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Frame

Of

Reference



Equity Consciousness

Equity Mindfulness

Equity Call to Action



Vocabulary

Terminology, Language

Schema

Experiences, Connections

Cultural Frame of Reference

Who We Are

It is not our differences that divide us.

It is our inability to recognize, accept,

and celebrate those differences.

~Audre Lorde

Terminology: Speaking the Same Language



How do you define diversity?

How do you embrace diversity?

How do you believe in diversity?

Vocabulary
Terminology
Language
Schema





Language Matters

Deficit-minded

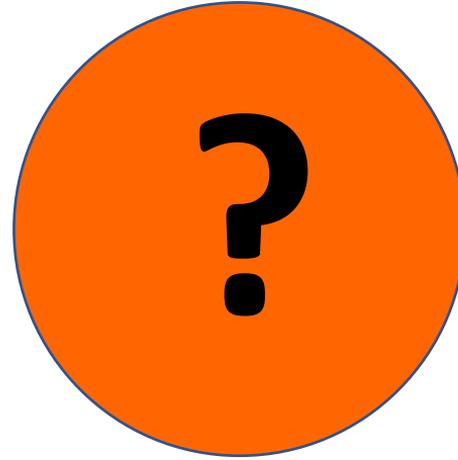
- Disadvantaged
- Poor
- At-risk
- Non-White

- Unprepared
- Minority (racial)
- Low performing
- Diversity

Equity-mindedness

- Underserved
- Impoverished
- Marginalized
- Black/African American, African, Latinx, Asian, Indigenous, BIPOC, international, domestic, etc.

- Underserved
- Racially minoritized
- Underserved
- State race/ethnicity



Powerful Questions

Object • Concept • Image • Video • Song • Lyrics



Mark Strand

Gwendolyn Brooks

Ted Kooser

Robert Pinsky



Mona Van Duyn

Joseph Brodsky

Richard Wilbur

Robert Hass



Rita Dove

Stanley Kunitz

Howard Nemerov

William Stafford



Billy Collins

Maxine Kumin

Reed Whittemore

William Meredith



First National Youth Laureate

Four Decades of National Poet Laureates

The Hill We Climb



“In my poem, I’m not going to in any way gloss over **what we’ve seen over the past few weeks and, dare I say, the past few years.** But what I really aspire to do in the poem is to be able to use my words to envision a way in which our country can still come together and can still heal.”

NY Times Interview, January 19, 2021

<https://www.nytimes.com/2021/01/19/books/amanda-gorman-inauguration-hill-we-climb.html>

Collaboration

Develops

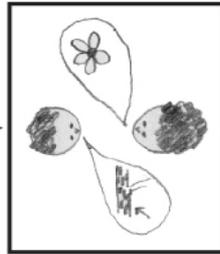
Relationships

High Operational Practices

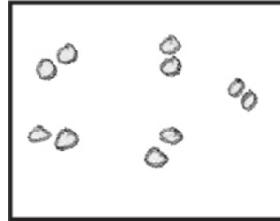
Strategies and Pedagogy
The Why—The How



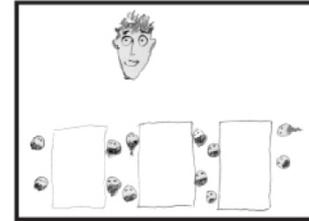
**facilitator
models with
a participant**



**two
participants
model**



**pair up
participants**



**whole group
sharing**



Cultural Frame of Reference



Cultural Frame of Reference



Experiences, Schema



Cultural Frame of Reference



Experiences - Schema

Places

Events

People You Know

People Who Inspire

Books, Music, Movies

Travel

Values

Dispositions

Cultural Frame of Reference



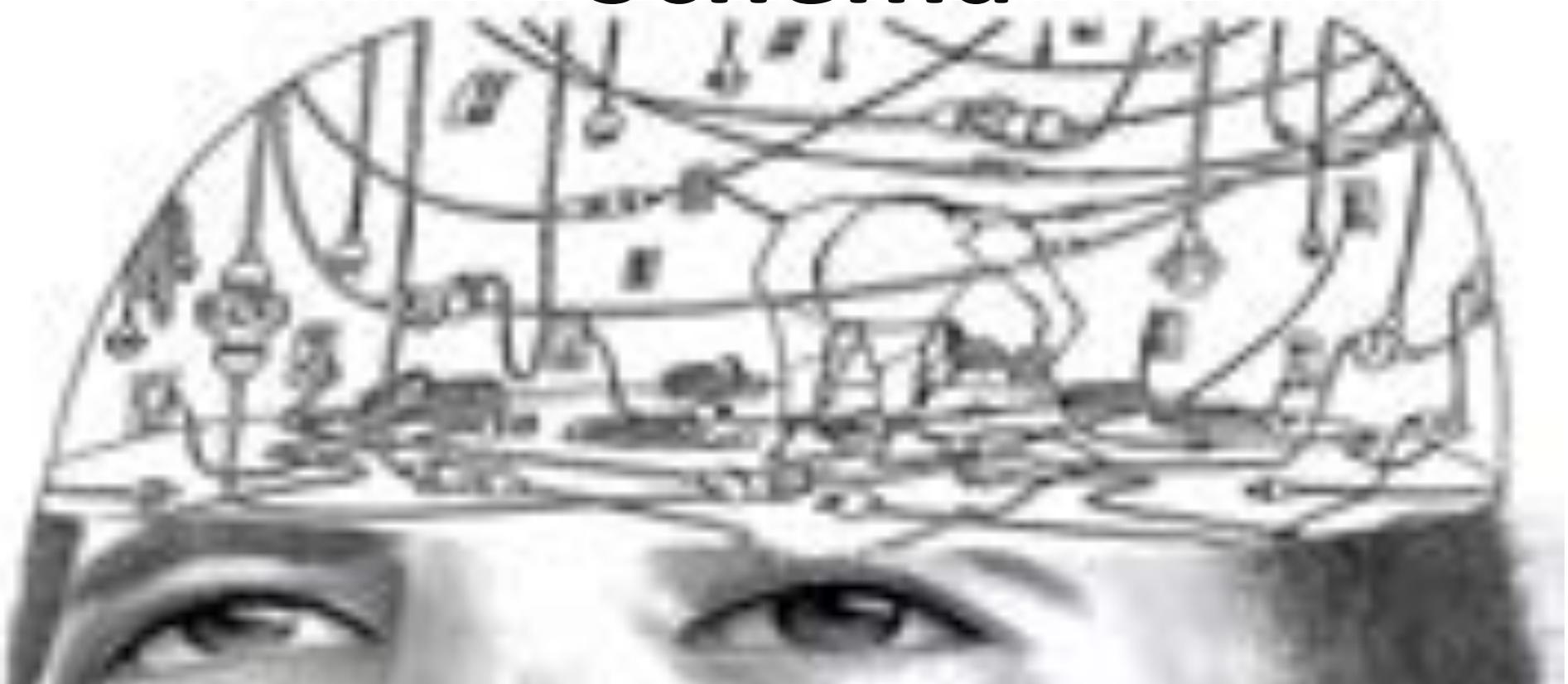
**Other Factors
and Experiences
That Affect Our
Cultural Frame
of Reference**

**“In order for this to happen,
your entire frame of
reference will have to change,
and you will be forced to
surrender many things that
you now scarcely know you
have.”**

— James Baldwin, The Fire Next Time



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?



Schema

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?

Schema

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

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?

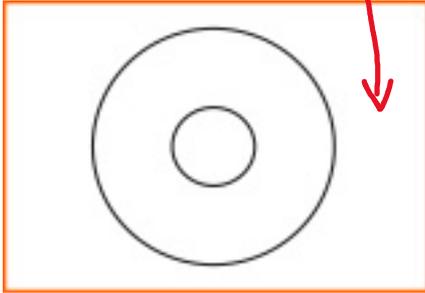
Schema

**First
Graders**

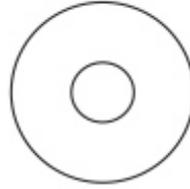
**Talking
Schema**

Schema

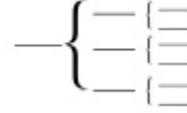
- text to text
- text to self
- text to world



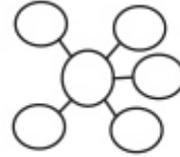
Defining
In
Context



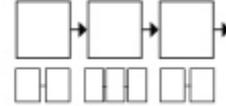
Whole
Part



Qualities



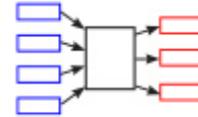
Sequencing



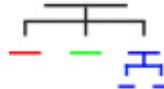
Comparing
and
Contrasting



Cause
And
Effect



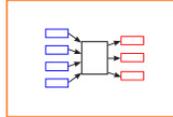
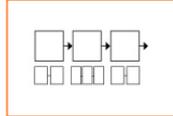
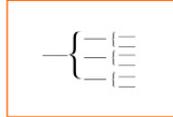
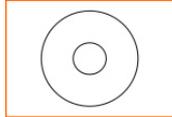
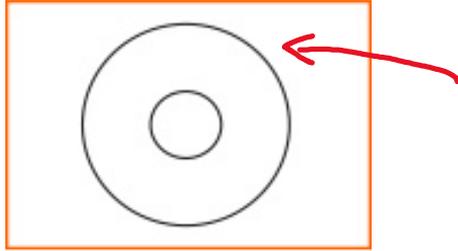
Classifying



Relationships
Analogies



Frame of Reference



Note Details and/or Evidences

Identify The Rules

Observing Patterns

Recognizing Trends

Identify Ethical Considerations

Questions for Inquiry

What is the Principle, Theory or Big Idea

Relationships Over Time

Multiple Frames of Reference (Perspectives)

Interdisciplinary Connections

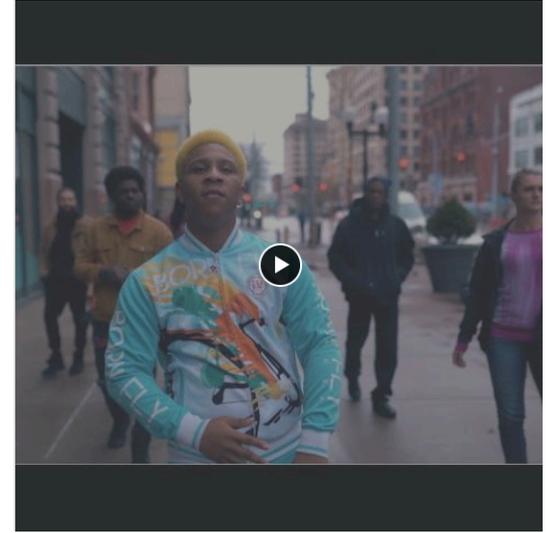
Leadership, Learning, Voting, Equity Consciousness, Relating

—from a tenth grade high school student's perspective

I was reading a post on actress Tracee Ellis Ross's Instagram about the sad loss of Supreme Court Associate Justice Ruth Bader Ginsburg and I noticed the video before it and decided to click on it. The video I watched was a rap about the importance of being an informed and active voter in this nation. Not only is this video short and straight to the point, it is relatable. The artist successfully illustrates the negative impact that not voting has on everyone's life. He explains how futile complaining is when we have the power to make change for ourselves. The raw authenticity of this video is what drew me in, as both a student and a Black citizen, and compelled me to share it with others. And as rapper Yellopain implores me, I implore you to **BE AN ACTIVE AND INFORMED VOTER FOR ALL ELECTED OFFICIALS INCLUDING JUDGES.**

—written by a tenth grade high school student (December 2020)

https://www.linkedin.com/posts/robert-seth-price-501833_yellopain-my-vote-dont-count-activity-6721455074394075136-icNZ



YelloPain – My Vote Don't Count

<https://youtu.be/wMALeR1i-FM>

James Baldwin explores his own relationship with American history.

**“One of the most terrible things, is that,
whether I like it or not, I am an American,”**

James Baldwin explores his own relationship with American history.

**“One of the most terrible things, is that,
whether I like it or not, I am an American,”**

**“My school really was the streets of New York City;
my frame of reference was George Washington and John Wayne.”**

James Baldwin explores his own relationship with American history.

**“One of the most terrible things, is that,
whether I like it or not, I am an American,”**

**“My school really was the streets of New York City;
my frame of reference was George Washington and John Wayne.”**

The narrator Samuel L. Jackson’s notes,

“The truth is, this country does not know what to do with its black population.”



Magnolia Pictures



**“In order for this to happen,
your entire frame of
reference will have to change,
and you will be forced to
surrender many things that
you now scarcely know you
have.”**

— James Baldwin, The Fire Next Time



James Baldwin on The Dick Cavett Show (6/13/1968)



Belief

**“Give light and
people will find
the way.”**

—Ella Baker

Ella Baker



Critical

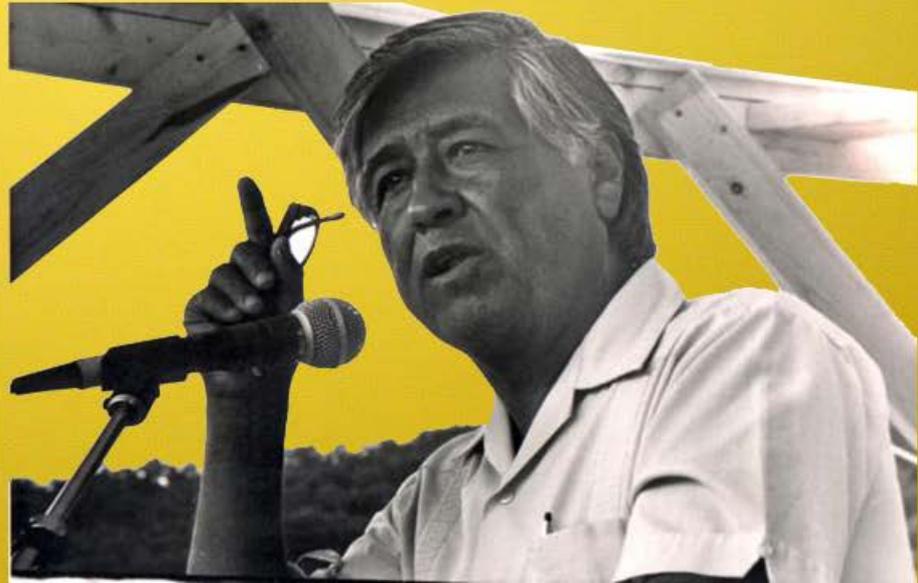
Thinking

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves, and be free.”

—Caesar Chavez

“Los estudiantes deben tener iniciativa; no deben ser meros imitadores. Deben aprender a pensar y actuar por sí mismos y ser libres ”.

C e a s a r C h a v e z

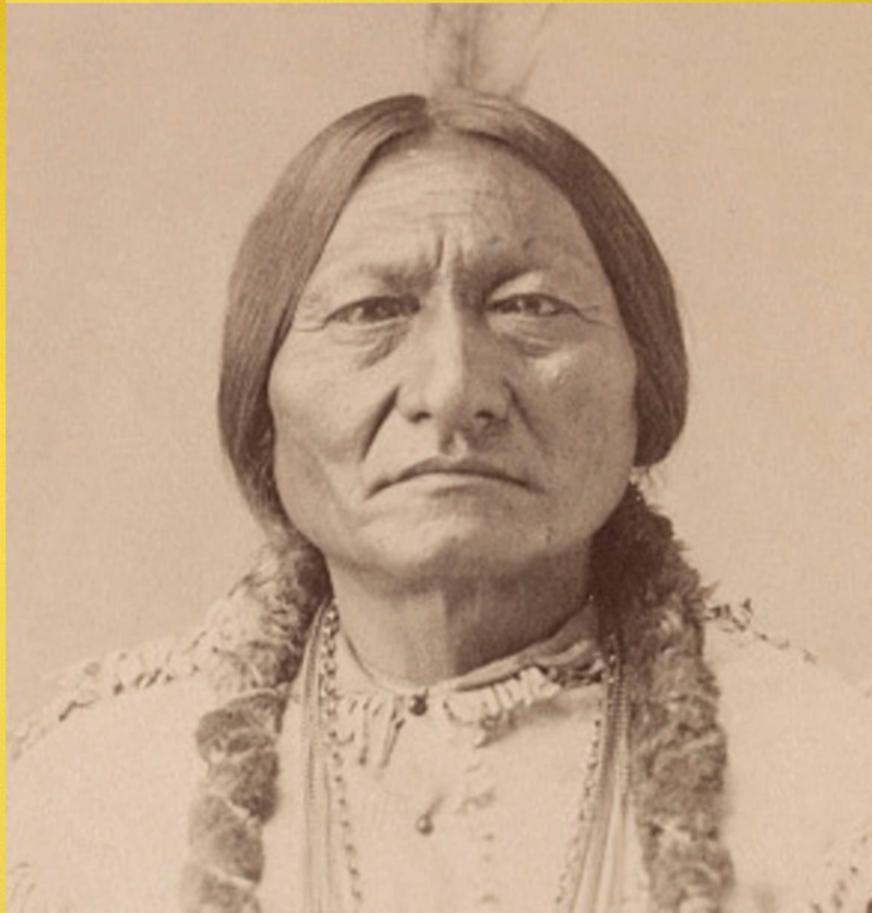


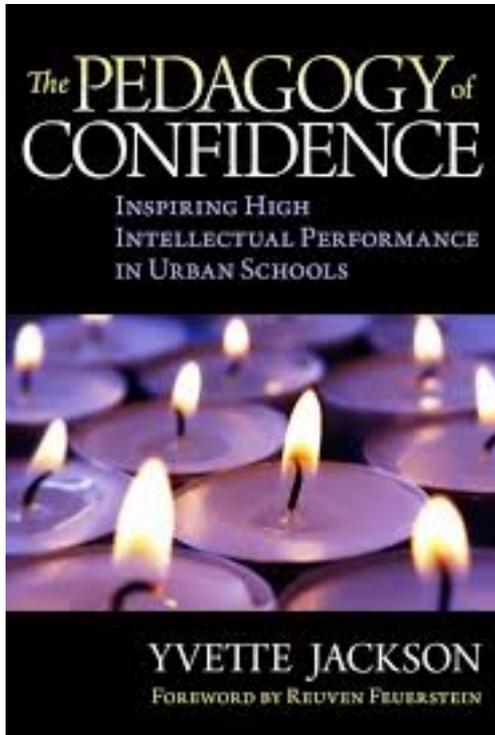
Belief &

Belonging

Sitting Bull

**“If we must die,
we die defending
our rights.”**





The Pedagogy of Confidence is:

- Equity Consciousness Centered Capacity Building
- A Call to Action
- Essential Approaches for Excellence
- Sustainable Whole School System Transformation
- A Transformational Pedagogy
- The Promissory Note of Equity for All Students

Key

Vocabulary

Prediction

together

equity-driven

achieves

self-transcendence

choices

frontier

innate

available

designed

invitation

Pedagogy of Confidence

Excerpt from The Pedagogy of Confidence Article

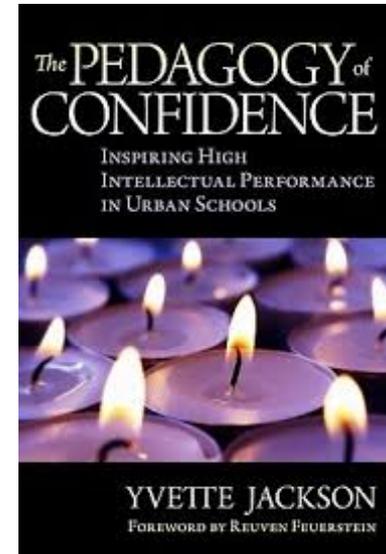
Transformational Pedagogy: Cashing The Promissory Note of Equity For All Students – Especially Those Who Are Marginalized, Capacity Building Network Online

Pedagogy and equity must work together. When we are truly committed to equity, we design pedagogy that achieves its original purpose: “to lead a child” for self-actualization and self-transcendence; self-actualization that enables students to thrive in society, and self-transcendence that motivates them to contribute to that society (Chen, 2014; Freire, 2012; Gladwell, 2008; Jackson, 2011).



TRANSFORMATIONAL PEDAGOGY: CASHING THE PROMISSORY NOTE OF EQUITY FOR ALL STUDENTS - ESPECIALLY THOSE WHO ARE MARGINALIZED

By Yvette Jackson, EdD., CEO, National Urban Alliance for Effective Education

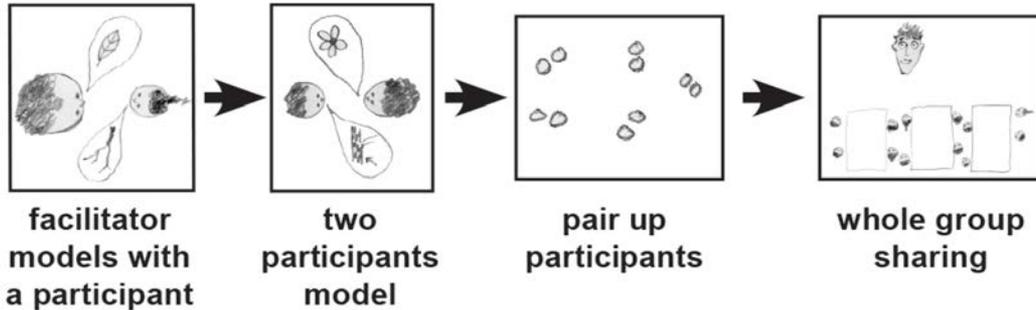


Excerpt from The Pedagogy of Confidence:

One ideology that offers a concrete vision of what equity-driven pedagogy should be is “gifted education.” (As used here, gifted education is distinguished from programs for students “labeled as gifted.”) In this ideology, students are “gifted” with pedagogy in which: a) belief in and expectations for their ability drive the direction, instructional choices and opportunities that are made available to them; b) their education is actually designed as an invitation for them to explore the “frontier of their intelligence; their innate capital”; c) the practices, strategies and opportunities are designed to identify and cultivate their unique strengths, gifts and talents; and d) the invitations they receive through their education are complemented by guidance on how to apply the discoveries they make about their intelligence so they can better determine what they want to pursue to feel self-actualized and to experience agency and investment in society (Jackson, 2011, p. 86; Whyte, 2002).

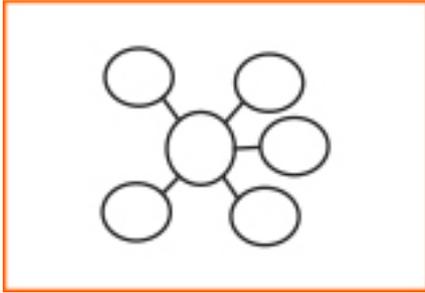
Read – Discourse - Map

Pairs or Small Groups



Excerpt from The Pedagogy of Confidence:

Equity-driven pedagogy that generates practices and structures reflective of “gifted” education and the pursuit of excellence is what our organization describes as the Pedagogy of Confidence®. The Pedagogy of Confidence is based on the fearless expectation that all students are capable of high intellectual performances when provided High Operational Practices™ that motivate self-directed learning and self-actualization. High Operational Practices are actually labels for the categories of supports fundamental for eliciting high levels of engagement and intellectual processing. The practices can serve to guide teachers in choosing effective pedagogical strategies to optimize learning.

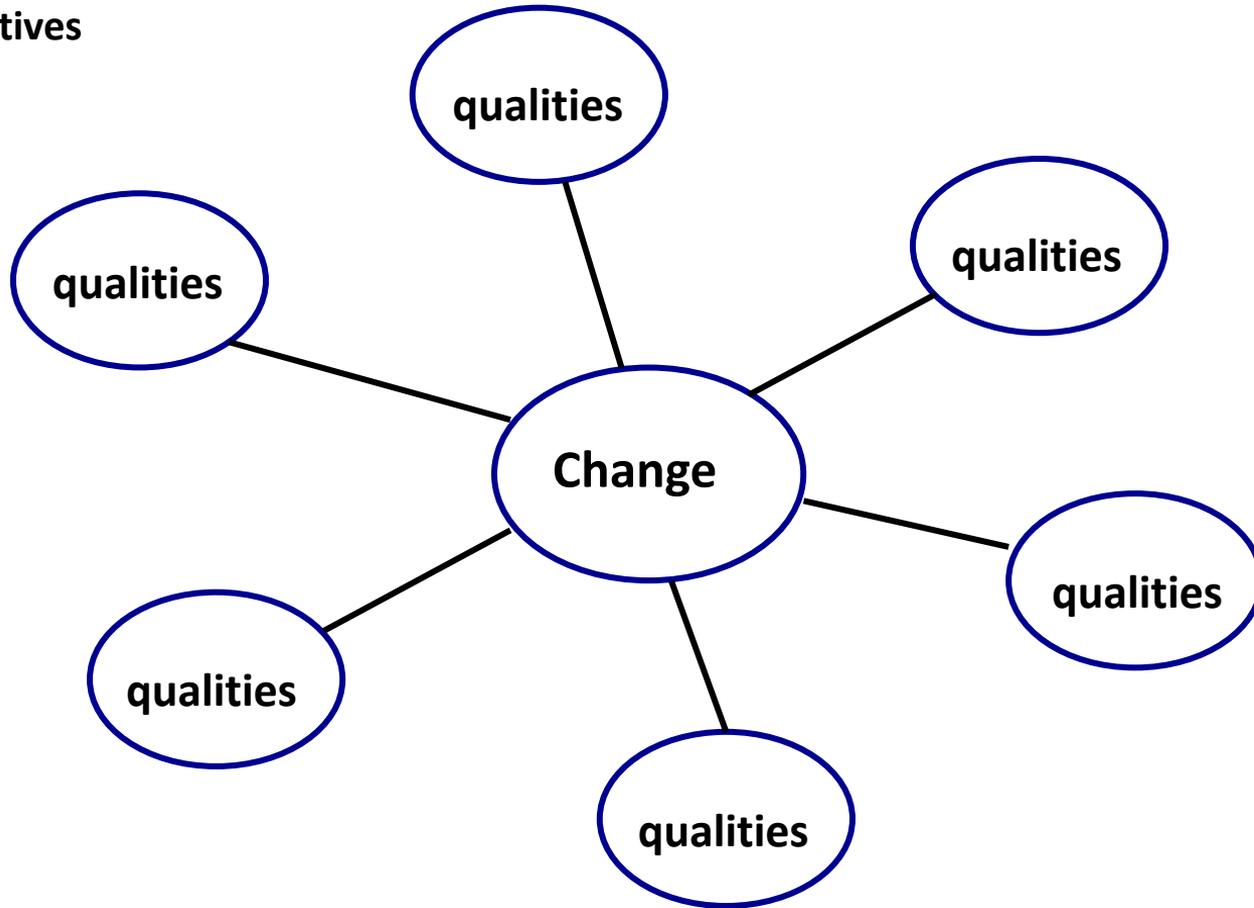


Bubble Map for Qualities Supporting Change

Use a Bubble Map to write or draw in the bubbles around the center bubble the qualities supporting change. In the Frame of Reference write or draw how does that come about?

Bubble Map - Qualities

attributes, adjectives



Examples of actions for each quality



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Frame

Of

Reference