

# Who Am I – Our Community – Our Roots

**Pedagogy of Confidence**

**National Urban Alliance**

**Newark Public Schools**

*August 2021*



# **Community Commonalities**

# Commonalities Other Ideas

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



Priming

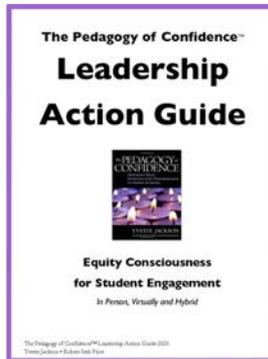
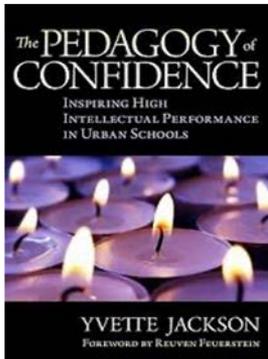
Community  
Belief & Belonging

Processing

Critical Thinking  
Thinking Maps

Retaining for  
Understanding

Writing  
Reflecting



# Structure

**SOCIAL  
CHANGE**

**LIVES HERE**



# Social Emotional Learning

# Culturally Responsive Teaching Practices That are Sustaining for **SEL**

## The 4 Cs

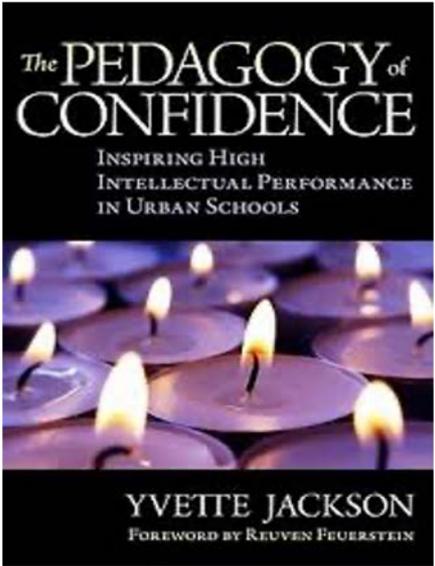
**Communication**

**Collaboration**

**Creativity**

**Critical Thinking**





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

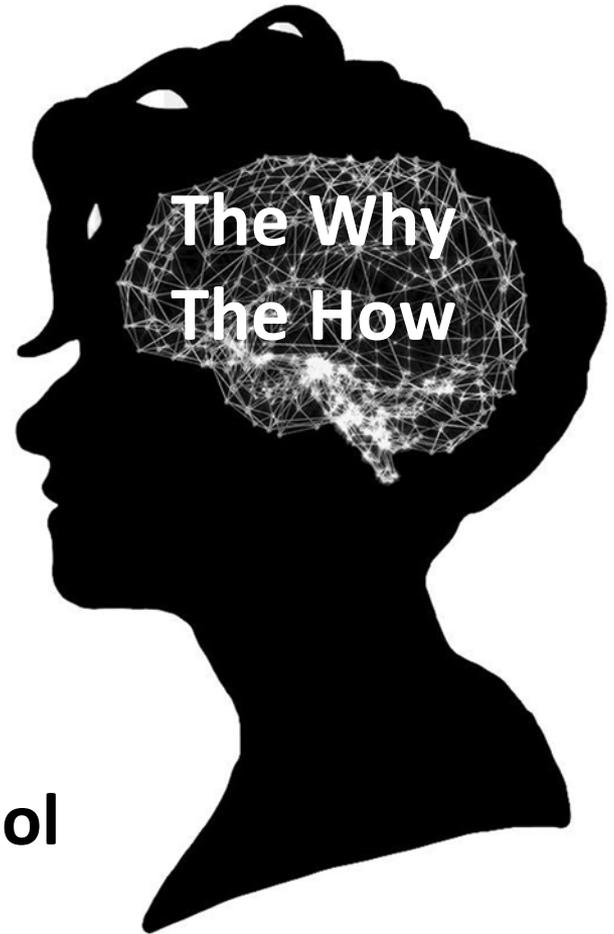
# Purpose

SEL

Critical Thinking Tools for SEL

Belief and Belonging

Community - **Classroom AND School**



Day 1

Day 2

Day 3

Day 4

Day 5



# Priming

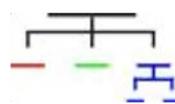
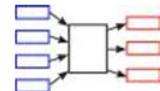
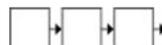
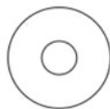
Community  
Connecting

*Modeling and Building Upon Commonalities.*

# Processing

Critical Thinking  
Thinking Maps

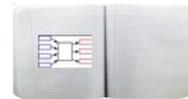
*A Language for Organizing and Understanding*



# Retaining for Understanding

Writing  
Reflecting

*A Pattern of Writing*



**Who Am I is SEL**

Draw a picture of  
yourself.  
*(several key features)*  
Add your name.



name

Draw a picture of  
yourself.

*(several key features)*

Add your name.

Add circle.



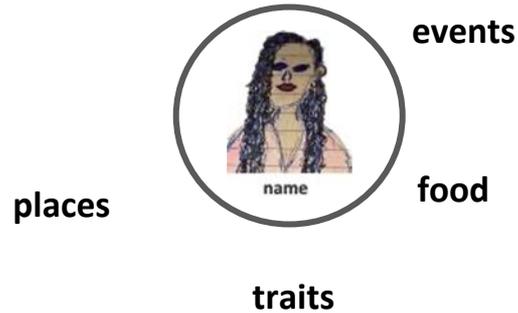
Draw a picture of yourself.

*(several key features)*

Add your name.

Add circle.

Add information about 'me'



Draw a picture of yourself.

*(several key features)*

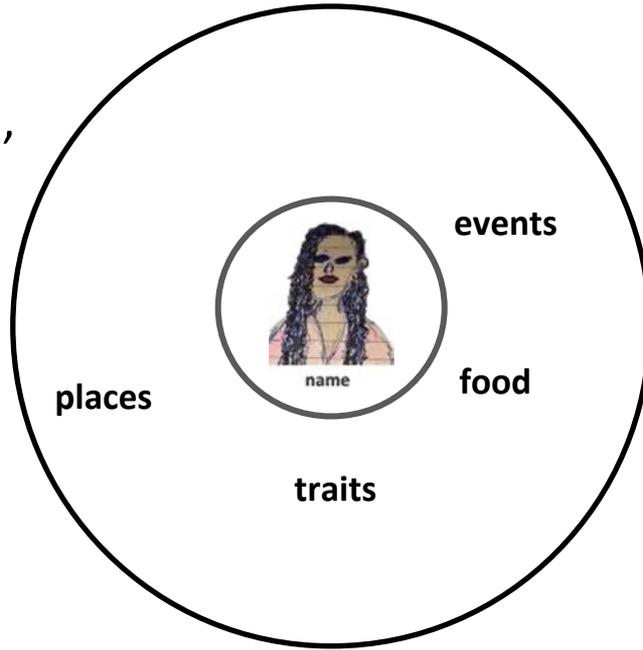
Add your name.

Add circle.

Add information about 'me'

Add circle around

information



Draw a picture of yourself.

*(several key features)*

Add your name.

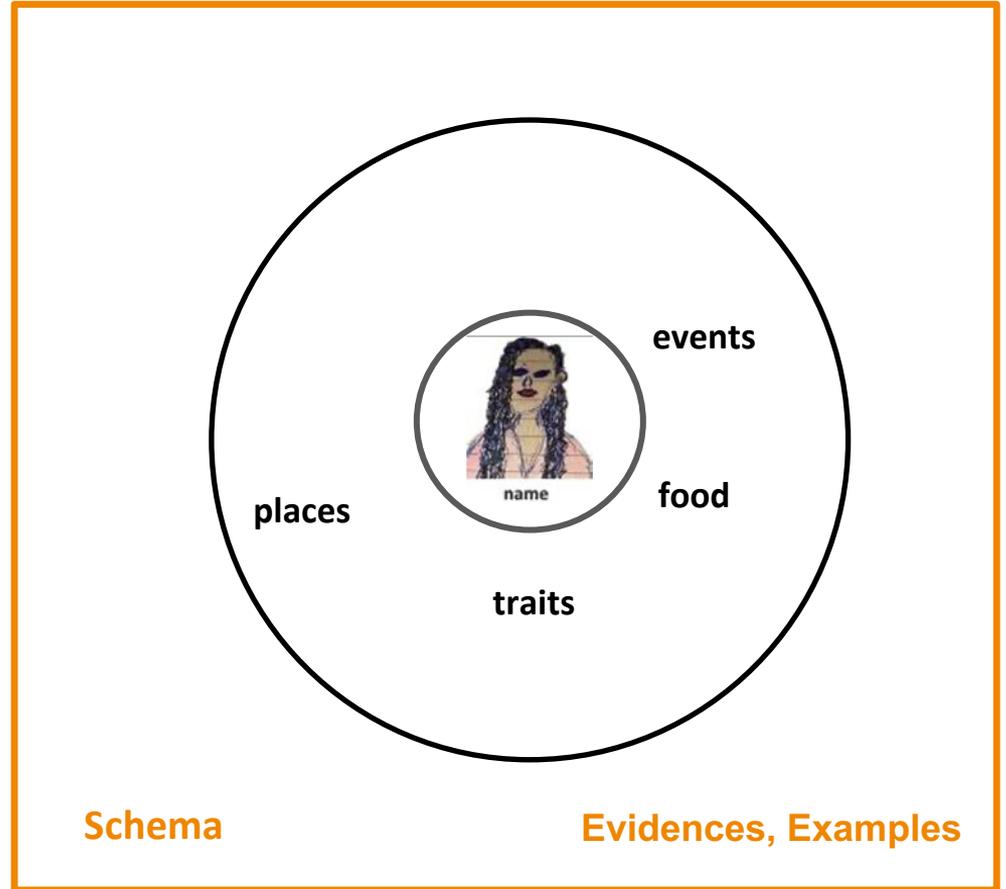
Add circle.

Add information about 'me'

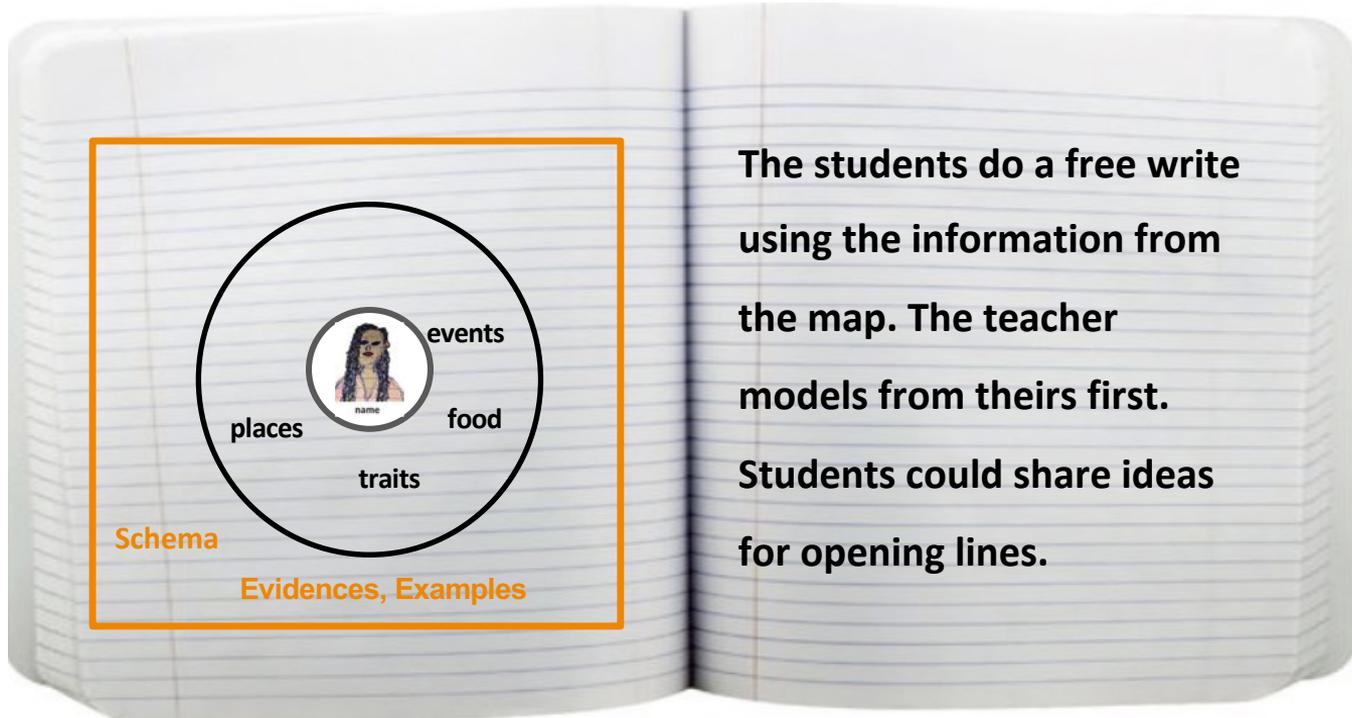
Add circle around

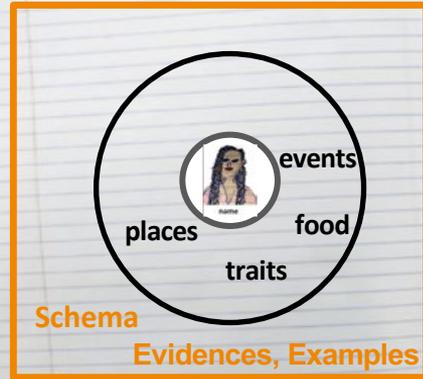
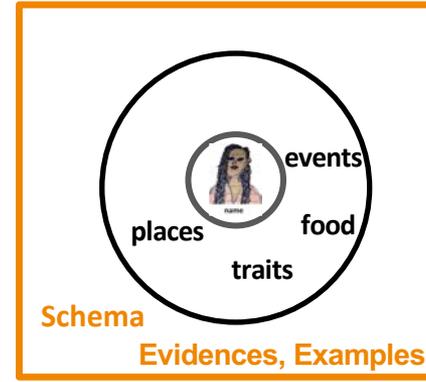
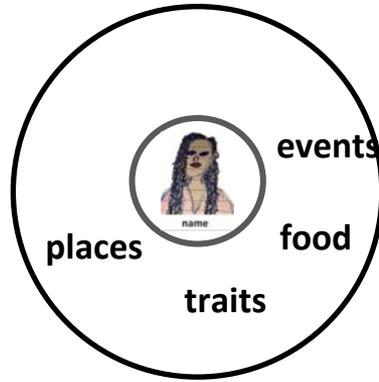
information

Add a Frame for evidences,  
examples



# Writing with a Circle Map

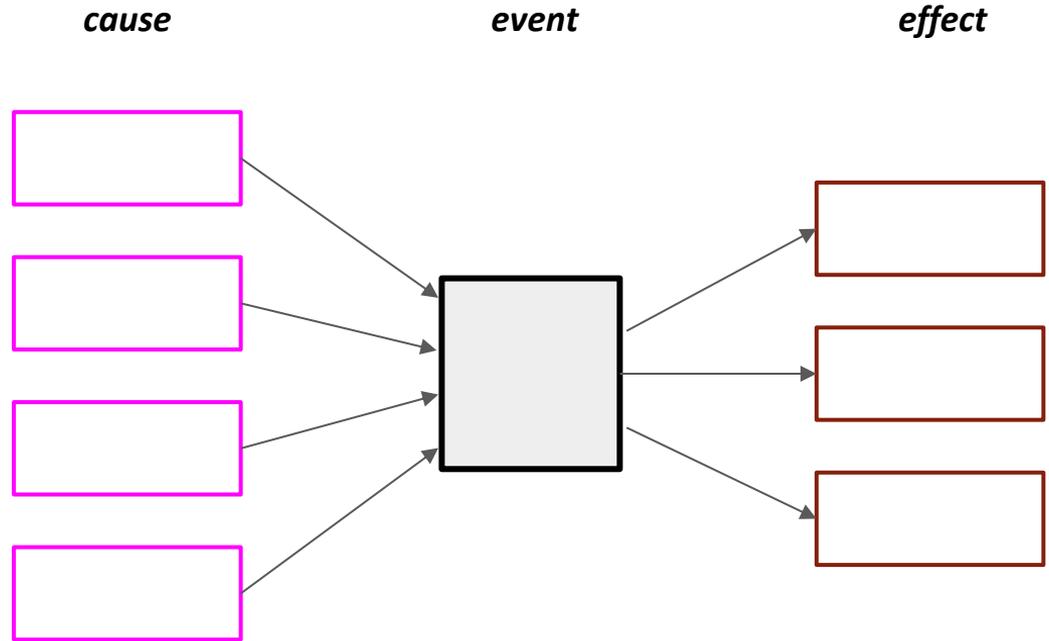




The students do a free write using the information from the map. The teacher models from theirs first. Students could share ideas for opening lines.



**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*

*event*

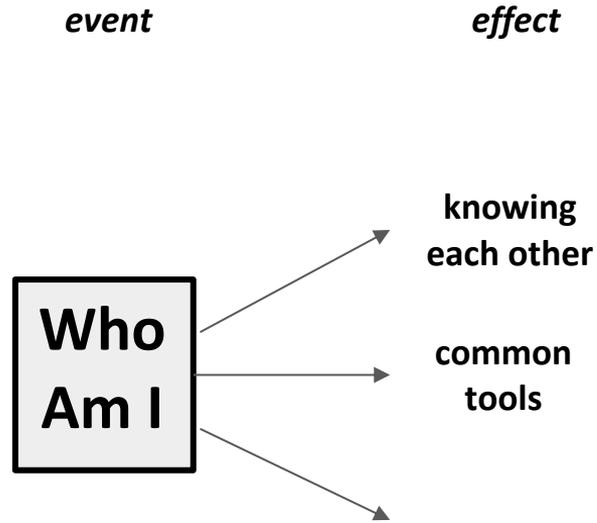
**Who  
Am I**

Write 'Who Am I'.  
Draw a rectangle  
around Who Am I

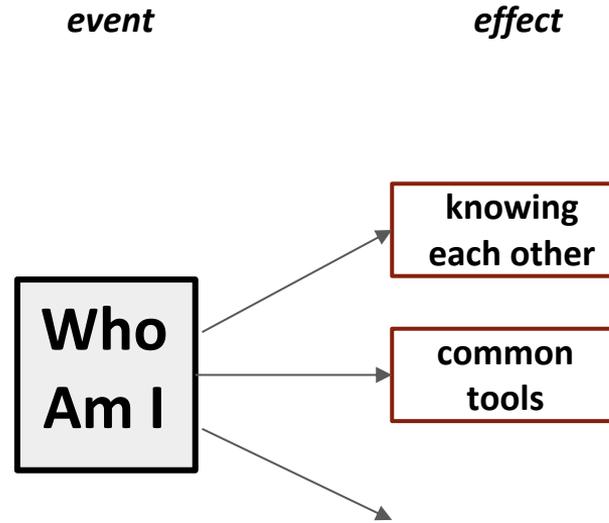
*event*

**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

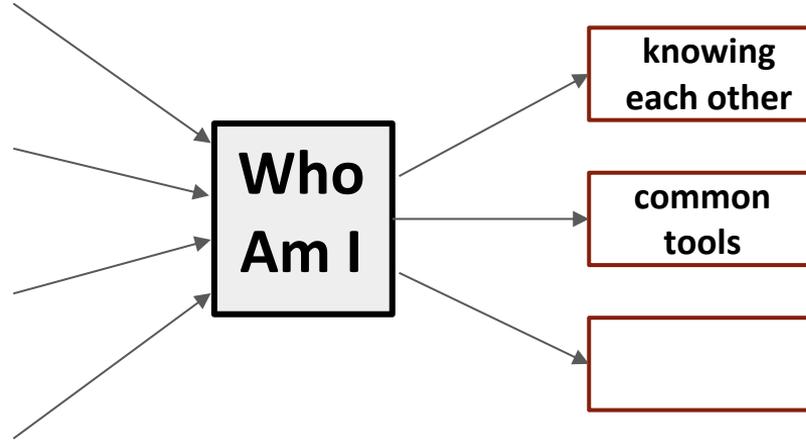


Write 'Who Am I'.  
Draw a rectangle  
around Who Am I  
Add effects in  
words or drawings  
Add rectangle  
around effects  
Add causes  
(and more effects  
too)

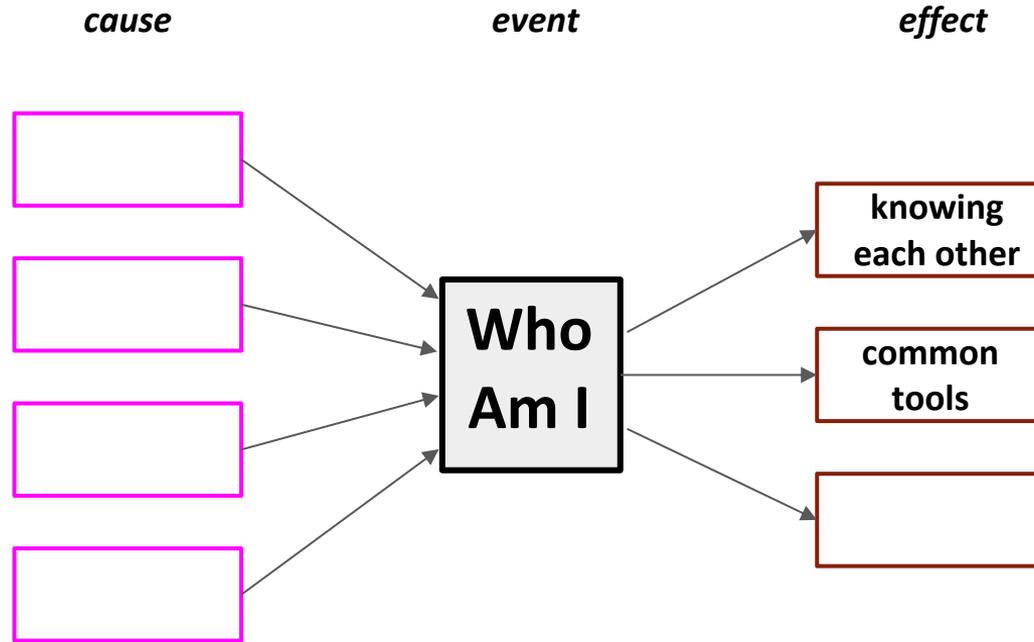
*cause*

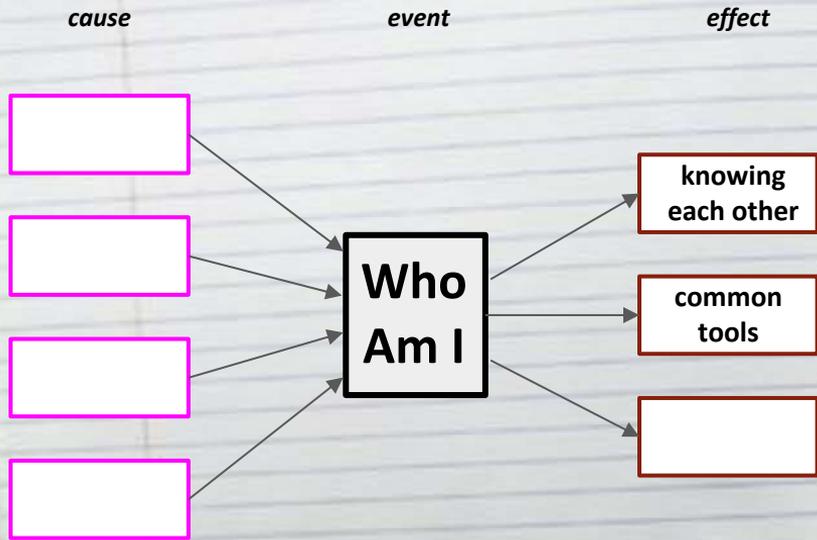
*event*

*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





## Metacognitive Frame, Free Write, and/

Who Am I is for the whole school and every classr

A cause of doing Who Am I is \_\_\_\_\_.

Another cause \_\_\_\_\_.

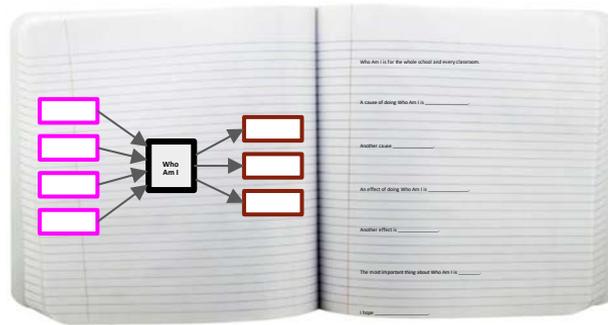
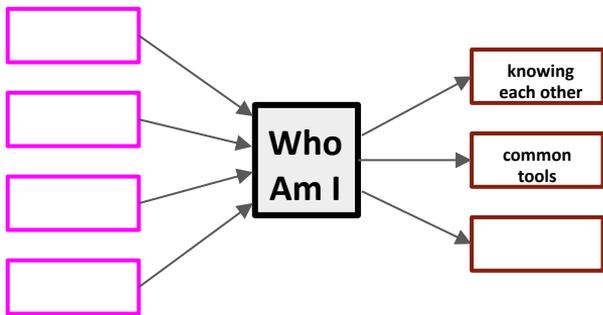
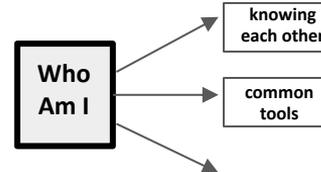
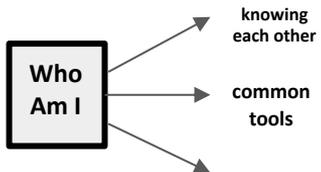
An effect of doing Who Am I is \_\_\_\_\_.

Another effect is \_\_\_\_\_.

The most important thing about Who Am I is \_\_\_\_\_.

I hope \_\_\_\_\_.

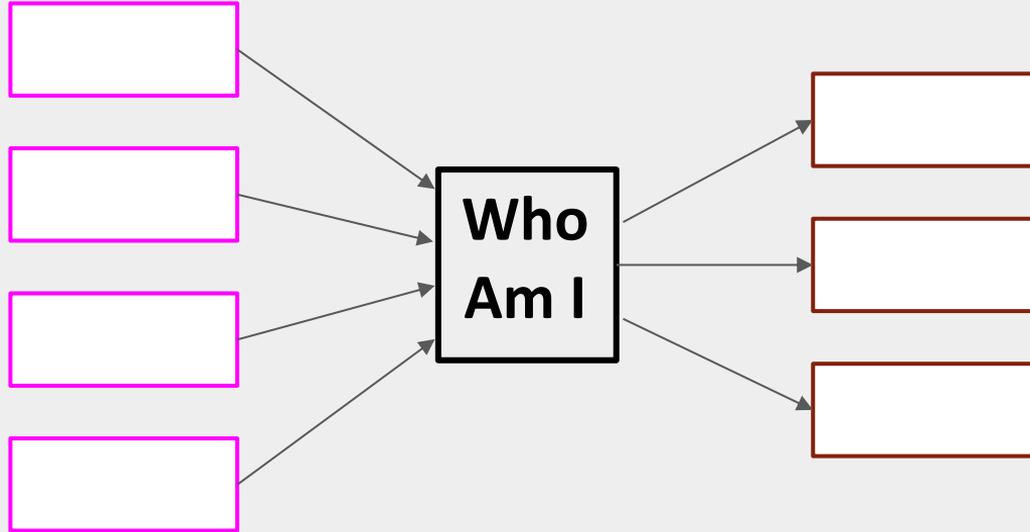
# Who Am I



*cause*

*event*

*effect*



*Schema – Evidences - Examples*

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

Day 1

Day 2

Day 3

Day 4

Day 5

# Priming

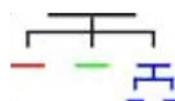
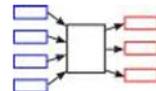
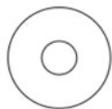


Community  
Connecting

Community  
Connecting

*Modeling and Building Upon Commonalities.*

# Processing

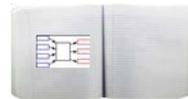
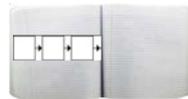


Critical Thinking  
Thinking Maps

Critical Thinking  
Thinking Maps

*A Language for Organizing and Understanding*

# Retaining for Understanding



Writing  
Reflecting

Writing  
Reflecting

*A Pattern of Writing*

# 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.

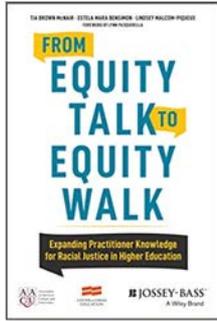
Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections.



name

## 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

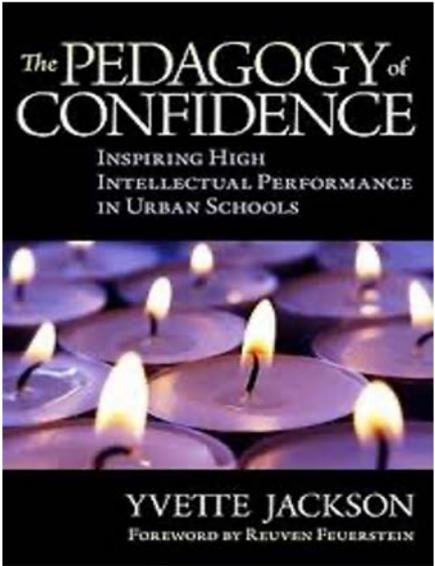
- What does this remind me of in the real world?
- How is this text similar to things that happen in the real world?
- How is this different from things that happen in the real world?
- How did that part relate to the world around me?

# 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.





for enhancing  
and sustaining  
equity consciousness

# High Operational Practices (HOPS)

## of the Pedagogy of Confidence:

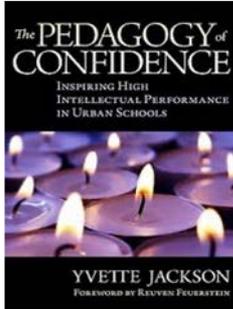
- Identifying and activating student strengths
- Eliciting high intellectual performance
- Integrating prerequisites for academic learning
- Situating learning in the lives of students
- Building relationships
- Providing enrichment
- Amplifying student voice

**Belief**  
and Belonging



“It always seems  
impossible until it  
is done.”

—Nelson Mandela



The Pedagogy of Confidence

<https://pedagogyofconfidence.net/>

NPS and NUA Collaboration

[www.newark.nuatc.org](http://www.newark.nuatc.org)

National Urban Alliance (NUA)

[www.nuatc.org](http://www.nuatc.org)

Stefanie Rome

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Robert Seth Price

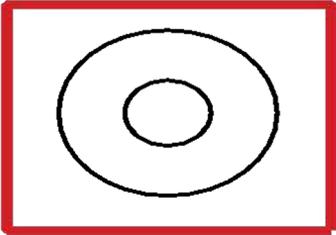
[www.eggplant.org](http://www.eggplant.org)

[robert@eggplant.org](mailto:robert@eggplant.org)

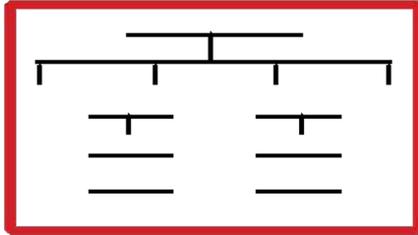


# Thinking Maps as a Language

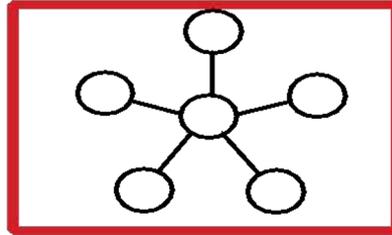
Describing in Context  
Brainstorming



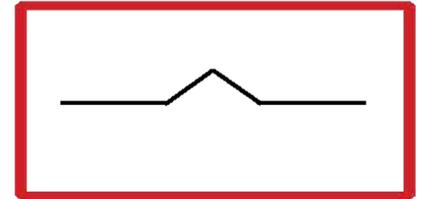
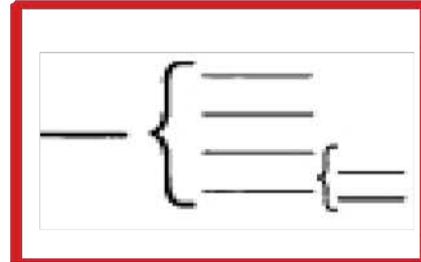
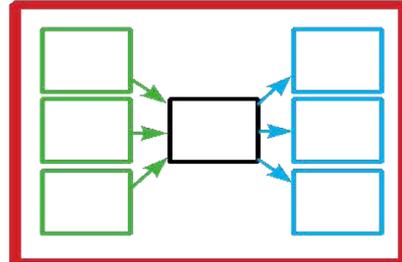
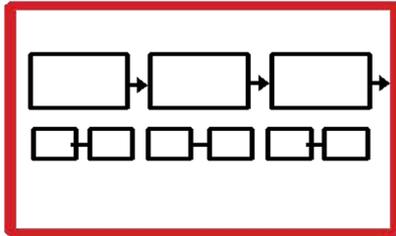
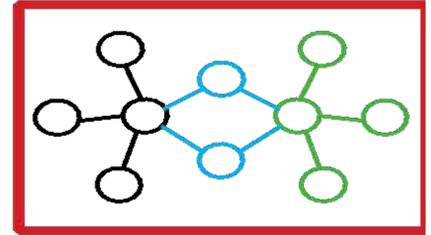
Categorizing



Describing



Comparing  
& Contrasting



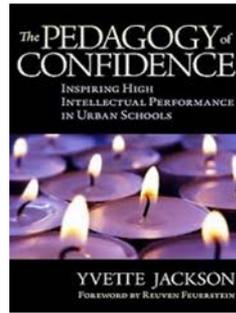
Sequencing

Cause and Effect

Whole / Part

Analogies  
Relationships

## To Organize Thinking – Student Centered



# Who Am I – Our Community – Our Roots

**Pedagogy of Confidence**

**National Urban Alliance**

**Newark Public Schools**

*August 2021*



# 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 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?