



Who Am I – Our Community – Our Roots

Pedagogy of Confidence

National Urban Alliance

Redwood City School District

Clifford School

August 16, 2021

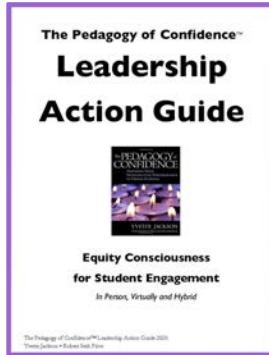
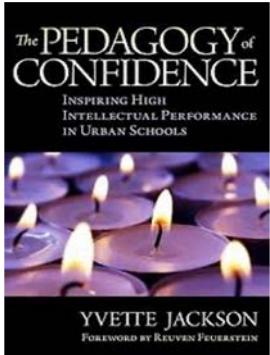
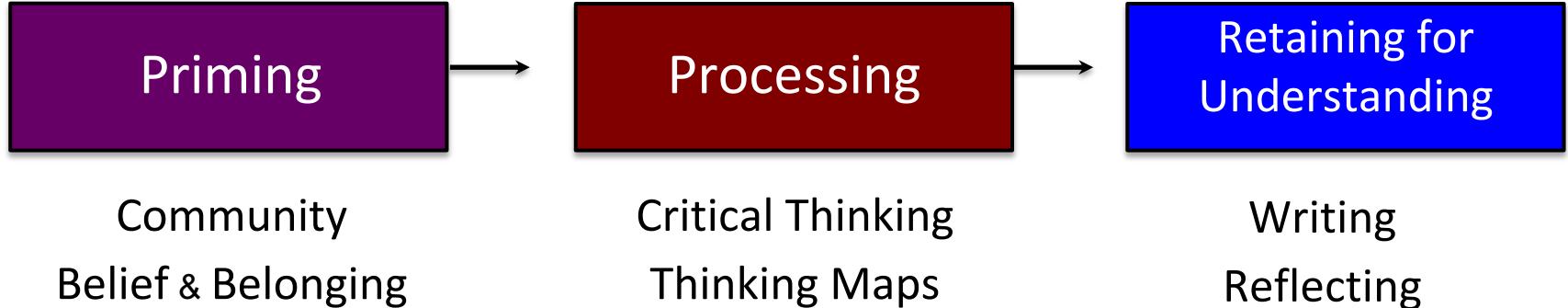


Community Commonalities

Commonalities Other Ideas

- mathematics
- music
- science
- storytelling
- a COVID experience
- places
- *your ideas*





Structure

**SOCIAL
CHANGE
LIVES HERE**

Social Emotional Learning



Culturally Responsive Teaching Practices That are Sustaining for SEL

The 4 Cs

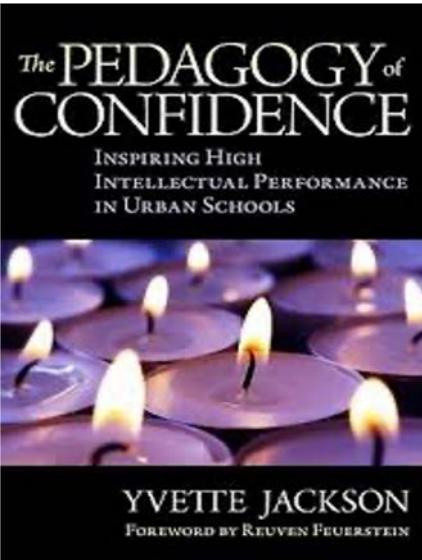
Communication

Collaboration

Creativity

Critical Thinking





for enhancing
and sustaining
equity consciousness

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

Who Am I

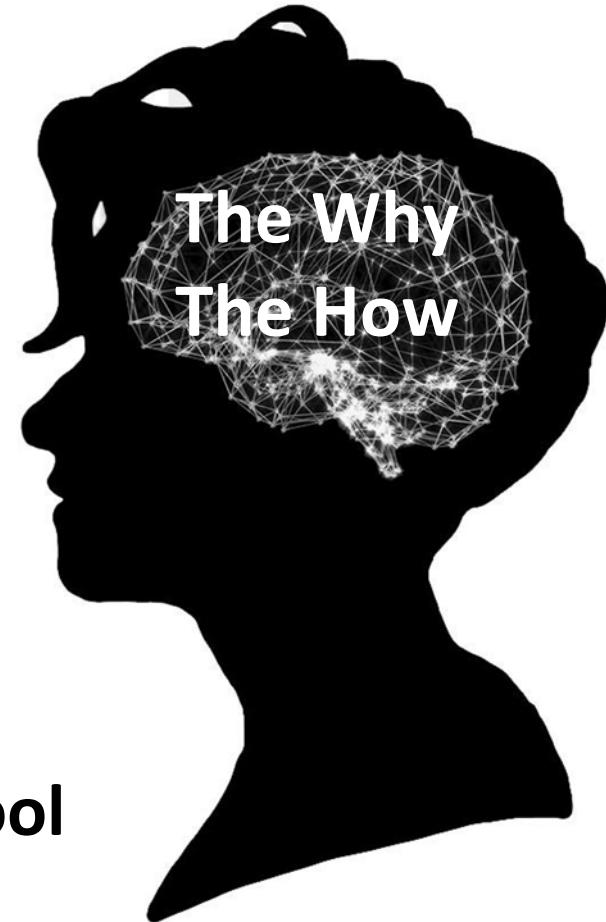
Purpose

SEL

Critical Thinking Tools for SEL

Belief and Belonging

Community - Classroom AND School



Priming

Community
Connecting

Day 1



Day 2



Day 3



Day 4



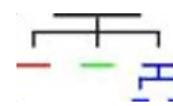
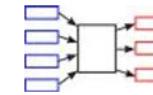
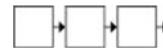
Day 5



Modeling and Building Upon Commonalities.

Processing

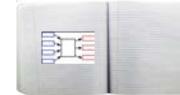
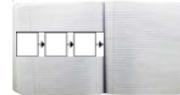
Critical Thinking
Thinking Maps



A Language for Organizing and Understanding

Retaining for Understanding

Writing
Reflecting



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.



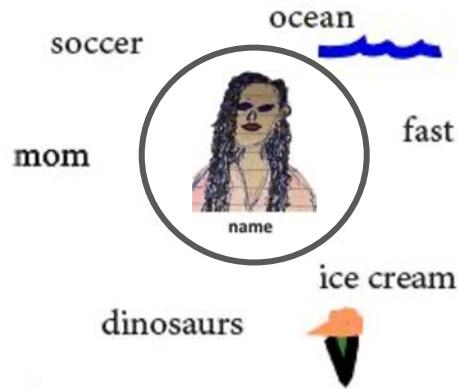
Draw a picture of yourself.

(several key features)

Add your name.

Add circle.

Add information about 'me'



Draw a picture of yourself.

(several key features)

Add your name.

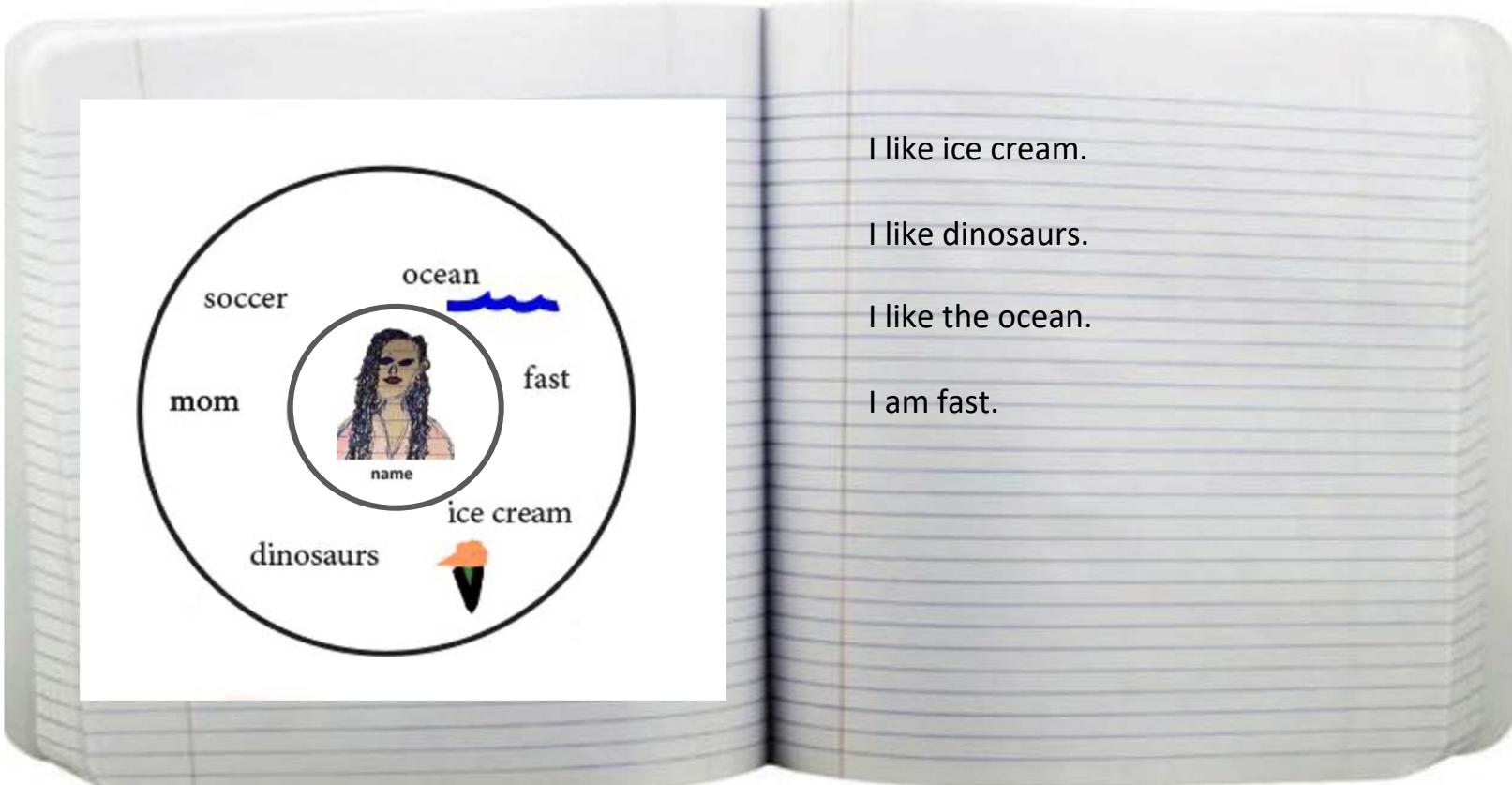
Add circle.

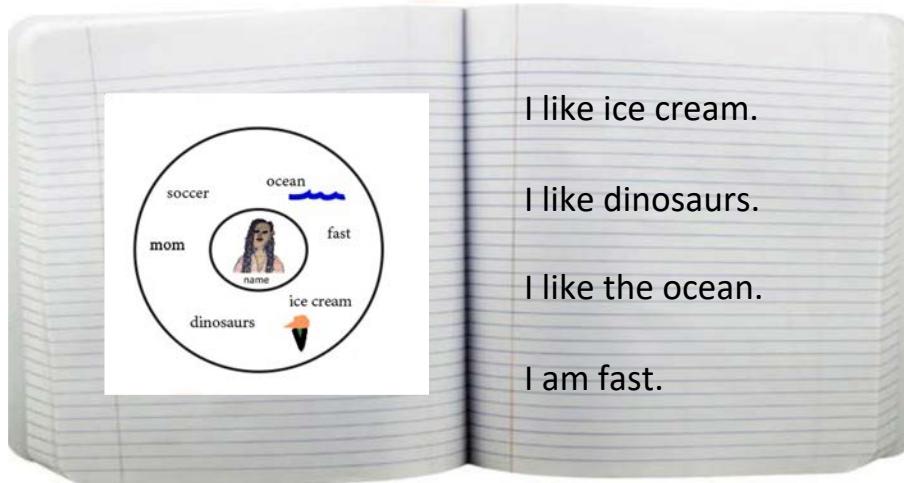
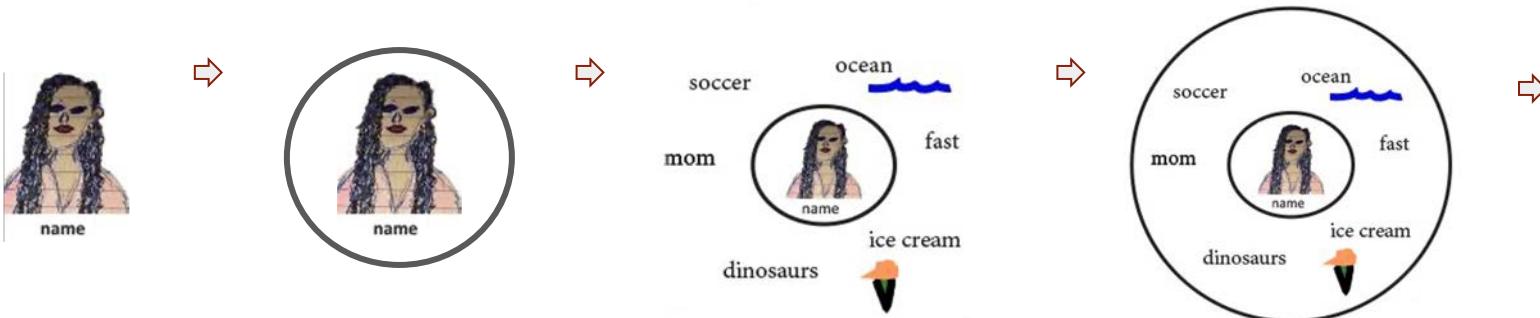
Add information about 'me'

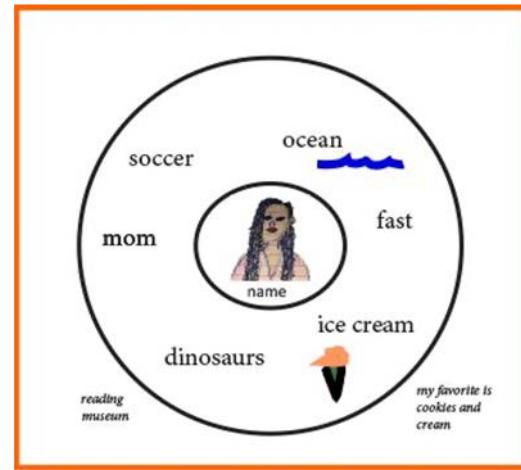
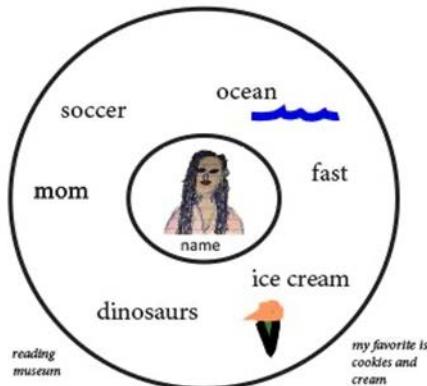
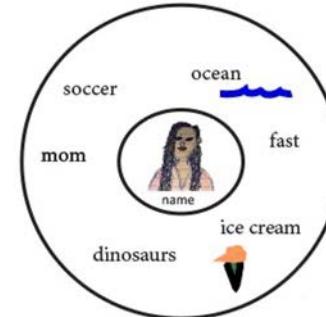
Add circle around
information



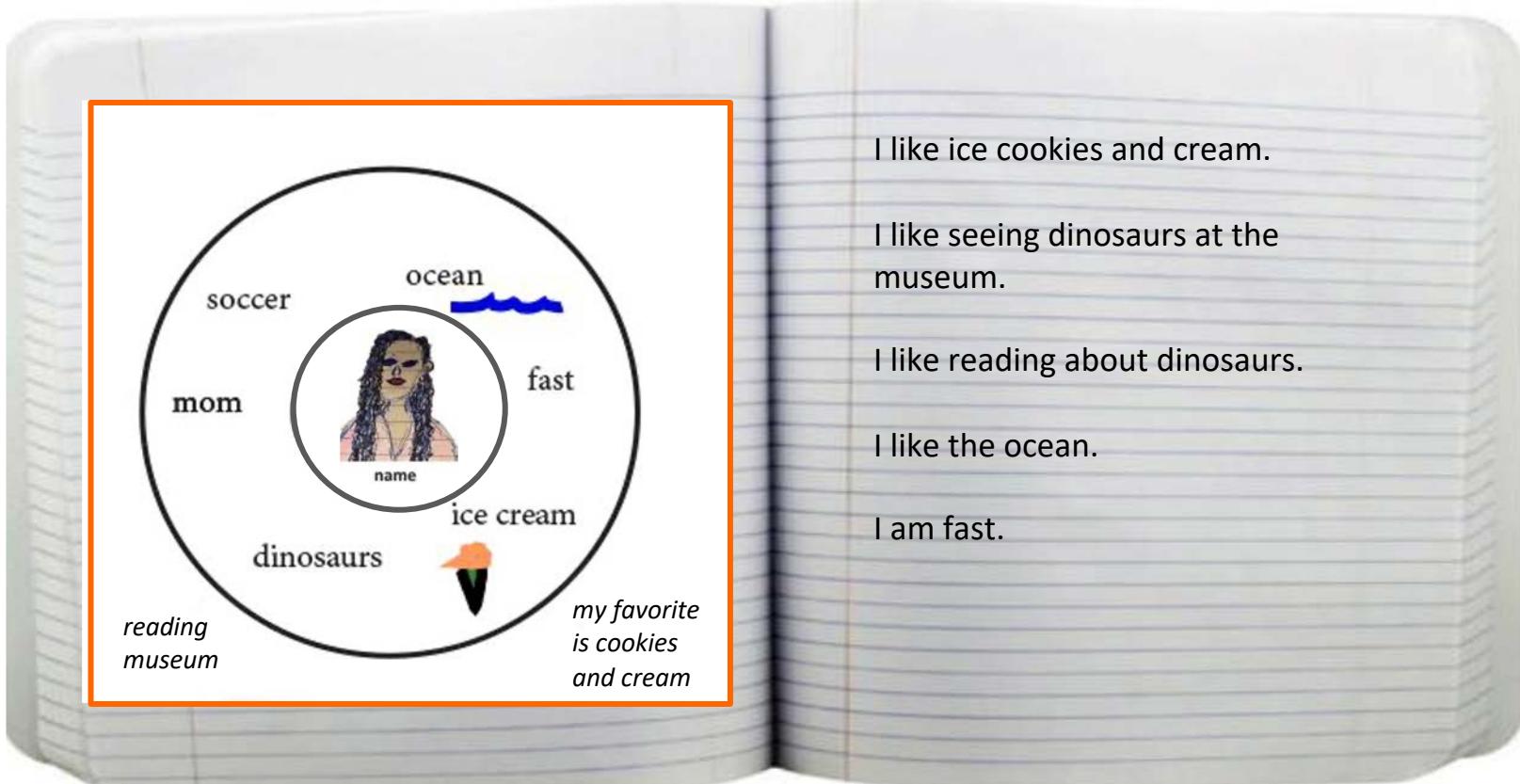
Writing with a Circle Map







Writing with a Circle Map with a Frame



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

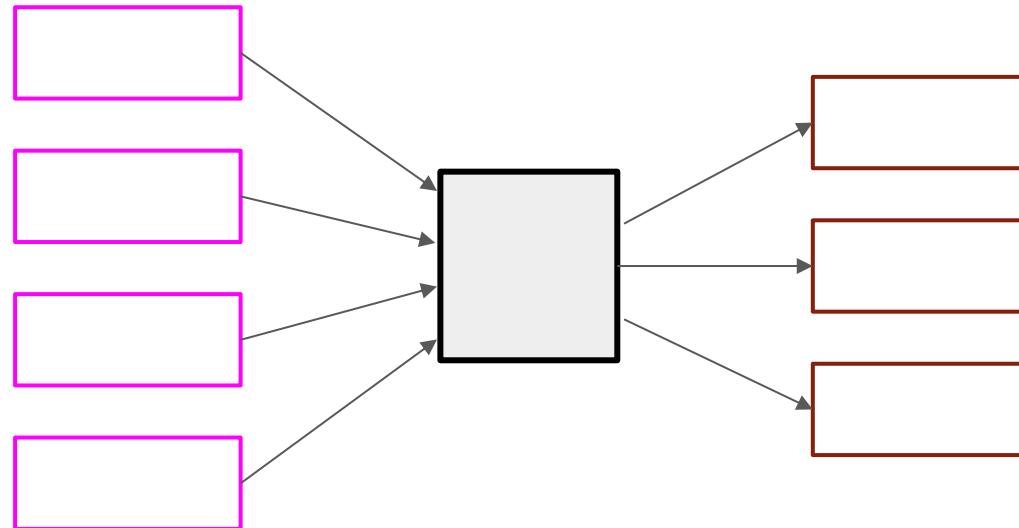


Community Commonalities for Cause / Effect

cause

event

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*

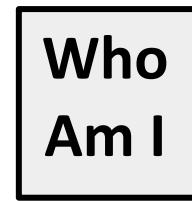
event

Who Am I

Write 'Who Am I'.

Draw a rectangle
around Who Am I

event



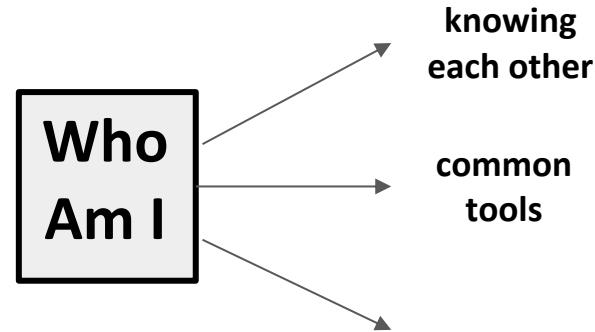
Write 'Who Am I'.

Draw a rectangle
around Who Am I

Add effects in
words or drawings

event

effect



Write 'Who Am I'.

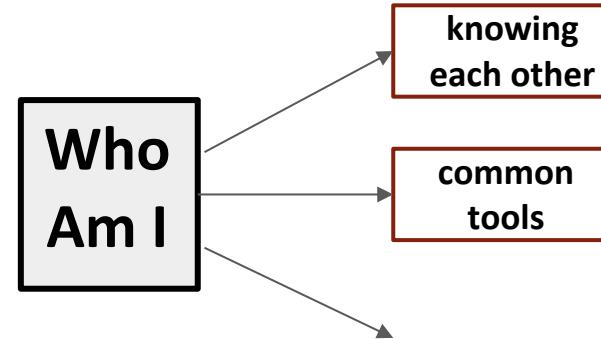
Draw a rectangle around Who Am I

Add effects in words or drawings

Add rectangle around effects

event

effect



Write 'Who Am I'.

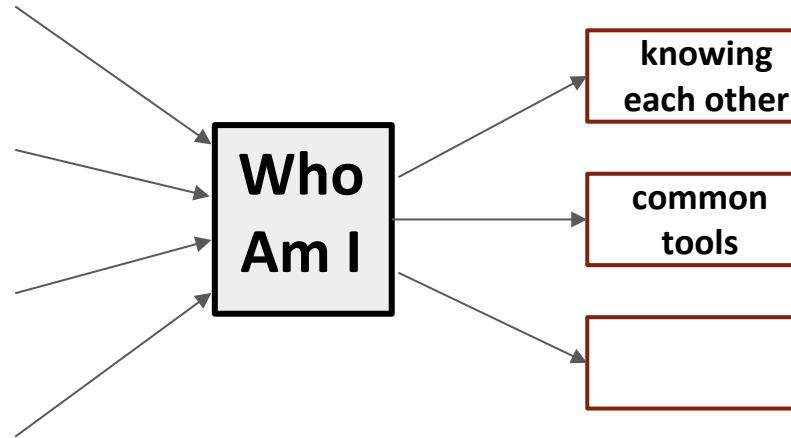
Draw a rectangle around Who Am I

Add effects in words or drawings

Add rectangle around effects

Add causes
(and more effects too)

cause *event* *effect*



Write 'Who Am I'.

Draw a rectangle around Who Am I

Add effects in words or drawings

Add rectangles around effects

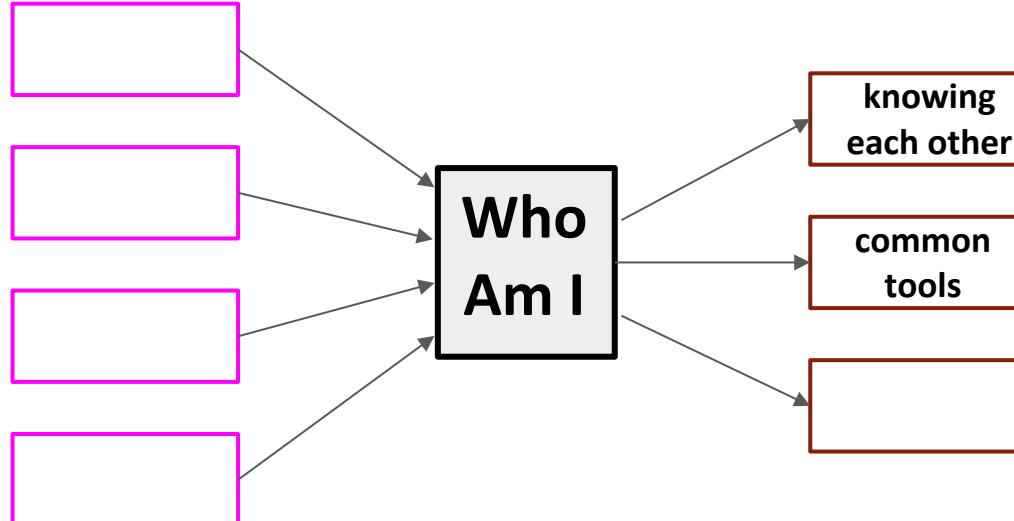
Add causes
(and more effects too)

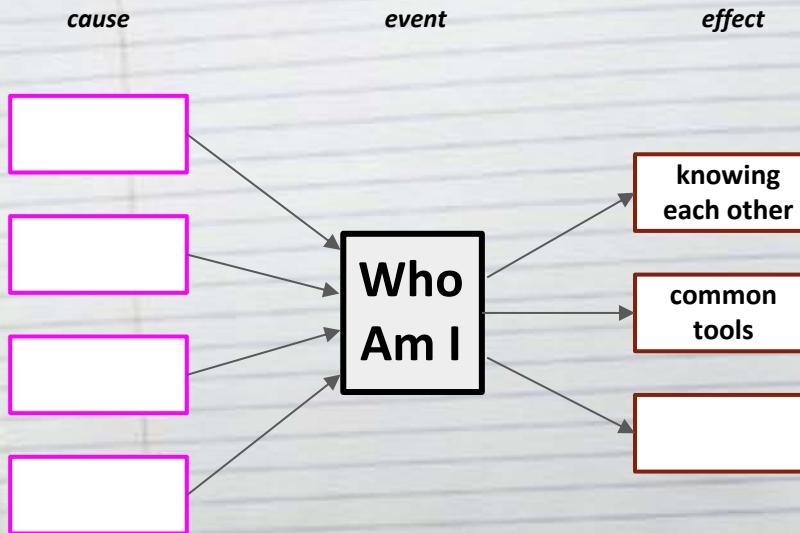
Add rectangles around causes

cause

event

effect





Who Am I is for the whole school and every classroom.

A cause of doing Who Am I is _____.

Another cause _____.

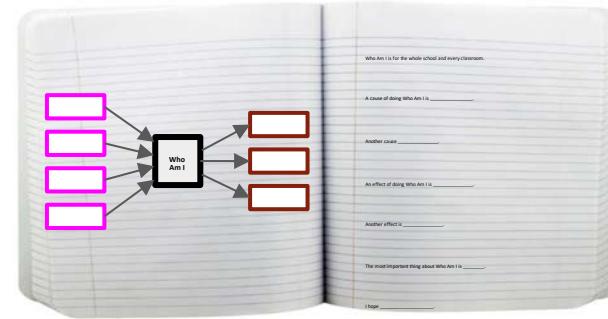
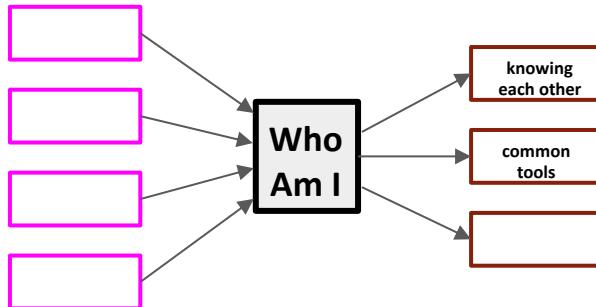
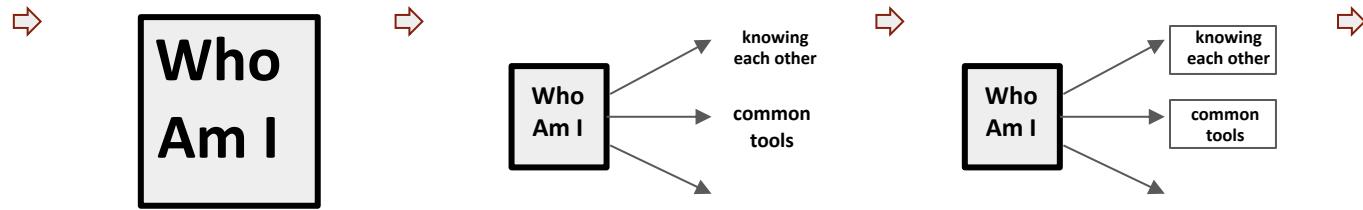
An effect of doing Who Am I is _____.

Another effect is _____.

The most important thing about Who Am I is _____.

I hope _____.

Who Am I



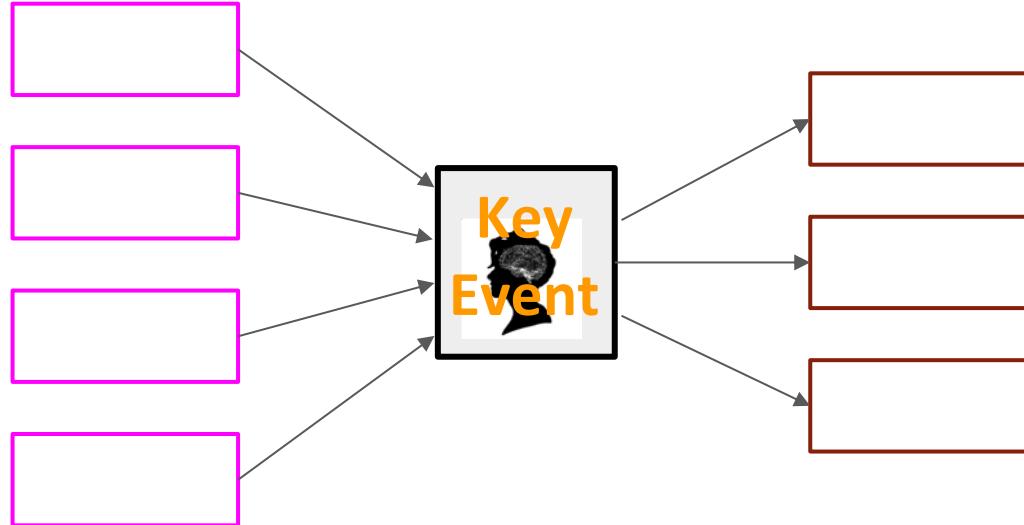
**Share one
key event
of your life.**

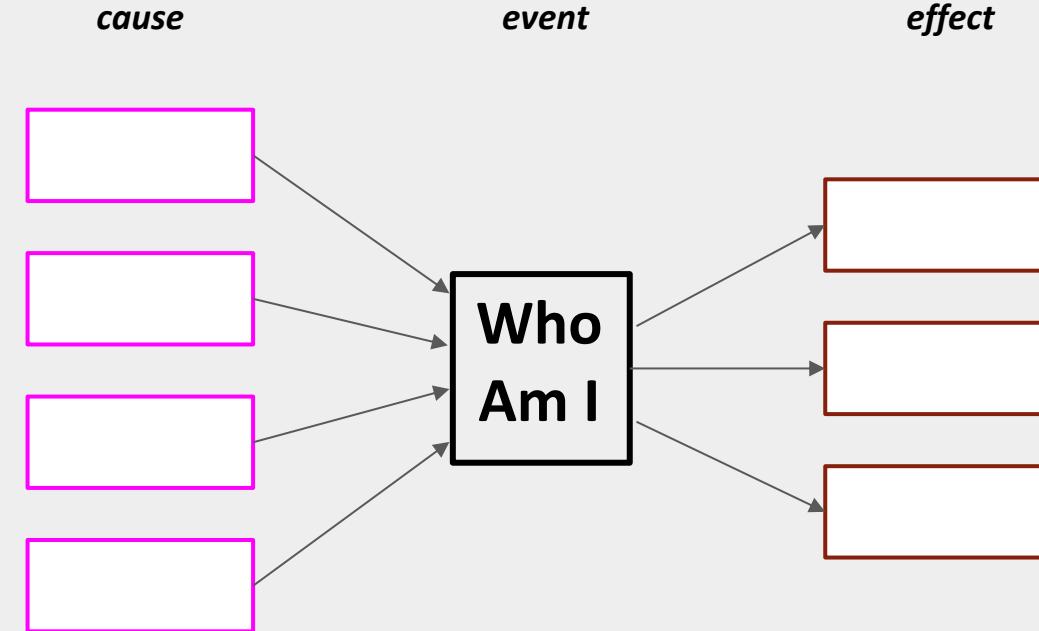


cause

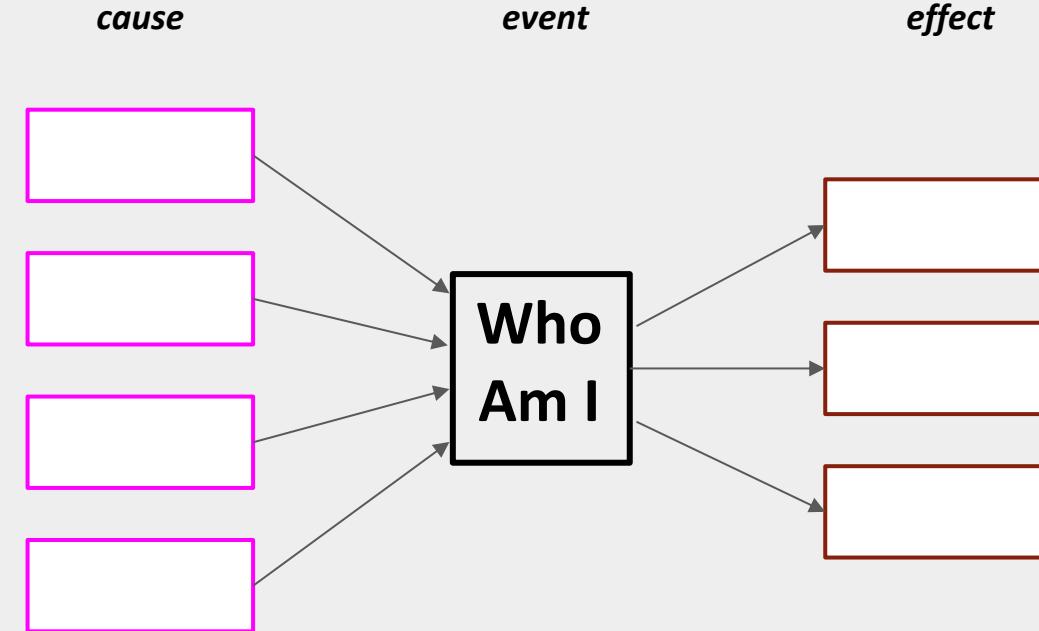
event

effect





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



Who • How • Regularity • Trends • Roles

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

Priming

Community
Connecting

Day 1



Day 2



Day 3



Day 4



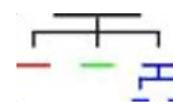
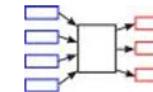
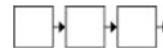
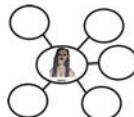
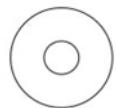
Day 5



Modeling and Building Upon Commonalities.

Processing

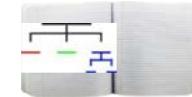
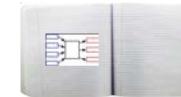
Critical Thinking
Thinking Maps



A Language for Organizing and Understanding

Retaining for Understanding

Writing
Reflecting



A Pattern of Writing

Week 1

Week 2

Week 3

Who Am I

**Our
Community**

**My
Roots**

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.)



Video (5 min)

Your reflections about Integrating SEL

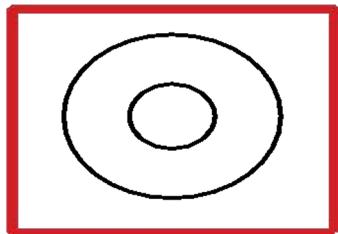
- How are student strengths being identified and activated through SEL?
- How is the classroom supportive with high intellectual performances through SEL?

SEL Talk, SEL Walk

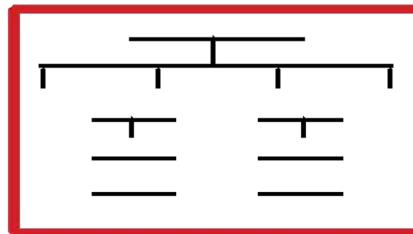
- Key take away from our time together.
- How will you integrate Who Am I?
- How does this unit benefit all students in the whole school?
- What supports would you appreciate to implement?

Thinking Maps as a Language

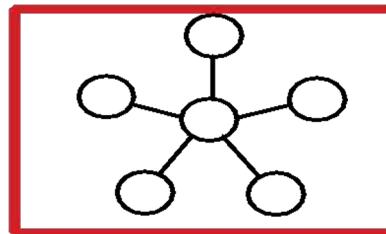
Describing in Context
Brainstorming



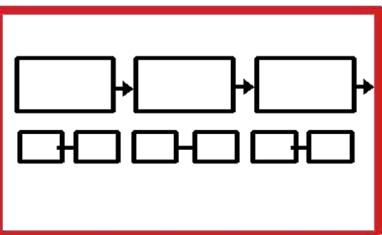
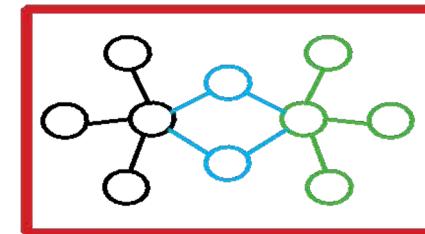
Categorizing



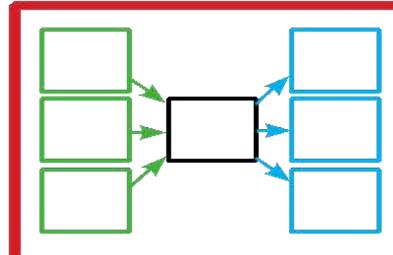
Describing



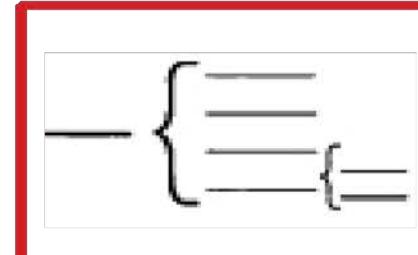
Comparing & Contrasting



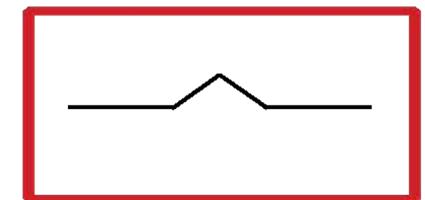
Sequencing



Cause and Effect



Whole / Part



Analogies
Relationships

To Organize Thinking – Student Centered

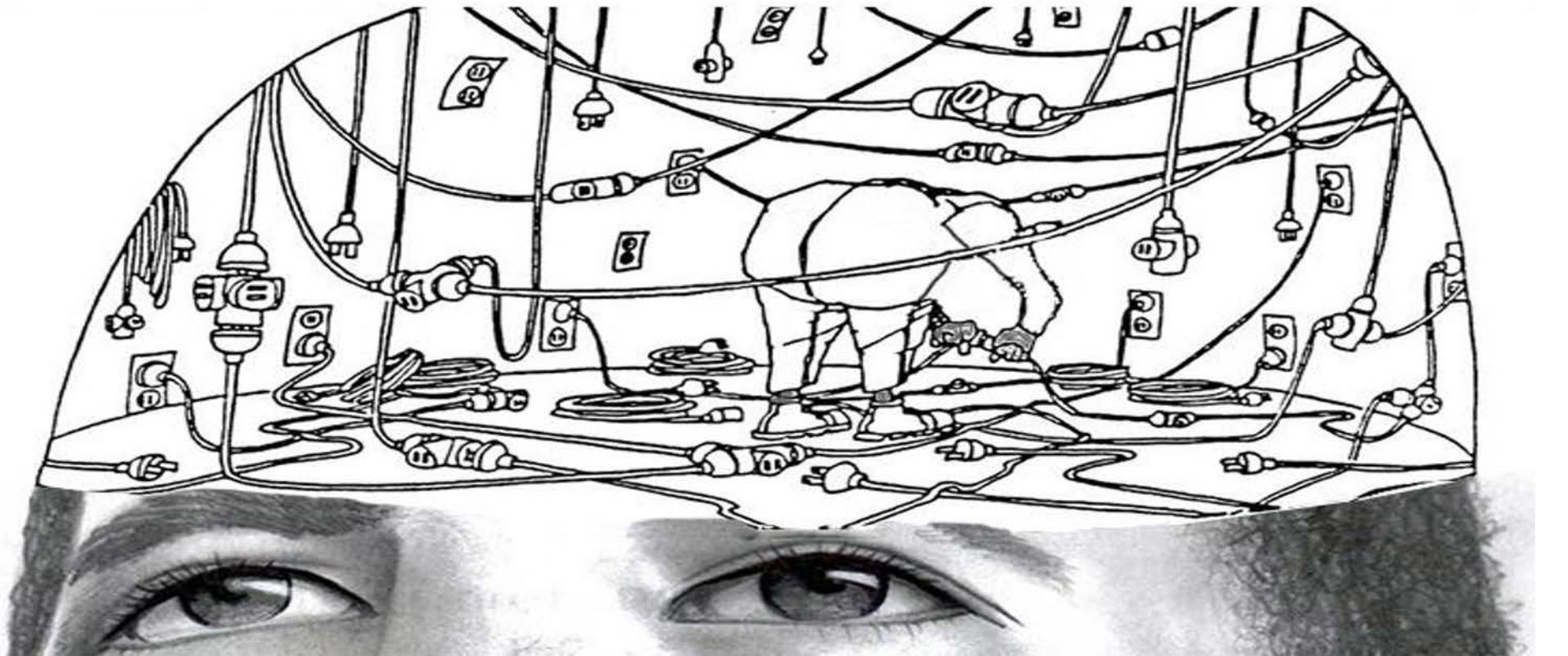
Schema

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



Text to Self

Text to Text

Text to World

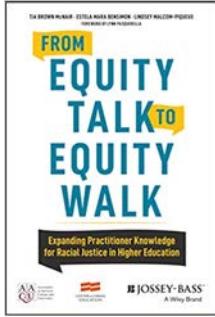
Schema is the background knowledge and experience readers bring to the text.

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?



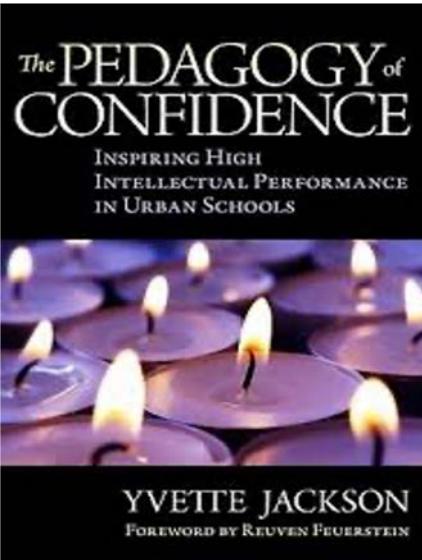
Text-to-Text

- 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?



for enhancing
and sustaining
equity consciousness

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**



“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
www.redwoodcity.nuatic.org

National Urban Alliance (NUA)
www.nuatic.org

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Thank You

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