Who Am I – Our Community – Our Roots

Pedagogy of Confidence
National Urban Alliance
Redwood City School District
Clifford School

August 16, 2021
Community Commonalities
Commonalities Other Ideas

• mathematics
• music
• science
• storytelling
• a COVID experience
• places
• your ideas
Community Belief & Belonging

Critical Thinking
Thinking Maps

Writing Reflecting

Structure
SOCIAL CHANGE LIVES HERE
Social Emotional Learning
Culturally Responsive Teaching Practices That are Sustaining for SEL

The 4 Cs

Communication
Collaboration
Creativity
Critical Thinking

Your power is in your difference!
High Operational Practices (HOPS) of the Pedagogy of Confidence:

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

Belief and Belonging
“The two most important days in life are the day you born and the day you discover the reason why.”
– Mark Twain
Purpose

SEL

Critical Thinking Tools for SEL

Belief and Belonging

Community - Classroom AND School
Community Connecting Priming

Processing

Critical Thinking

Thinking Maps

Retaining for Understanding

Writing Reflecting

Day 1 Day 2 Day 3 Day 4 Day 5

Modeling and Building Upon Commonalities.

A Language for Organizing and Understanding

A Pattern of Writing
Who Am I is SEL
Community
Commonalities
Draw a picture of yourself.
(several key features)
Draw a picture of yourself.
*(several key features)*
Add your name.
Draw a picture of yourself.
*(several key features)*
Add your name.
Add circle.
Draw a picture of yourself.
(*several key features*)
Add your name.
Add circle.
Add information about ‘me’
Draw a picture of yourself. *(several key features)*
Add your name.
Add circle.
Add information about ‘me’
Add circle around information
Writing with a Circle Map

- I like ice cream.
- I like dinosaurs.
- I like the ocean.
- I am fast.
I like ice cream.

I like dinosaurs.

I like the ocean.

I am fast.
I like ice cookies and cream.

I like seeing dinosaurs at the museum.

I like reading about dinosaurs.

I like the ocean.

I am fast.
Whitney will be on site that week of doing Who Am I SEL to Collaborate and Support Sharing

Meeting as a whole team to reflect on implementation
Community Commonalities for Cause / Effect
Multi-Flow Map: Cause and Effect
Write ‘Who Am I’. 
—*with staff or your classroom, students write or draw a key event of their lives*
Write ‘Who Am I’.
Draw a rectangle around Who Am I
Write ‘Who Am I’. 
Draw a rectangle around Who Am I 
Add effects in words or drawings
Write ‘Who Am I’.
Draw a rectangle around Who Am I
Add effects in words or drawings
Add rectangle around effects
Write ‘Who Am I’.
Draw a rectangle around Who Am I
Add effects in words or drawings
Add rectangle around effects
Add causes (and more effects too)
Write ‘Who Am I’. Draw a rectangle around Who Am I. Add effects in words or drawings. Add rectangles around effects. Add causes (and more effects too). Add rectangles around causes.
Who Am I is for the whole school and every classroom.

A cause of doing Who Am I is ________________.

Another cause _______________.

An effect of doing Who Am I is _______________.

Another effect is _______________.

The most important thing about Who Am I is ____________.

I hope ____________________.
Who Am I

knowing each other
common tools

Another cause _______________

An effect of doing Who Am I is _______________.
Another effect is _______________.

The most important thing about Who Am I is ________.

I hope ____________________.
Share one key event of your life.
Key Event

cause

event

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

Who • How • Regularity • Trends • Roles
Community Connecting

Priming

Processing

Retaining for Understanding

Modeling and Building Upon Commonalities.

A Language for Organizing and Understanding

A Pattern of Writing
Video (5 min)

First Viewing:
Observe and reflect about the thinking on SEL:

• How are student strengths being identified and activated through SEL?

• How is the classroom supportive with high intellectual performances (HIPs) through SEL?
CASEL (5 min. 30 sec.)
Your reflections about Integrating SEL

• How are student strengths being identified and activated through SEL?

• How is the classroom supportive with high intellectual performances through SEL?
SEL Talk, SEL Walk

- Key take away from our time together.
- How will you integrate Who Am I?
- How does this unit benefit all students in the whole school?
- What supports would you appreciate to implement?
Thinking Maps as a Language

Describing in Context
Brainstorming

Comparing & Contrasting

Categorizing

Relationships

Sequencing

Cause and Effect

Whole / Part

Thinking Maps as a Language – Student Centered
Schema

*Definition*: Schema theory is a branch of cognitive science concerned with how the brain structures knowledge.

A schema is an organized unit of knowledge for a subject or event. It is based on past experience and is accessed to guide current understanding or action.
Frame of Reference
Schema
Frame of Reference

Schema

Situating Learning

in the Lives of Students
Schema is the background knowledge and experience readers bring to the text. Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections.
Text-to-Self

• What does this remind me of in my life? What is this similar to in my life?
• How is this different from my life? Has something like this ever happened to me?
• How does this relate to my life? What were my feelings when I read this?

Text-to-Text

• What does this remind me of in another book I’ve read?
• How is this text similar to other things I’ve read?
• How is this different from other books I’ve read?
• Have I read about something like this before?

Text-to-World

• What does this remind me of in the real world?
• How is this text similar to things that happen in the real world?
• How is this different from things that happen in the real world?
• How did that part relate to the world around me?
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“It always seems impossible until it is done.”

—Nelson Mandela
Power of Belief
The Pedagogy of Confidence
https://pedagogyofconfidence.net/

RCSD The Hub
https://sites.google.com/rcsdk8.net/hub-for-planning-with-equity-c/home

RCSD and NUA Collaboration
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Thank You

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