Frame Of Reference

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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?
Language Matters
<table>
<thead>
<tr>
<th>Deficit-minded</th>
<th>Equity-mindedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Disadvantaged</td>
<td>• Underserved</td>
</tr>
<tr>
<td>• Poor</td>
<td>• Impoverished</td>
</tr>
<tr>
<td>• At-risk</td>
<td>• Marginalized</td>
</tr>
<tr>
<td>• Non-White</td>
<td>• Black/African American, African, Latinx, Asian, Indigenous, BIPOC, international, domestic, etc.</td>
</tr>
<tr>
<td>• Unprepared</td>
<td>• Underserved</td>
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<tr>
<td>• Minority (racial)</td>
<td>• Racially minoritized</td>
</tr>
<tr>
<td>• Low performing</td>
<td>• Underserved</td>
</tr>
<tr>
<td>• Diversity</td>
<td>• State race/ethnicity</td>
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Four Decades of National Poet Laureates

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/amaenery-gorman-inauguration-hill-we-climb.html
Collaboration Develops Relationships
High Operational Practices

Strategies and Pedagogy
The Why—The How
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 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-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-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?
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-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?

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 text
- text to self
- text to world

- Defining In Context
- Whole Part
- Sequencing
- Qualities
- Cause And Effect
- Comparing and Contrasting
- Relationships
- Classifying
- 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)
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.”
“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
“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”.

Caesar Chavez
Belief & Belonging
“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).
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

facilitator models with a participant → two participants model → pair up participants → whole group sharing
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?
Examples of actions for each quality
Frame Of Reference

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