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
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
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

for enhancing and sustaining equity consciousness

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: Priming - Community Connecting
Day 2: Priming - Community Connecting
Day 3: Priming - Community Connecting
Day 4: Priming - Community Connecting
Day 5: Priming - Community Connecting

Modeling and Building Upon Commonalities.

Day 1: Processing - Critical Thinking Thinking Maps
Day 2: Processing - Critical Thinking Thinking Maps
Day 3: Processing - Critical Thinking Thinking Maps
Day 4: Processing - Critical Thinking Thinking Maps
Day 5: Processing - Critical Thinking Thinking Maps

A Language for Organizing and Understanding

Day 1: Retaining for Understanding - Writing Reflecting
Day 2: Retaining for Understanding - Writing Reflecting
Day 3: Retaining for Understanding - Writing Reflecting
Day 4: Retaining for Understanding - Writing Reflecting
Day 5: 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.
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.
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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.

- Event: Knowing each other
- Effect: Common tools
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

cause

Who Am I

event

common
tools

knowing
each other

effect

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 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 ____________________.
Multi-Flow Map: Cause and Effect + Frame of Reference
Community Connecting

Modeling and Building Upon Commonalities.

Critical Thinking Thinking Maps

A Language for Organizing and Understanding

Writing Reflecting

A Pattern of Writing
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?
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.
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Belief and Belonging

for enhancing and sustaining equity consciousness.
“It always seems impossible until it is done.”

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

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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
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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?