

Pedagogy of Confidence™

Rubric for Transformation in Action

Dr. Yvette Jackson, Robert Seth Price, Regina Seabrook

High Operational Practices (HOPs)

create belief with

High Intellectual Performance (HIP)

PreK, Primary, Elementary, Middle, High Schools, Life

**Equity Consciousness
Belief and Belonging**



Osseo, MN Elementary
Redwood City, CA Elementary
Newark, NJ High Schools



Osseo, MN Elementary
Redwood City, CA Elementary
Newark, NJ High Schools



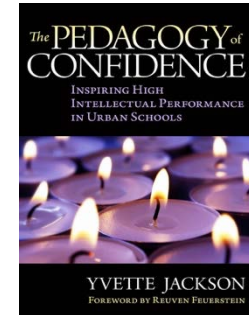
How they focus better when they have positive energy around them.



Student Engagement
High Operational Practices (NUA) is student centered for

The Pedagogy of Confidence™ • Yvette Jackson

In Pedagogy of Confidence, Yvette Jackson asserts that the myth that the route to increasing achievement by focusing on weaknesses (promoted by policies such as NCLB) has blinded us to the strengths and intellectual potential of urban students—devaluing the motivation, initiative, and confidence of dedicated educators to search for and optimize this potential. “The Pedagogy of Confidence” provides practical approaches to rekindle educators’ belief in their ability to inspire the vast capacity of their urban students. Yvette Jackson shows educators how to focus on students’ strengths to inspire learning and high intellectual performance. This book features: (1) Describes practical approaches and examples of how inspirational educators implement High Operational Practices, offering strategies for dealing with cultural disconnects, the influence of new technologies, and language preferences of students; (2) Illustrates how educators empower student investment in the “mediative learning community” to foster positive relationships; (3) Presents historical, cognitive, and neuroscience research, providing educators the rationale and benefits of changing old policies and practices to new ones that will guide students to intellectual development, self-directed learning, and self-actualization; and (4) Explores the theory and methodology of cognitive psychologist Reuven Feuerstein, upon which “The Pedagogy of Confidence” is based.



Pedagogy of Confidence Foundational Principals

The Pedagogy of Confidence is an approach to learning and teaching that is based on the fearless expectation that all students are capable of high intellectual performances.

The Pedagogy of Confidence begins with a deep understanding and appreciation of the realities of students’ lives that affect their ability to learn. It includes a strong belief in their innate potential for excellence. It also integrates the findings of cognitive psychology and neuroscience with practical applications that enable students to overcome impediments and achieve at extraordinary levels.



The transformational beliefs of the Pedagogy of Confidence are:

- Intelligence is modifiable.
- All students benefit from a focus on high intellectual performance.
- Learning is influenced by the interaction of culture, language, and cognition.

The Pedagogy of Confidence® High Operational Practices™ (HOPs) Rubric

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Pedagogy of Confidence Foundational Principals continued

These transformational beliefs are applied through a set of inter-related High Operational Practices (HOP). These High Operational Practices are:

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

The High Operational Practices are the fulcrum around which the “gifted” education of the Pedagogy of Confidence revolves, gearing the objective for each practice to facilitate students exploring and acting on their potential to produce high intellectual performances that can motivate self-directed learning, self-actualization, and self-transcendence. The inherent strategies and actions used to identify and build on strengths, provide enrichment, and create the schema that connects to a student’s cultural frame, enhance comprehension resulting in strengthened competence, confidence, resilience and high intellectual performances (Jackson, 2017).



High Operational Practices Rubric for Action

Purpose

The High Operational Practices Rubric is for whole school communities to self-assess their level of implementation of the Pedagogy of Confidence™ seven High Operational Practices (HOPs). The process is a nonevaluative, ongoing collaborative reflective process. The focus is continual growth for educators and students to create an intentional learning environment that is centered on students' self-efficacy and belonging with an equity consciousness for High Intellectual Performance (HIPs).

Process

The HOPs Rubric provides descriptors that guide differentiation of levels of implementation of the Pedagogy of Confidence from Developing to Deepening to Demonstrating.

- **Developing**
Not yet started or minimal implementation
- **Deepening**
Systems are in place that are monitored and revised
- **Demonstrating**
Transformational systemic efforts are evident and regularly monitored

Additionally there are two other input areas:

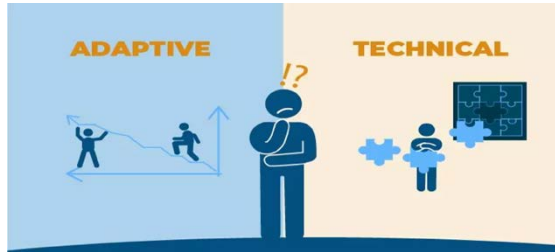
- Student evidences to consider at the Demonstrating level
- Evidences and Questions in the words of the reflecting observer



Intentionality

The goals of the differentiating levels of implementation effectively reflect on one's pedagogy with intentionality. Intentionality of practice, intentionality of purpose, intentionality of supporting students with high operational practices for motivating and eliciting high intellectual performances. The HOPs Rubric pages provide context and goal-driven support dialogue between educators, educators and coaches, leaders and educators, paraprofessionals and teachers, and all adults interacting with the student scholars. Additionally, the HOPs Rubric guides the educators in dialogue with their student scholars that reflect and implement the HOPs within the classroom environment(s). This process is as much for the classroom teachers as all educators within the school building.

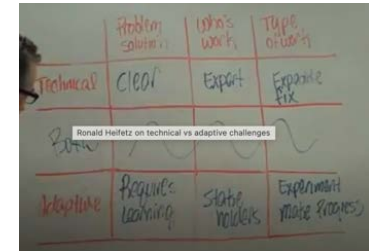
Overview – The Technical and The Adaptive



Technical - refers to aspects of instruction relating to a subject, art or craft

Adaptive - relates to providing, contributing to, or adapting pedagogy based on new perspective or learning

Technical vs. Adaptive: [Dr. Ronald Heifetz on technical vs. adaptive challenges](#)

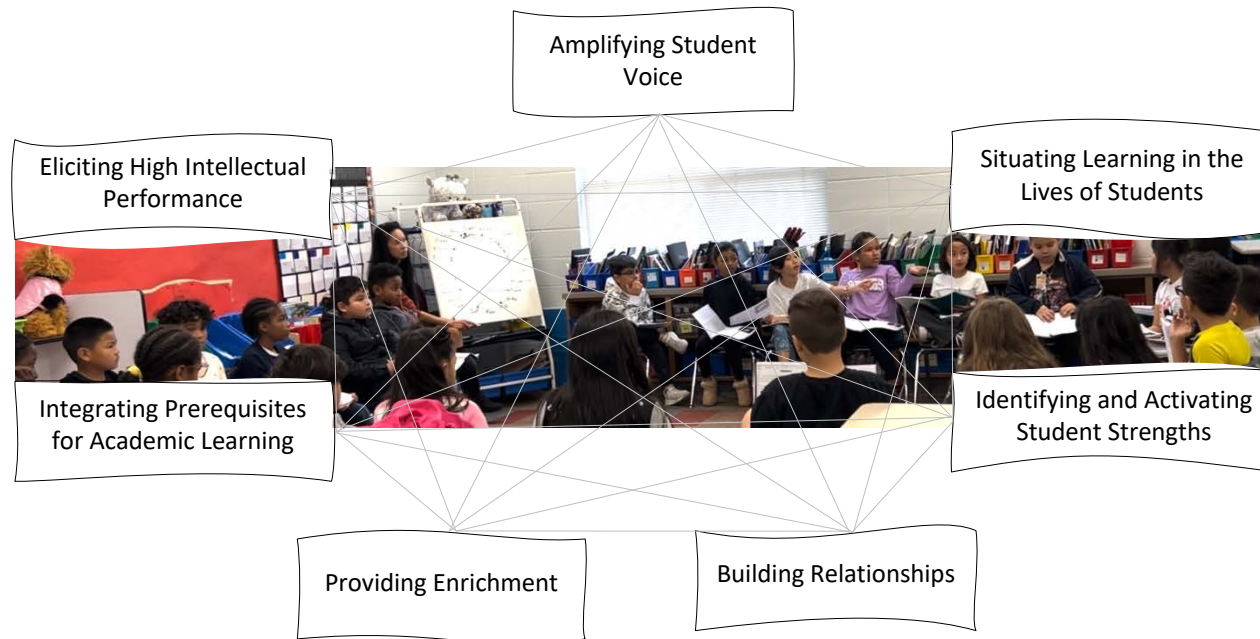


The most salient catalyst for the development of high intellectual performances and self-efficacy is the interaction between the teacher or parent and the student. The eminent cognitive psychologist, Reuven Feuerstein, called this process *mediation*. The goal of mediation is the elicit from the learner a personal motivation for learning. The teacher intentionally aims to make the interaction of the learner with learning experiences more effective to specifically heighten intellectual capacities and maximize learning (Jackson, 2011, p.60).

Equity conscious mediation requires teachers to be both technical and adaptive in their interactional pedagogy. They must have a technical, targeted focus on the conceptual understanding or skills they want students to achieve in a particular subject, art or craft, as well as adaptive, pedagogical flexibility derived from new understandings or learning they acquire through the interactions with the students to determine and present purposefully selected cognitive stimuli, training, or enrichment needed for their learning and academic achievement.

Interactional Order of the High Operational Practices

The seven High Operational Practices (HOPs) are interactional within the classroom pedagogical environment. To develop and grow the HOPs for High Intellectual Performance (HIPs) in practice, an intentionality of focus with several HOPs initially will provide an excellent grounding. The focus guides in developing reflectively an understanding of the ‘why’ while developing the ‘how’. This supports teachers and school leaders being both technical and adaptive in their interactional pedagogy. An initial focus with *Situating Learning in the Lives of Students* creates both relevance and a priming to create a desire for students of being in the community of learners. *Identifying And Activating Student Strengths and Amplifying Student Voice* are vital with creating a pedagogical environment favorable to growing the environment for High Operational Practices in action for High Intellectual Performance. Ultimately the seven HOPs are interactional, but seeing each through its’ all important lens.



The Pedagogy of Confidence™ • High Operational Practices (HOPs)

–The Technical

Amplifying Student Voice: Encouraging students to voice their interests, perspectives, reflections, opinions and enabling them to make personal contributions is not only motivating but also builds the confidence, agency, academic language, investment, and skill students need to join wider communities of learners and doers in the world outside of school. Students know their voices are heard as they have influence in their own learning process.

Situating Learning In The Lives Of Students: Students perform most effectively when they can connect new learnings to what is relevant and meaningful to them. These connections validate their lived experiences activating the focusing of the brain through its Reticular Activating System (RAS). Without such personal connections, the new learnings are not likely to be retained and used effectively.

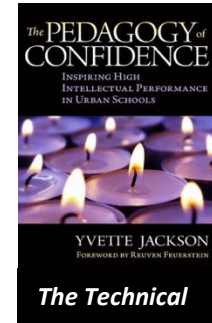
Identifying And Activating Student Strengths: Teaching that encourages students to recognize and apply their strengths releases neurotransmitters of pleasure, motivating students to actively participate and invest in a learning experience, set goals for their learning, and follow through with their learning for meaningful application and deeper development of strengths for personal agency.

Building Relationships: Students fare best cognitively, socially and emotionally when they know they are liked, appreciated, valued as part of a vibrant, caring community. Positive relationships stimulate oxytocin, positively impacting both the motivation and the memory capacity critical for learning.

Providing Enrichment: Enrichment taps students' interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization.

Integrating Prerequisites For Academic Learning: Foundation schema building activities are critical so that students have the right foundations for learning new information and acquiring new skills. This foundation heightens students' understanding, competence, confidence, and motivation.

Eliciting High Intellectual Performance: Students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding and thinking flexibly and innovatively.



The Pedagogy of Confidence™ • Dr. Yvette Jackson High Operational Practices (HOPs)

–The Adaptive

Amplifying Student Voice

“The students’ voices ... provide windows into their frames of reference, enabling the teachers to identify what they value and what affects how they view the world...” (Jackson, 2011, p. 100).

Situating Learning in the Lives of Students

“Working from the personal cultural context of students engages and heightens their attention because the engagements are seen as meaningful” (Jackson, 2011, p. 98).

Identifying and Activating Student Strengths

“Developing an individual's strengths (or talents) provides the individual with a sense of self that is likely to motivate the individual to exhibit those strengths more frequently, leading to a reinforcing, generalizable cycle of success” (Anderson, 2005 as cited in Jackson, 2011, p. 91).

Building Relationships

“Feuerstein’s research demonstrated that the most salient catalyst in modifying intelligence is the interaction of relationship between the teacher and the student...emotions emanating from relationships stimulate both the motivation and memory capacity needed for learning” (Jackson, 2011, p. 93).

Providing Enrichment

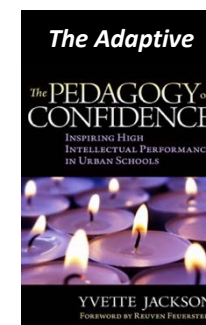
“In pedagogy, mediated enrichment facilitates exposure to new experiences and information that expands the background knowledge school-dependent students need to enlarge their frames of reference and strengthen their base for inferential thinking” (Jackson, 2011, p. 95).

Integrating Prerequisites for Academic Learning

“Prerequisites arm school-dependent students with the foundation they need before they are assigned independent tasks, and as a result, stress is reduced and new learning is optimized” (SIL International as cited in Jackson, 2011, p. 97).

Eliciting High Intellectual Performance

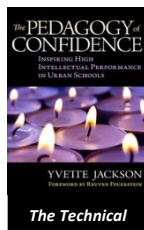
“High intellectual performance demonstrates to students their potential, which in turn motivates self-directed learning” (Jackson, 2011, p. 93).



The Technical • The Pedagogy of Confidence™

Amplifying Student Voice: Encouraging students to voice their interests, perspectives, reflections, opinions and enabling them to make personal contributions is not only motivating but also builds the confidence, agency, academic language, investment, and skill students need to join wider communities of learners and doers in the world outside of school. Students know their voices are heard as they have influence in their own learning process.

Situating Learning In The Lives Of Students: Students perform most effectively when they can connect new learnings to what is relevant and meaningful to them. These connections validate their lived experiences activating the focusing of the brain through its Reticular Activating System (RAS). Without such personal connections, the new learnings are not likely to be retained and used effectively.



Identifying And Activating Student Strengths: Teaching that encourages students to recognize and apply their strengths releases neurotransmitters of pleasure, motivating students to actively participate and invest in a learning experience, set goals for their learning, and follow through with their learning for meaningful application and deeper development of strengths for personal agency.

Building Relationships: Students fare best cognitively, socially and emotionally when they know they are liked, appreciated, valued as part of a vibrant, caring community. Positive relationships stimulate oxytocin, positively impacting both the motivation and the memory capacity critical for learning.

Providing Enrichment: Enrichment taps students’ interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization.

Integrating Prerequisites For Academic Learning: Foundation schema building activities are critical so that students have the right foundations for learning new information and acquiring new skills. This foundation heightens students’ understanding, competence, confidence, and motivation.

Eliciting High Intellectual Performance: Students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding and thinking flexibly and innovatively.

The Adaptive • The Pedagogy of Confidence™

Amplifying Student Voice

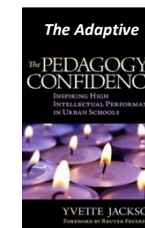
“The students’ voices ... provide windows into their frames of reference, enabling the teachers to identify what they value and what affects how they view the world...” (Jackson, 2011, p. 100).

Situating Learning in the Lives of Students

“Working from the personal cultural context of students engages and heightens their attention because the engagements are seen as meaningful” (Jackson, 2011, p. 98).

Identifying and Activating Student Strengths

“Developing an individual’s strengths (or talents) provides the individual with a sense of self that is likely to motivate the individual to exhibit those strengths more frequently, leading to a reinforcing, generalizable cycle of success” (Anderson, 2005 as cited in Jackson, 2011, p. 91).



Building Relationships

“Feuerstein’s research demonstrated that the most salient catalyst in modifying intelligence is the interaction of relationship between the teacher and the student...emotions emanating from relationships stimulate both the motivation and memory capacity needed for learning” (Jackson, 2011, p. 93).

Providing Enrichment

“In pedagogy, mediated enrichment facilitates exposure to new experiences and information that expands the background knowledge school-dependent students need to enlarge their frames of reference and strengthen their base for inferential thinking” (Jackson, 2011, p. 95).

Integrating Prerequisites for Academic Learning

“Prerequisites arm school-dependent students with the foundation they need before they are assigned independent tasks, and as a result, stress is reduced and new learning is optimized” (SIL International as cited in Jackson, 2011, p. 97).

Eliciting High Intellectual Performance

“High intellectual performance demonstrates to students their potential, which in turn motivates self-directed learning” (Jackson, 2011, p. 93).

The Pedagogy of Confidence® High Operational Practices™ (HOPs) Rubric

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Amplifying Student Voice (*The Technical*)

Encouraging students to voice their interests, perspectives, reflections, opinions and enabling them to make personal contributions is not only motivating but also builds the confidence, agency, academic language, investment, and skill students need to join wider communities of learners and doers in the world outside of school. Students know their voices are heard as they have influence in their own learning process.

<p>Developing <i>Not yet started or minimal implementation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom includes some opportunities for students to share their interests, perspectives and lived experiences through the teachers’ cultural frames of reference <input type="checkbox"/> The classroom is directed by curriculum with some personal contributions by students 	<p><i>The Adaptive</i> Amplifying Student Voice “The students’ voices ... provide windows into their frames of reference, enabling the teachers to identify what they value and what affects how they view the world...” (Jackson, 2011, p. 100).</p>
<p>Deepening <i>Systems are in place that are monitored and revised</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom includes processing experiences for students to share opinions and perspectives through teachers’ and students’ cultural frames of reference <input type="checkbox"/> The classroom includes priming and processing for student schema and perspectives to move beyond the curriculum provided <input type="checkbox"/> The classroom includes teacher directed activities along with collaborative student work supporting the priming, processing and demonstration of critical thinking skills 	
<p>Demonstrating <i>Transformational systemic efforts are evident and regularly monitored</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom use of academic language confidently by students and teachers clearly models belief and belonging in all students investment with their learning process <input type="checkbox"/> The classroom is a model of the teacher(s) authentically facilitating the students’ learning processes with each other’s cultural frame of reference mutually respected <input type="checkbox"/> The students in the classroom authentically interact with their teachers and peers in voicing and listening to each other’s perspectives, while engaging in dialogue that fosters authentic critical thinking in developing new learning 	<p>Student Evidences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulate personal learning goals <input type="checkbox"/> Reflect on learning processes <input type="checkbox"/> Understand their frame of reference, and respect others frame of reference <input type="checkbox"/> Identify, discuss, and engage in ideas and theories solving real-world problems <input type="checkbox"/> Students confidently know their voice matters <input type="checkbox"/> Effective use of academic language <input type="checkbox"/> Connecting relationships between their schema (lived experiences) to new learnings
<p>Evidence and Questions</p>	

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Situating Learning In The Lives Of Students (*The Technical*)

Students perform most effectively when they can connect new learnings to what is relevant and meaningful to them. These connections validate their lived experiences activating the focusing of the brain through its Reticular Activating System (RAS). Without such personal connections, the new learnings are not likely to be retained and used effectively.

<p>Developing <i>Not yet started or minimal implementation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom connects the content to the student population through the cultural context of the teacher <input type="checkbox"/> The classroom builds initially with priming of students’ background knowledge in the content area 	<p><i>The Adaptive</i> Situating Learning in the Lives of Students “Working from the personal cultural context of students engages and heightens their attention because the engagements are seen as meaningful” (Jackson, 2011, p. 98).</p>
<p>Deepening <i>Systems are in place that are monitored and revised</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom content is informed by students’ cultural frames of reference using lived experiences of the student(s) <input type="checkbox"/> The classroom has students build knowledge and process understanding that incorporates the student’s background knowledge with the content area <input type="checkbox"/> The classroom provides reflective mediation for students to process personal connections to new content 	
<p>Demonstrating <i>Transformational systemic efforts are evident and regularly monitored</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom has the students exploring content using cultural frames of reference <input type="checkbox"/> The students demonstrate understanding using their cultural frames of reference making connections with new content <input type="checkbox"/> The students reflect through their schema on the connection between the content to themselves, the text, and/or the world <input type="checkbox"/> The students demonstrate for understanding by processing new and creative ways that reflect and connect to their real-world experiences <input type="checkbox"/> The classroom discussions incorporate the students’ lives including issues from and about their local community through their cultural frame of reference 	<p>Student Evidences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect learning using their cultural frames of reference <input type="checkbox"/> Identify and discuss different people’s frame of reference <input type="checkbox"/> Identify, discuss, and engage in ideas and theories solving real-world problems from their frame of reference <input type="checkbox"/> Identify relationships between their lived experiences to new learnings/perspectives
<p>Evidence and Questions</p>	

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Identifying And Activating Student Strengths (*The Technical*)

Teaching that encourages students to recognize and apply their strengths releases neurotransmitters of pleasure, motivating students to actively participate and invest in a learning experience, set goals for their learning, and follow through with their learning for meaningful application and deeper development of strengths for personal agency.

<p>Developing <i>Not yet started or minimal implementation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom connects student strengths to their learning through reflections from the teacher’s cultural frame of reference <input type="checkbox"/> The classroom often affirms student strengths throughout the day/year across content areas <input type="checkbox"/> The classroom primes students to identify their strengths including honoring their cultural frame of reference 	<p><i>The Adaptive</i> Identifying and Activating Student Strengths “Developing an individual's strengths (or talents) provides the individual with a sense of self that is likely to motivate the individual to exhibit those strengths more frequently, leading to a reinforcing, generalizable cycle of success” (Anderson, 2005 as cited in Jackson, 2011, p. 91).</p>
<p>Deepening <i>Systems are in place that are monitored and revised</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom provides priming and processing for students to identify their strengths and connections to how this supports their learning <input type="checkbox"/> The classrooms have regular affirmations from teacher to student, and student to student to further develop their understanding of personal strengths 	
<p>Demonstrating <i>Transformational systemic efforts are evident and regularly monitored</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom provides regular intentional student reflections on their learning including habits of minds and supportive of the student’s cultural frames of reference <input type="checkbox"/> The students set personal goals for their learning and follow through with actions <input type="checkbox"/> The classroom encourages students consistently with intentionality to demonstrate understanding using their strengths for personal agency <input type="checkbox"/> The students recognize through reflective processes the why of learning connects with their strengths and areas of development 	<p>Student Evidences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in reflective thinking about their understanding and learning (metacognition) <input type="checkbox"/> Set and share personal learning goals <input type="checkbox"/> Use and develop strategies that align with identified strengths <input type="checkbox"/> Make autonomous decisions on how best to understand their learning processes
<p>Evidence and Questions</p>	

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Building Relationships (The Technical)

Students fare best cognitively, socially, and emotionally when they know they are liked, appreciated, valued as part of a vibrant, caring community. Positive relationships stimulate oxytocin, positively impacting both the motivation and the memory capacity critical for learning.

<p>Developing <i>Not yet started or minimal implementation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom provides an awareness of social emotional learning <input type="checkbox"/> The classroom provides students some opportunities to learn about their own and each other’s cultures <input type="checkbox"/> The classroom has some collaborative learning to share cognitively and socially 	<p><i>The Adaptive</i> Building Relationships “Feuerstein’s research demonstrated that the most salient catalyst in modifying intelligence is the interaction of relationship between the teacher and the student...emotions emanating from relationships stimulate both the motivation and memory capacity needed for learning” (Jackson, 2011, p. 93).</p>
<p>Deepening <i>Systems are in place that are monitored and revised</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> All students in the classroom learn about their own culture and each other’s culture <input type="checkbox"/> The classroom has regular collaborative learning and community building structures for students to connect with their peers socially, cognitively and emotionally <input type="checkbox"/> Social emotional learning in academic vocabulary and actions creating positive and productive relationships with teachers and students are vibrant in the classroom 	
<p>Demonstrating <i>Transformational systemic efforts are evident and regularly monitored</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom culture honors and values all students with a strong message of acceptance and understanding of diversity with each other’s frame of reference <input type="checkbox"/> The classroom honors and amplifies student voices and view student backgrounds and experiences as assets for the whole community <input type="checkbox"/> The classroom is a community of ‘belief and belonging’ honoring student’s frame of references, languages, and each other together as a learning community <input type="checkbox"/> The classroom adults and students intentionally develop affective skills connecting to equity consciousness and restorative justice practices 	<p>Student Evidences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute constructively to class/ small group work <input type="checkbox"/> Think independently and in concert with others <input type="checkbox"/> Engage in actions and behaviors that demonstrate a sense of global responsibility <input type="checkbox"/> Analyze and critique texts from global and cross-cultural perspectives <input type="checkbox"/> Value and respect ideas of others <input type="checkbox"/> Explore diverse cultural perspectives before framing problems or proposing solutions <input type="checkbox"/> Listen respectfully, recognizing differences in communication style and manners across cultures
<p>Evidence and Questions</p>	

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Providing Enrichment (*The Technical*)

Enrichment taps students’ interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization.

<p>Developing <i>Not yet started or minimal implementation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classrooms support students exploring their cultural frame of reference <input type="checkbox"/> The classrooms have teachers learning to understand their students’ strengths 	<p><i>The Adaptive</i> Providing Enrichment “In pedagogy, mediated enrichment facilitates exposure to new experiences and information that expands the background knowledge school-dependent students need to enlarge their frames of reference and strengthen their base for inferential thinking” (Jackson, 2011, p. 95).</p>
<p>Deepening <i>Systems are in place that are monitored and revised</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom provides opportunities for students’ schema, their prior knowledge and cultural frame of reference experiences to be part of the learning environment <input type="checkbox"/> The classroom includes cognitive processes (e.g. inquiry, visual mapping, inductive reasoning) to generate student strengths into their learning environment <input type="checkbox"/> The classroom priming supports students deepening understanding with their learning of new information connecting with their personal learning 	
<p>Demonstrating <i>Transformational systemic efforts are evident and regularly monitored</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classrooms begin with the students’ cultural frames of reference that reinforce strengths and actualize their cognitive capacity <input type="checkbox"/> The student’s strengths and schema guide their interest and capacity in learning <input type="checkbox"/> The students regularly reflect on their own learning identifying new enriching outcomes and goals <input type="checkbox"/> Students demonstrate their thinking and learning for high intellectual performance (i.e., assessments call for creating, illustrating, hypothesizing, summarizing, etc.). 	<p>Student Evidences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making learning visible <input type="checkbox"/> Synthesizing knowledge <input type="checkbox"/> Reflective on new learning <input type="checkbox"/> Reason inductively and deductively <input type="checkbox"/> Collaboratively engage in problem solving <input type="checkbox"/> Synthesize learning in creative ways
<p>Evidence and Questions</p>	

The Pedagogy of Confidence® High Operational Practices™ (HOPs) Rubric

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Integrating Prerequisites For Academic Learning (*The Technical*)

Foundation schema building activities are critical so that students have the right foundations for learning new information and acquiring new skills. This foundation heightens students’ understanding, competence, confidence, and motivation.

<p>Developing <i>Not yet started or minimal implementation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom includes some priming of foundational skills for new information <input type="checkbox"/> The classroom includes some opportunities with the development of new critical thinking skills for new information 	<p><i>The Adaptive</i> Integrating Prerequisites for Academic Learning “Prerequisites arm school-dependent students with the foundation they need before they are assigned independent tasks, and as a result stress in reduced and new learning is optimized” (SIL International as cited in Jackson, 2011, p. 97).</p>
<p>Deepening <i>Systems are in place that are monitored and revised</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom intentionally creates foundations for new learning by including students’ cultural frames of reference, and their schema from prior knowledge <input type="checkbox"/> The classroom uses critical thinking to develop processing of content connecting with each student’s frame of reference <input type="checkbox"/> The classroom provides structures to encourage and support collaborative practices <input type="checkbox"/> The classroom develops understanding through processing new information with critical thinking methods supporting development of new skills 	
<p>Demonstrating <i>Transformational systemic efforts are evident and regularly monitored</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The students use academic language confidently and competently with learning <input type="checkbox"/> The students’ frame of reference, and their schema, are an active part of developing understanding of new information <input type="checkbox"/> The classroom uses critical thinking tools including but not limited to visual mapping to organizing thinking and inquiry to heighten understanding and synthesizing <input type="checkbox"/> The classroom use of critical thinking, collaborative processes, and environment support student motivation as a learner and citizen <input type="checkbox"/> The classroom’s practices include regular reflective dialogue with the why and how students learn cognitively, which positively impacts the confidence of students 	<p>Student Evidences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dialogue on learning as it connects to prior knowledge and schema <input type="checkbox"/> Students can confidently reflect on the cognitive skills needed for learning personally and collaboratively <input type="checkbox"/> Students centered shared dialogue with content and on the reflective processes for learning
<p>Evidence and Questions</p>	

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Eliciting High Intellectual Performance (*The Technical*)

Students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding and thinking flexibly and innovatively.

<p>Developing <i>Not yet started or minimal implementation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The classroom introduces critical thinking into the learning environment <input type="checkbox"/> The classroom priming includes academic language of cognitive processes such as sequencing, classifying, causation, inductive reason and similar <input type="checkbox"/> The classroom has initial development of habits of minds with students such as persistence, flexibility, collaboration and others 	<p><i>The Adaptive</i> Eliciting High Intellectual Performance “High intellectual performance demonstrates to students their potential, which in turn motivates self-directed learning” (Jackson, 2011, p. 93).</p>
<p>Deepening <i>Systems are in place that are monitored and revised</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students actively processing their thinking with visual mapping and inquiry <input type="checkbox"/> Collaborative processing between students is part of the processing in the classroom <input type="checkbox"/> Students often process together in small groups for deeper understanding of each other’s thinking <input type="checkbox"/> Habits of mind become part of the process and academic language in the classroom 	
<p>Demonstrating <i>Transformational systemic efforts are evident and regularly monitored</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are challenged in thinking using higher cognitive functions through visual mapping to visualize learning, inquiry for shared inquiry, inductive reasoning and other critical thinking methods <input type="checkbox"/> The classroom actively uses academic language to connect cognitive processes and content to students’ own application with their learning. <input type="checkbox"/> Critical thinking is a regular part of the classroom community <input type="checkbox"/> Student’s frame of reference is part of the depth of thinking with critical thinking 	<p>Student Evidences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students’ similarities and differences are part of the classroom fabric <input type="checkbox"/> Students engage in dialogue on thinking to extend cognitive processes <input type="checkbox"/> Reason inductively and deductively <input type="checkbox"/> Analyze and critique texts from global and cross-cultural perspectives <input type="checkbox"/> Synthesize learning in creative ways <input type="checkbox"/> Engage in actions and behaviors that demonstrate a sense of global responsibility
<p>Evidence and Questions</p>	

Frame of Reference

We all have a personal frame of reference that is defined by our experiences, our schema, who we know, where we have been and how our life journey has shaped our thinking. How our personal frame of reference develops includes hearing other people's point of views while learning how their frame of reference guides them with their thinking and actions.

'A set of ideas or facts accepted by a person that explains their behavior, opinions, or decisions.'
— As defined by Cambridge Dictionary

"History, as nearly no one seems to know, is not merely something to be read. And it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do. It could scarcely be otherwise, since it is to history that we owe our frames of reference, our identities, and our aspirations." —James Baldwin, *The Price of the Ticket: Collected Nonfiction, 1948-1985*

Cultural Frame of Reference: the context through which individual's deeper understanding are derived from the experiences and people they find the most relevant and meaningful; recognizing and applying one's cultural identity while exploring one's own strengths

Schema: text to self; text to text; text to world connections

Note Details: elaborate; identify attributes; note the parts; important factors

Identify The Rules: state the explicit or implicit factors that affect an area of study; the structure; the order; the hierarchy; the elements that set the standards

Observing Patterns: identify reoccurring elements and events; determine the order of events; predict what comes next

Recognizing Trends: note factors that cause events to occur (social, political, economic, geographic); identify patterns of change over time

Identify Ethical Considerations: recognize elements that reflect bias, prejudice, discrimination; state observations and arguments in terms of ethics

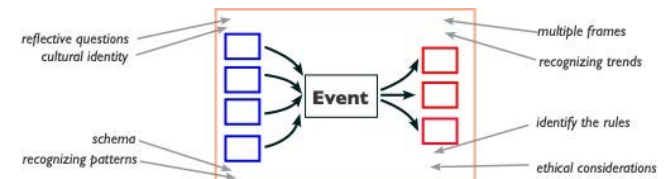
Questions for Inquiry: use questions to identify unclear ideas or missing information; discuss areas yet to be explored or proven; and note conclusions that need further evidence or support

What is the Generalization, Principle, Theory or Big Idea: identify a rule or general statement that summarizes information or draws conclusion based on evidence drawn from a collection of facts or ideas

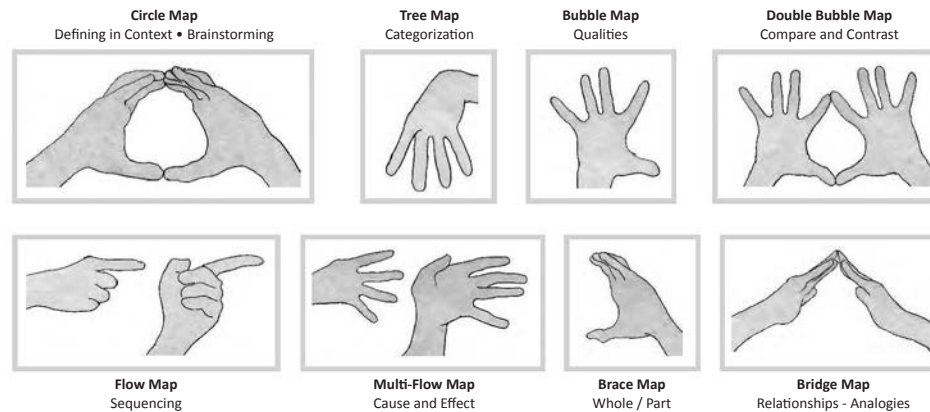
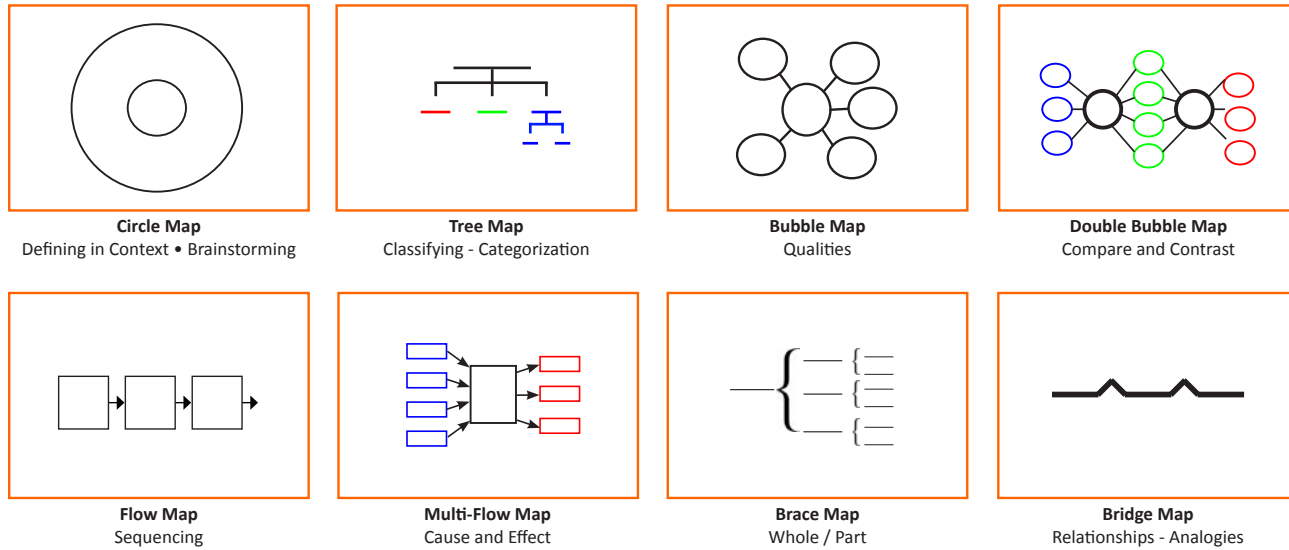
Consider Relationships Over Time: describe relationships between past, present and future; relationships within a time period; how or why things changed or remained the same

Appreciate Multiple Frames of Reference (Perspectives): discuss multiple perspectives related to area of study; explore different viewpoints; reflect on diversity within a society

Notice Interdisciplinary Connections: relate and integrate the area of study to include the methodology of other disciplines



Thinking Maps™ with Frame of Reference - A Cognitive Language



Thinking Maps™ • www.thinkingmaps.com • www.thinkingfoundation.org

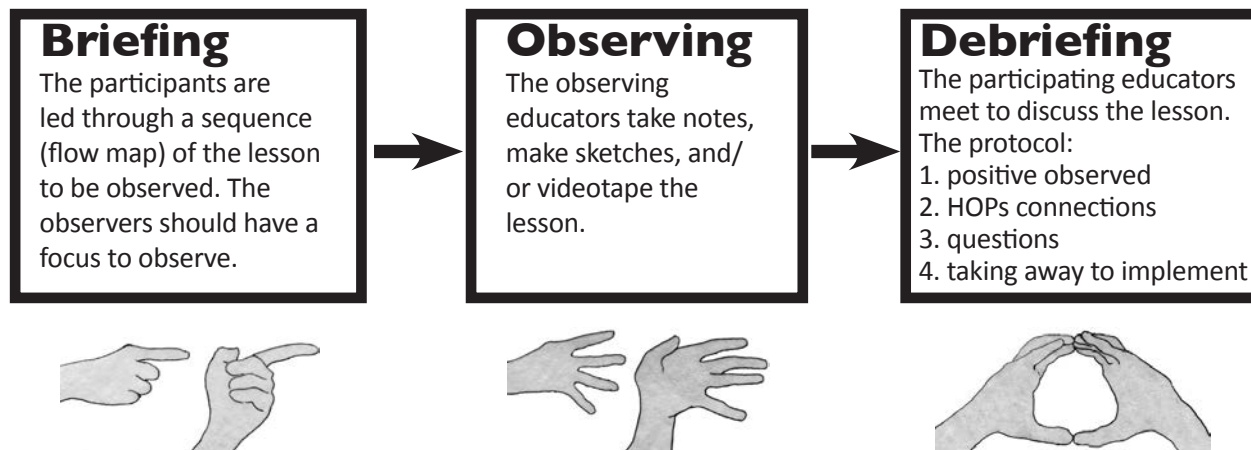
Peer to Peer Coaching

The Peer to Peer Coaching model focuses on teachers regularly observing each other to learn, understand, and improve their pedagogy (the art and science (the how and why) of teaching). This model works best in small groups with a minimum of three - one teacher demonstrating a lesson while two other teachers observing and dialoguing. The observed lessons are generally in the 15-30 minute range to provide a focus on High Operational Practices (HOPs), teaching methods and strategies. The model includes a briefing, lesson and debriefing. It is recommended in addition to grade level teams collaborating, to also have teachers from different grade levels, support (e.g. SPED and EL), and different subject areas so they are focused on the teaching methods and not only specific content.

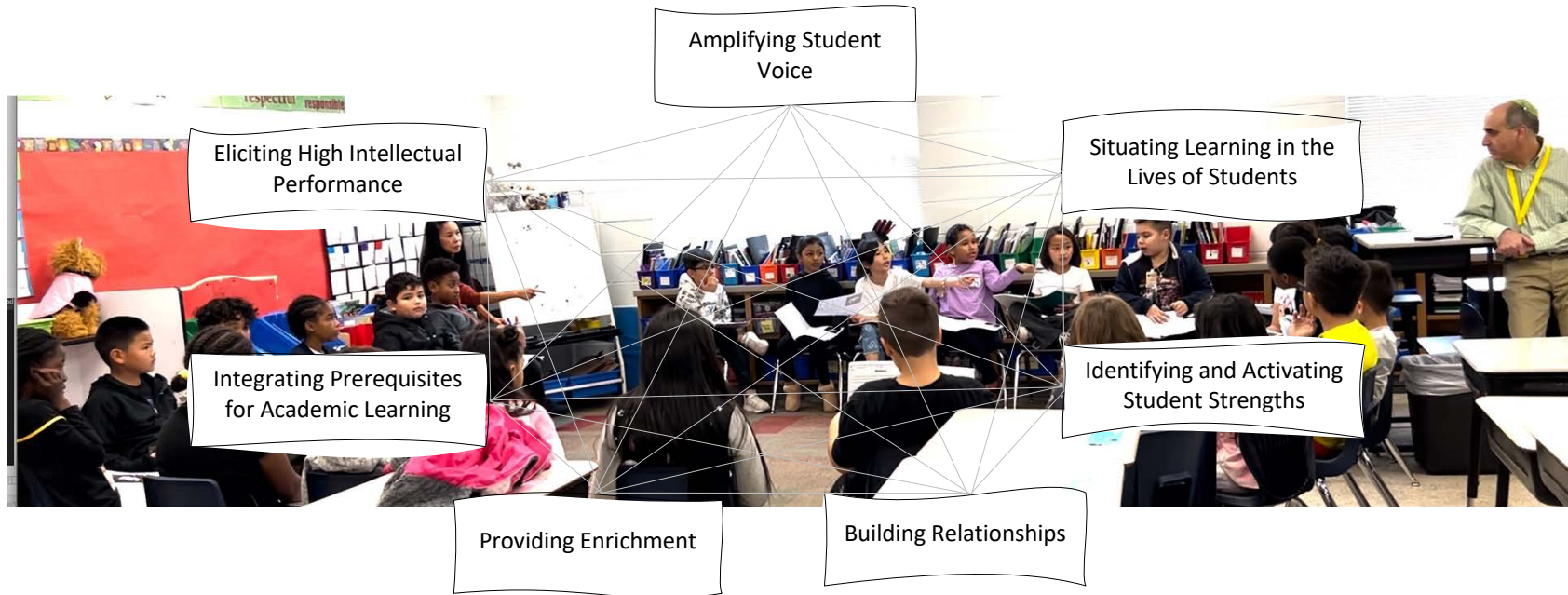
This model is a multi-directional process: everyone has abilities and skills to share and learn from one another. This differentiated process allows everyone to progress at a rate consistent with their interests and passion. The model is a regular ongoing process for all educators.

Ongoing Development: Teachers regularly participant with the Peer to Peer Coaching model throughout the school year. Weekly or every other week would be recommended. This model is equally effective with administrators coaching administrators; coaches coaching coaches; staff coaching staff; support staff coaching support staff; and so forth.

Peer Coaching Process (Teachers Coaching Teachers)



Peer to Peer Coaching • Collaborative Learning • Community Building



Peer to Peer Coaching • Collaborative Learning • Community Building

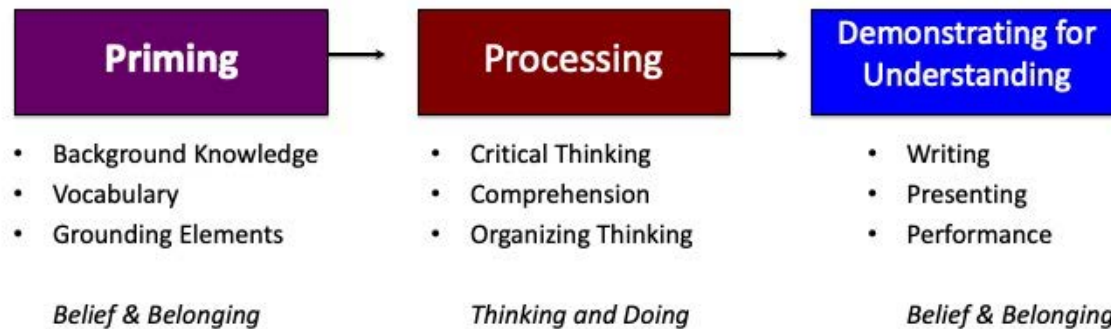
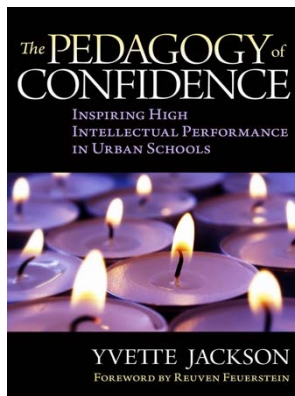
Overview with HOPs and Theory of Action, interactionally.

Pedagogical Flow Map

The Pedagogical Flow Map (PFM) is the structure that creates a framework for translating the Pedagogy of Confidence into lesson or unit designs. The PFM addresses the:

- Why — the standards of the disciplines and content acquisition
- How — engagement and enhancement of reading expertise

The PFM ensures alignment with the High Operational Practices of the Pedagogy of Confidence. This means that instruction will be designed around the development of cognition that supports high operational practices for high intellectual performance.



Cross-Walking Practices, Pedagogy and Initiatives

School and district initiatives, curriculum, beliefs and practices integrating together across all content areas and all education experiences for each and every educator and student.



<p>Pedagogy <i>The Why and How with Intentionality</i></p>	<p><i>Whole School Transformation</i></p>	<p>The Pedagogy of Confidence™</p>	<p><i>Situating Learning in the Lives of Students</i> <i>Amplifying Student Voice</i></p>	<p>High Operational Practices for High Intellectual Performance</p>
<p>Professional Development</p>	<p>Systems Thinking</p>	<p>Belief and Belonging Equity Consciousness</p>	<p>Cultural Frame of Reference</p>	<p>HOPs for HIPs</p>

Common Academic Vocabulary

A common 'academic' vocabulary provides a guidance and grounding for communication and thinking within an environment. The examples below are a potential foundation to build from. A whole school community develops these vocabulary words use as part of the whole school learning environment. The list below is simply a model of examples to build with and upon that becomes your school's academic vocabulary for educators and students, and the whole learning community.

Mediation

Technical

Adaptive

Priming, Processing, Demonstrating for Understanding

Frame of Reference

Reflections

Dialogue

Developing

Deepening

Schema

Cognitive

Productive Struggle

Independent Practice

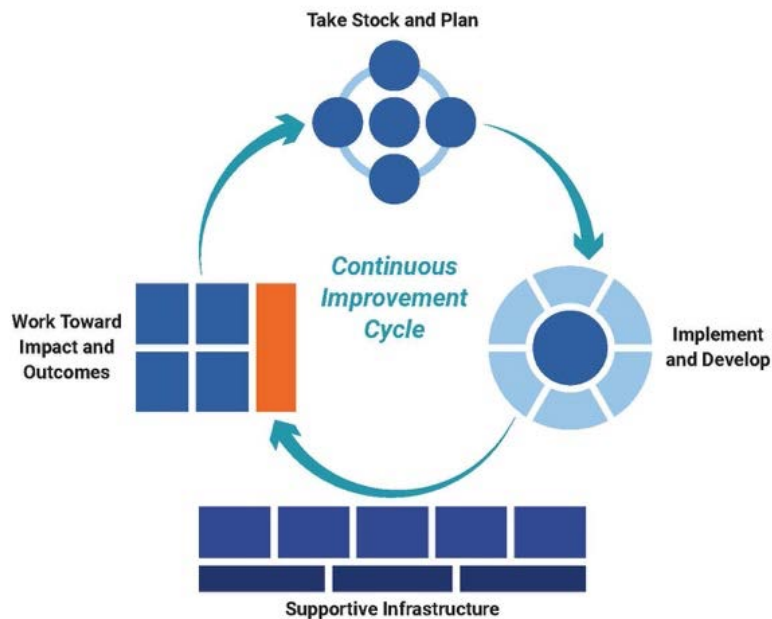
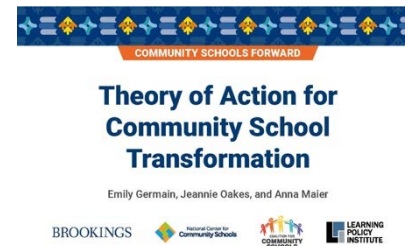
Supportive Honesty

Critical Thinking

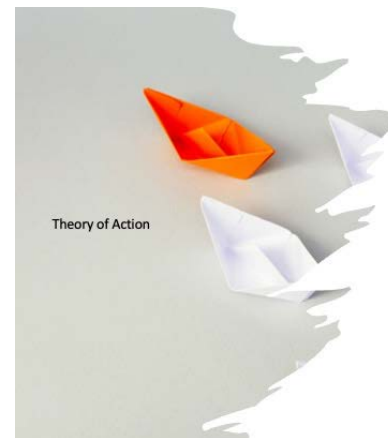
Theory of Action

A theory of action is a link between cause and effect: if we take a particular action, then we expect that action to have specific effects. A theory of action connects the actions of teachers with the consequences of their actions—the learning and achievement of their students.

- Visualize the Moves & Plan ->
- Implement and Develop ->
- Supportive Infrastructure ->
- Collaborative for Impact and Outcomes ->



Source: Community Schools Forward. (2023).



- Student Moves
- ^
- Teacher Moves
- ^
- Coach Moves
- ^
- Site Implementation Team Moves

The Pedagogy of Confidence® High Operational Practices™ (HOPs) Rubric

www.pedagogyofconfidence.net

PoC HOPs for HIPs Actions

All are for PreK, K-5, 6-12 for thinking and 'writing' with words and/or drawings

These areas of focus all support the development of high operational processes for high intellectual performance. By vertically aligning such processes in a school and school district, it elevates the teacher's implementation of a culturally responsive practice with the students developing their experiences in classrooms with high impact practices.

<p>Vocabulary <i>recitation, fluency, rhythm, repetition, relationships</i></p> <ul style="list-style-type: none"> • Sentence Transformation • Key Vocabulary Prediction • Synonym Triplets 	<p>Questions and Inquiry <i>questioning for inquiry</i></p> <ul style="list-style-type: none"> • Powerful Questions • Anticipation Guide • Inductive Reasoning
<p>Cognitive Thinking Language <i>organizing thinking, seeing each other's thinking</i></p> <ul style="list-style-type: none"> • Concept Mapping • Thinking Friends™; Thinking Maps™ • Frame of Reference 	<p>Shared Dialogue <i>understanding thinking</i></p> <ul style="list-style-type: none"> • Classroom Dialogue • Socratic Seminar • Student Process Reflections
<p>Comprehension <i>thinking stamina, making thinking visible</i></p> <ul style="list-style-type: none"> • Read-Talk-Draw/Map/Act/Write • Map Summaries • Reactive Notetaking • Schema 	<p>Writing <i>amplifying student voice, situating learning</i></p> <ul style="list-style-type: none"> • Free Writing • Frame Writing • Sentence Transformation Writing • Maps to Writing
<p>Phonics and Spelling <i>sounds and voice</i></p> <ul style="list-style-type: none"> • Phonics and Spelling – McCracken Process • Academic Vocabulary (eg. digraphs, phonemes) • Sentence Transformation (patterns) 	<p>Think-Aloud Thinking (Modeling Thinking) <i>how we think made visible – reciprocal teaching</i></p> <ul style="list-style-type: none"> • Think-Aloud Thinking (eg. Think-Pair-Share) • Think-Aloud Mapping • Think-Aloud Collaborating • Think-Aloud Writing

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PoC HOPs for HIPs Actions

Methods and Models of Implementation

<p>Thinking Environments <i>our place in space inspires and influences</i></p> <ul style="list-style-type: none"> • Use of space • Materials • Belief systems • Objects 	<p>Collaborative Communities <i>children and adults are all students</i></p> <ul style="list-style-type: none"> • Community building exercises and models • Collaborative learning methods • Peer-to-peer coaching • Reciprocal teaching (and learning)*
<p>Validating and Affirming <i>noticing and acknowledging</i></p> <ul style="list-style-type: none"> • Reflectively thinking and sharing • Believing and connecting • Together for each educator and each student 	<p>Schema and Frame of Reference <i>we all have it to share and learn from</i></p> <ul style="list-style-type: none"> • Text to Self • Text to Text • Text to World
<p>Culturally Responsive Teaching <i>belief and belonging; valued and respected</i></p> <ul style="list-style-type: none"> • Amplifying Student Voice • Situating Learning in the Lives of Students • Eliciting High Intellectual Performances 	<p>Professional Learning Teams (Communities) <i>collaborating to improve together for each student</i></p> <ul style="list-style-type: none"> • Where are we? Where are we going? • How do we move forward for each student? • How do we integrate the ‘art of teaching’ (pedagogy)?
<p>Whole Staff Team Collaboration <i>whole building grass roots movement for all students</i></p> <ul style="list-style-type: none"> • SPED, EL, Speech • Paraprofessionals • Support Staff 	<p>Hands On Coaching / Job Embedded PD <i>think-a-loud walking the equity talk</i></p> <ul style="list-style-type: none"> • Coaches • Peer to Peer Coaching • Leadership

*Reciprocal teaching is based on Vygotsky's theory of the fundamental role of social interaction (dialogue) in the development of cognition. Thinking aloud and discussion of thoughts aid in clarification and revision of thinking and learning, therefore developing cognition.