BIDEN

#INAUGURATION

The Hill We Climb



“In my poem, I’m not going to in any way gloss over **what we’ve seen over the past few weeks and, dare I say, the past few years.** But what I really aspire to do in the poem is to be able to use my words to envision a way in which our country can still come together and can still heal.”

NY Times Interview, January 19, 2021

<https://www.nytimes.com/2021/01/19/books/amanda-gorman-inauguration-hill-we-climb.html>

How does this translate with children?



“I want to create poems that stand the test of time and counter the fragmented news culture of today.”

NY Times Interview, November 3, 2017

<https://www.nytimes.com/2017/11/03/style/amanda-gorman-first-youth-poet-laureate.html>

Raised by her **mother**, a sixth grade **English teacher in Watts**, Los Angeles along with two siblings.

Grew up with a **childhood speech impediment**.

In **2014**, she was named the **Youth Poet Laureate of Los Angeles**.

In **2019** she was named the inaugural **National Youth Poet Laureate**.

Studied **sociology** at **Harvard University**.

Her **art and activism** focus is on issues of oppression, feminism, race, and marginalization, as well as the African diaspora.

Inspired by a speech that **Malala Yousafzai**, the Pakistani activist and **Nobel Prize laureate**.

The **youngest inaugural poet in U.S. history** (2021). Previous inaugural poets have included Maya Angelou and Robert Frost.

Cultural Frame of Reference



What is my role as an educator?

A Clear Approach to the Work



Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.



Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.



Equitable- respectful learning environments in which students racial and ethnic diversity is valued and contributes to successful academic outcomes.



Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.



Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

C

Cultural
emphasizes
purpose of
what is
being learned
in relationship
to one's
own culture

L

Learning
choices in
content &
assessment
based on own
experiences
values, needs
and strengths

E

Equitable
with learning
environments
where students
racial & ethnic
diversity is
valued which
contributes to
successful
outcomes

A

Achievement
in multiple ways
to represent
knowledge and
skills allowing for
attainment of
outcomes at
different points of
time

R

Responsive
to positive
relationships,
rigorous learning
experiences and
higher order
thinking to
address the world
in a relevant
action oriented
manner

Intentionality

Equity



Vocabulary

Terminology, Language

Schema

Experiences, Connections

Cultural Frame of Reference

Who We Are

How do you define liberation?

How do you embrace liberation?

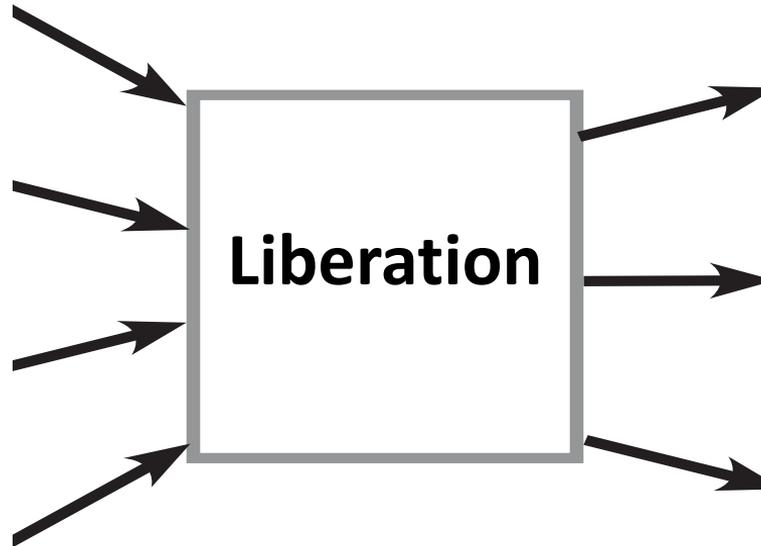
How do you believe in liberation?

How does this connect with liberation?



Multi-Flow Map: Cause and Effect (Causation)

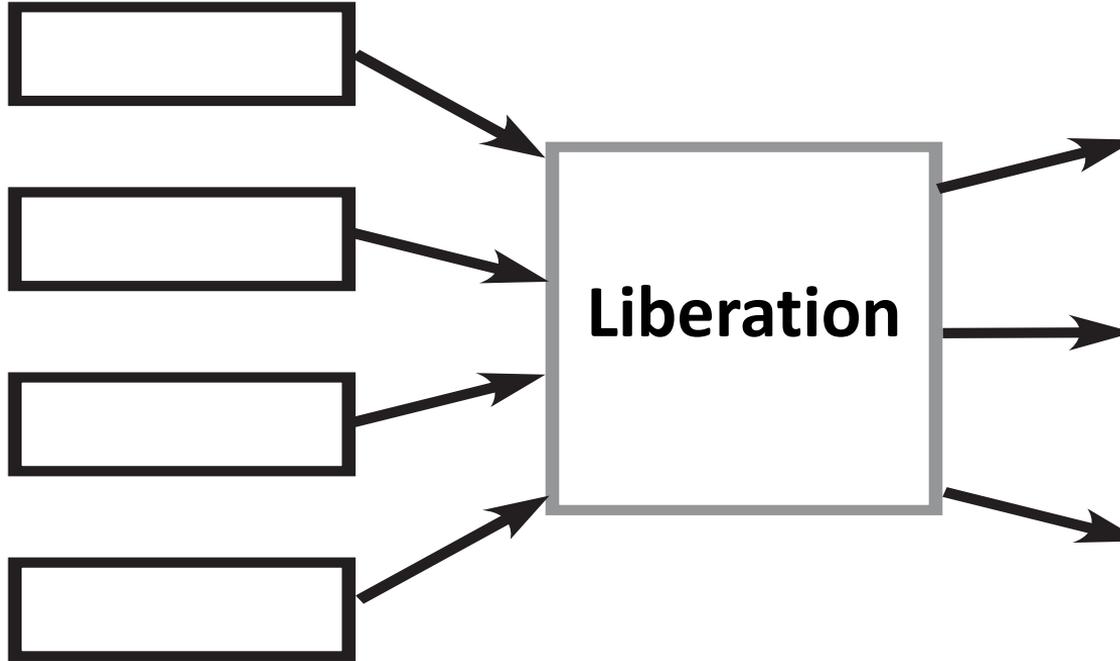
event



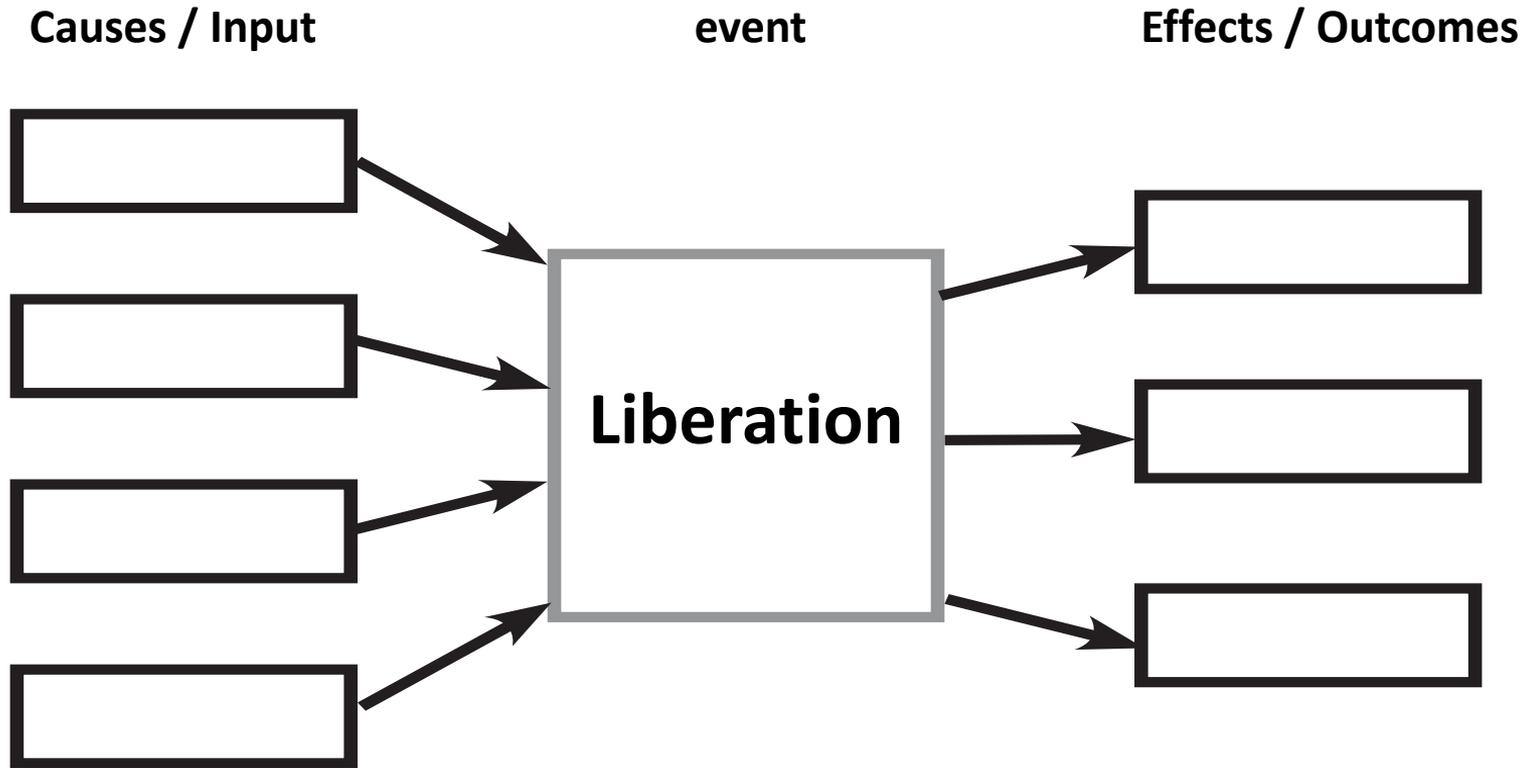
Multi-Flow Map: Cause and Effect

Causes / Input

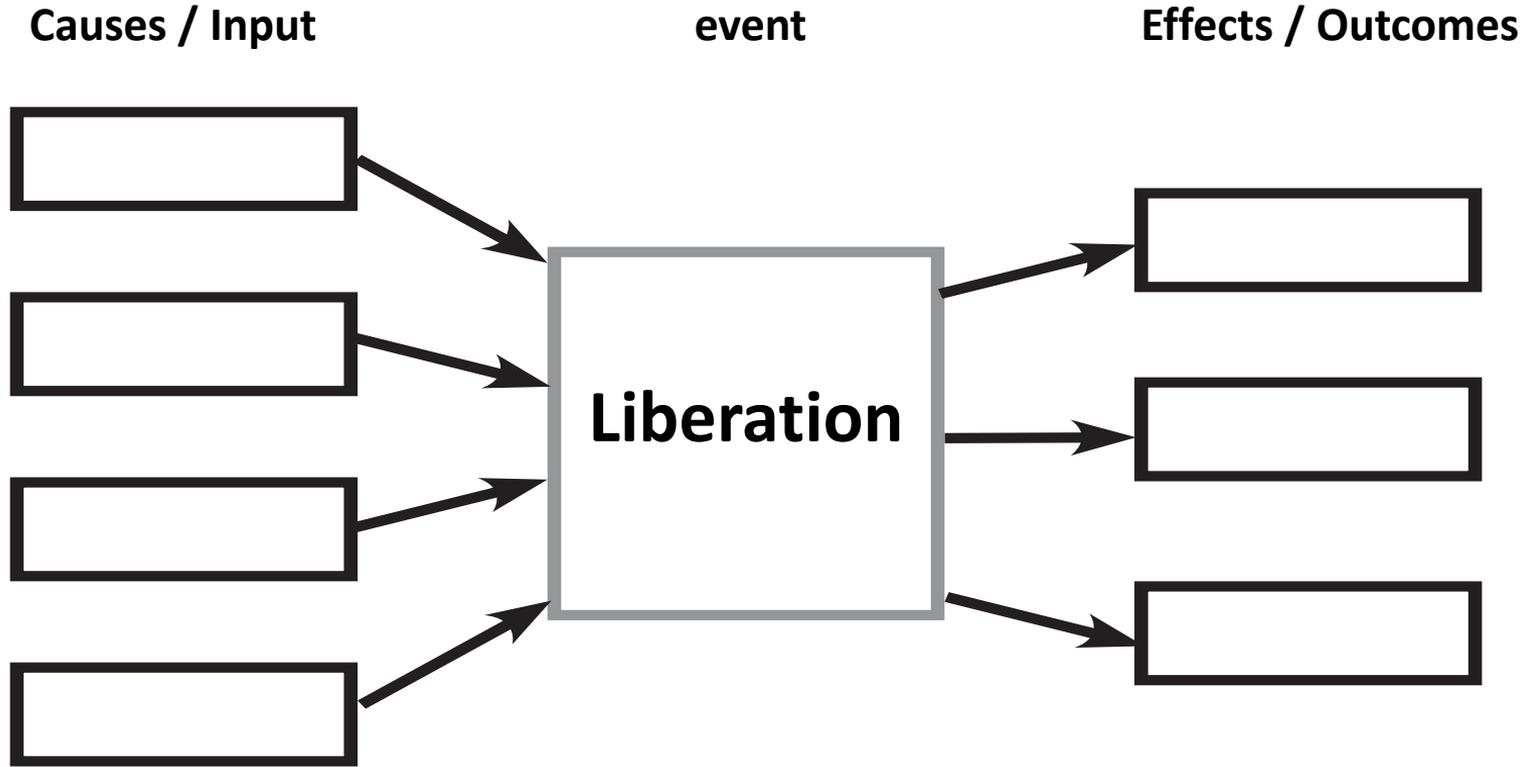
event



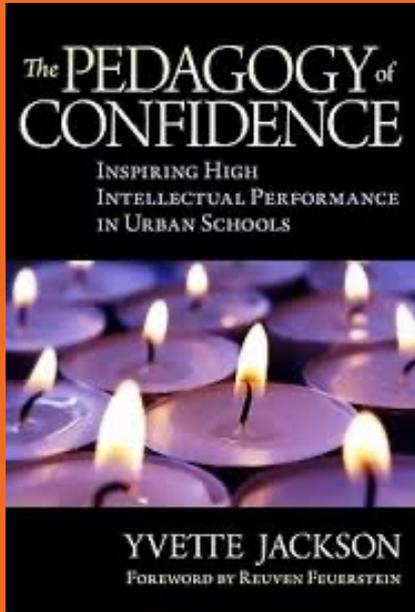
Multi-Flow Map: Cause and Effect



Multi-Flow Map: Cause and Effect + Frame of Reference



Who • How • Regularity • Patterns • Roles



www.pedagogyofconfidence.net



www.nuatc.org

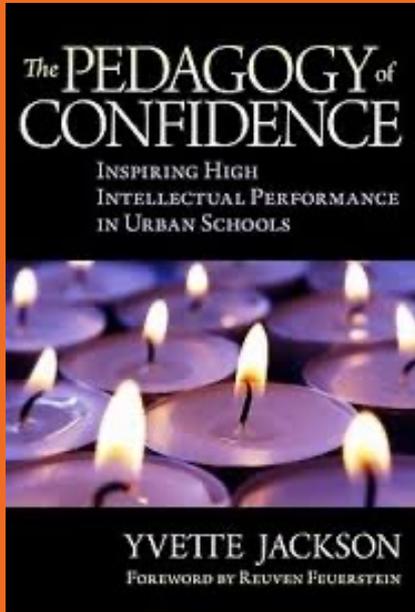
*HOPs

High Operational Practices

of the Pedagogy of Confidence
support and enhance equity:

- Identifying and activating student strengths
- Eliciting high intellectual performance *HIPs
- Integrating prerequisites for academic learning
- Situating learning in the lives of students
- Building relationships
- Providing enrichment
- Amplifying student voice

Belief and Belonging



www.pedagogyofconfidence.net



www.nuatc.org

*HOPs

High Operational Practices

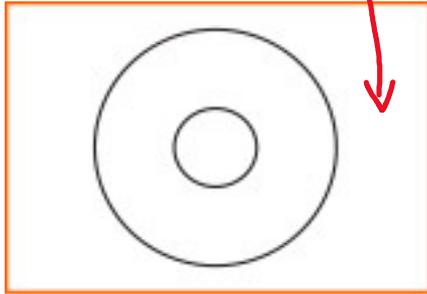
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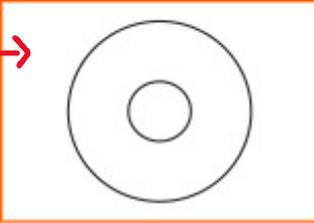
Belief and Belonging

Schema

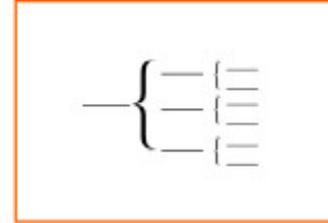
- text to text
- text to self
- text to world



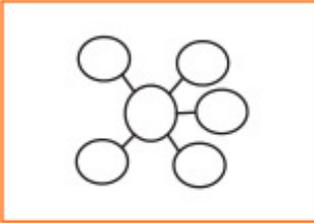
Defining
In
Context



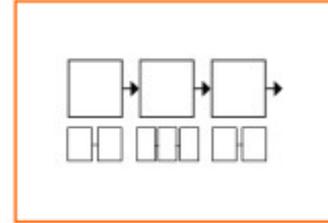
Whole
Part



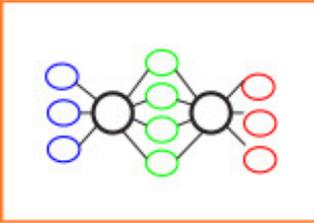
Qualities



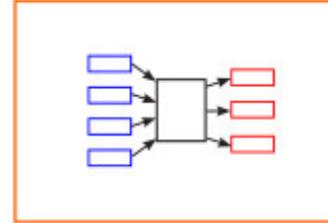
Sequencing



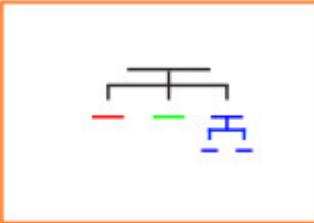
Comparing
and
Contrasting



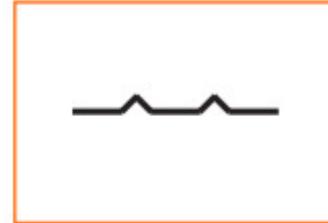
Cause
And
Effect



Classifying



Relationships
Analogies



Visual Tools as a Language K-12 and for Life

Pause

**“In order for this to happen,
your entire frame of reference
will have to change, and you
will be forced to surrender
many things that you now
scarcely know you have.”**

*— James Baldwin, *The Fire Next Time**



Intentionality

Intentionality
liberation

With Language
Authenticity
liberation



Language Matters

Vocabulary
Terminology
Language
Schema



Deficit-minded

- Disadvantaged
- Poor
- At-risk
- Non-White

- Unprepared
- Minority (racial)
- Low performing
- Diversity

Equity-mindedness

- Underserved
- Impoverished
- Marginalized
- Black/African American, African, Latinx, Asian, Indigenous, BIPOC, international, domestic, etc.

- Underserved
- Racially minoritized
- Underserved
- State race/ethnicity



EQUALITY



EQUITY



LIBERATION

A Thinking Environment

High Operational Practices



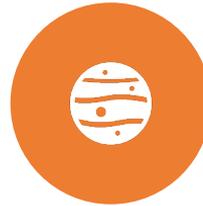
Thinking Environments



BELIEF AND
BELONGING



SPACE



OBJECTS



MATERIALS

Collaboration

Develops

Relationships

A large, solid orange oval shape with a slight white highlight on the right side, serving as a background for the text.

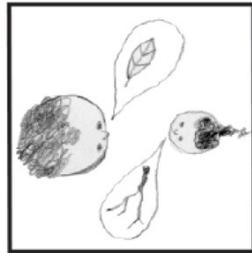
The How

For the Why

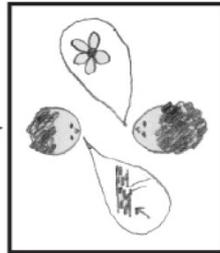
High Operational Practices

Modeling the Struggle

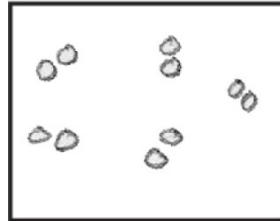
Strategies and Pedagogy
The Why—The How



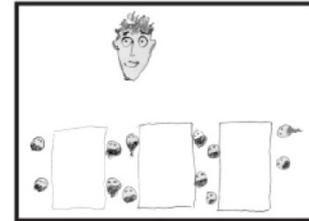
facilitator
models with
a participant



two
participants
model



pair up
participants



whole group
sharing

Intentionality

Intentionality
liberation

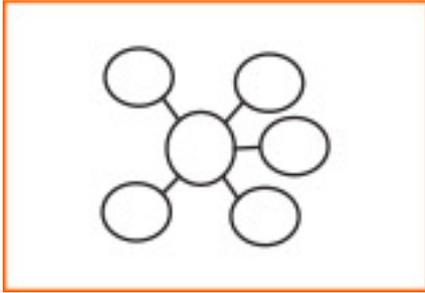




What are the students
looking to you for?

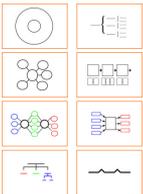


With influence!



Bubble Map for Conditions of Liberation

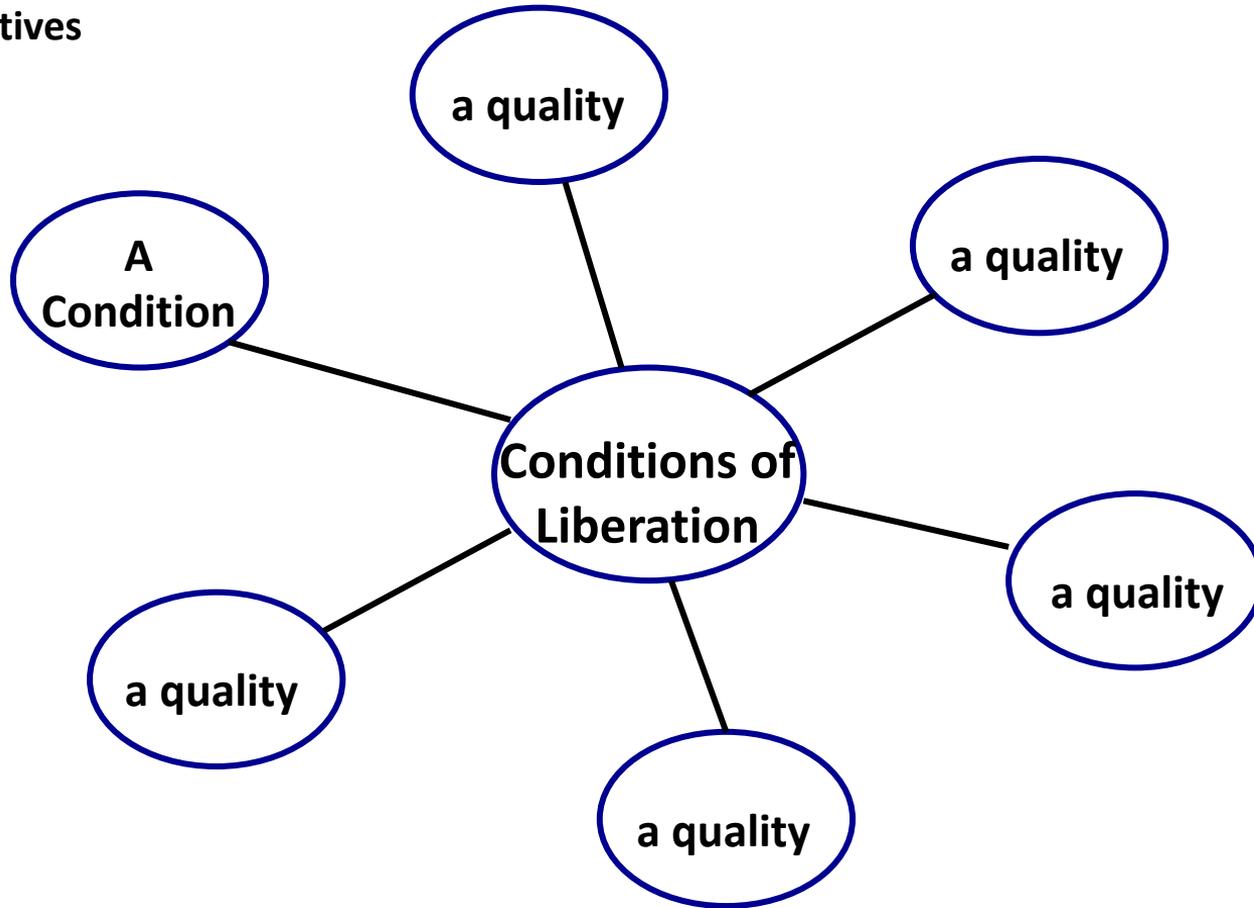
Use a Bubble Map to write or draw in the bubbles around the center bubble the qualities supporting liberation. In the Frame of Reference write or draw how does that come about (doing and/or can do)?



Thinking Maps®

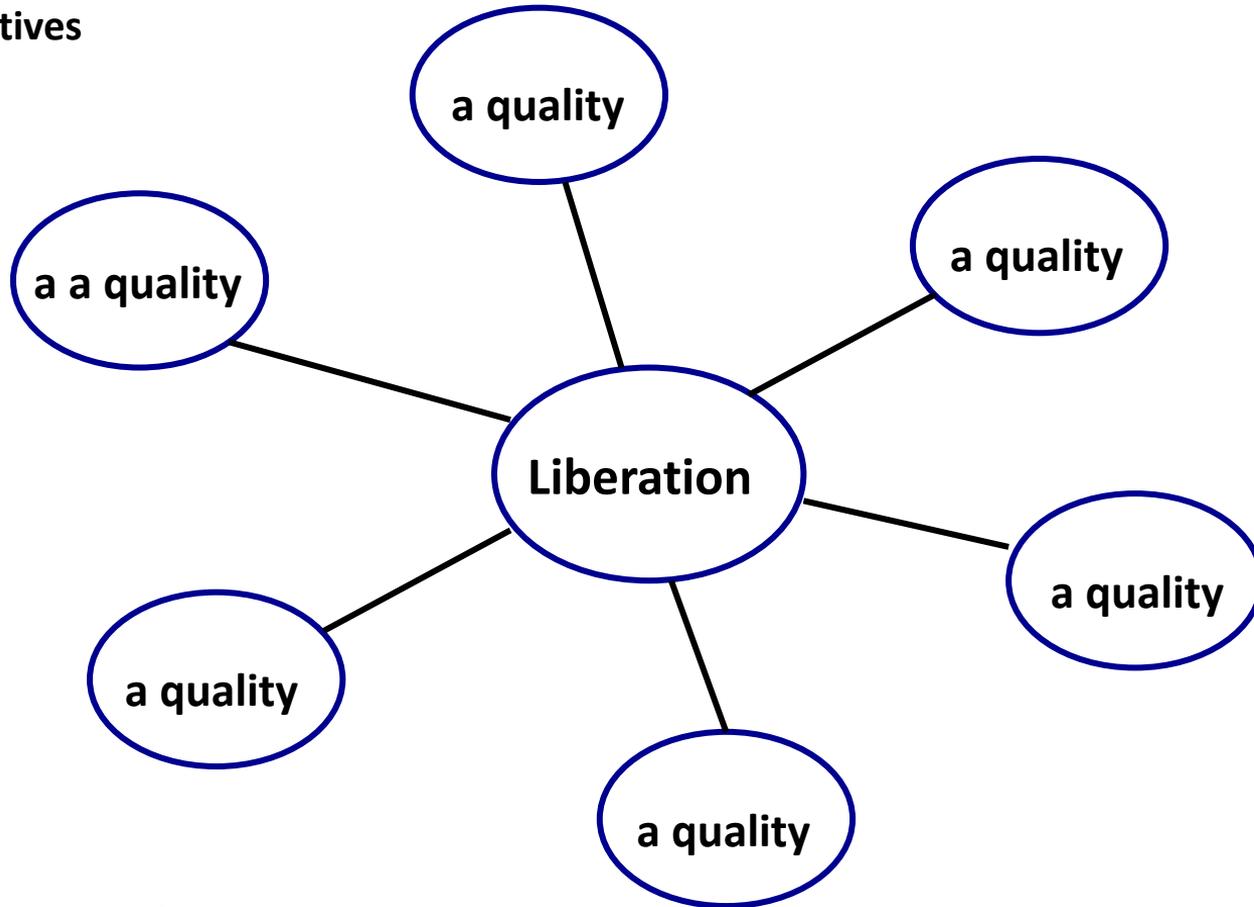
Bubble Map - Qualities

attributes, adjectives



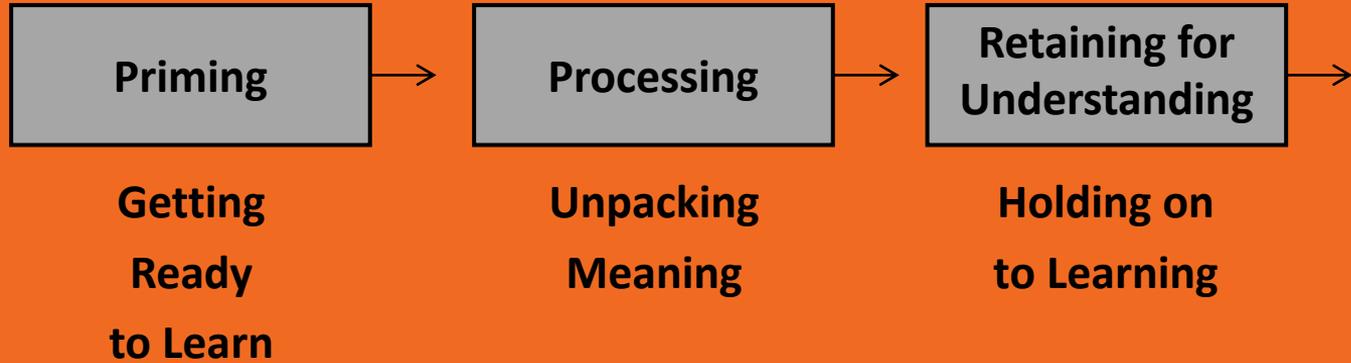
Bubble Map - Qualities

attributes, adjectives



What are we doing and/or need to do?

3 Phases of Learning



Structure

Today

Positive

Questions

Actions

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