Hello

- Communicating Thoughtfully
- Collaborating for the Community
- Creativity for Positive Outcomes
- Critical Thinking Tools for Success

Institute Helpful Hints

- Help us begin to build community.
  - Click the “Start Video” icon on your screen

- Add some details to your Zoom space.
  - Click in Participants
  - Find yourself
  - Click “More”
  - Click “Rename”; Add: Name, District, Role, School, Grade-Level

- Please remain muted if you are not speaking.

Institute Helpful Hints

- Placing your screen in Speaker View enables you to see the person who is speaking

- We use Google folders to store session materials
  - Use this link to locate your presenter’s folder

- We use Zoom Breakout Rooms for collaborative work.
  - Take pictures of the steps involved before moving into groups

Virtual Roll Call (3 minutes)

- Share a question you have in regards to equity in education in our country.

- Chat Box is for sharing and learning together with our observations, questions and reflections.

The Tools

1. Materials
   - Composition book
   - Paper
   - Pens, Pencils and/or Markers

2. Guides and Materials
   - Critical Thinking Guide

3. Camera or Phone
   - For Pictures of Directions
The Hello Campaign

How does this impact a student’s success?

• Hello your style
• Affirmation
• ?? Other Ideas

Share on Chat

Your ideas on more other community builders virtually and in the classroom.

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

—Caesar Chavez
Culturally Responsive Teaching Practices That are Sustaining

The 4 Cs: Communication, Collaboration, Creativity, Critical Thinking

In the Chat Box: Share one of the 4 Cs that impacts the learning and why.

Research

Researchers in 2018 found that social capital (community) had a 3-5 times greater impact on student test outcomes than monies.

Resources, Learning, and Policy: The Relative Effects of Social and Financial Capital on Student Learning in Schools

Serena J. Salloum, Roger D. Goddard & Dan Berebitsky

Published online: 15 Oct 2018.

Practical High Operational Practices virtually, in the classroom, and for life.
High Operational Practices
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

Cultural
emphasizes purpose of what is being learned in relationship to one's own culture

Learning
choices in content & assessment based on own experiences values, needs and strengths

Equitable
with learning environments where students' racial & ethnic diversity is valued which contributes to successful outcomes

Achievement
in multiple ways to represent knowledge and skills allowing for attainment of outcomes at different points of time

Responsive
to positive relationships, rigorous learning experiences and higher order thinking to address the world in a relevant action oriented manner

What is the teacher's responsibility to walk the equity?

Priming

Processing

Retaining for Understanding

Community
Belief
Belonging

Critical
Thinking
Thinking Maps
Questioning

Inductively
Student Frame
Writing
Reflecting

Structure

Your Powerful Questions
Collaboratively

facilitator models with a participant
two participants model
pair up participants
whole group sharing

Thinking Collaboratively
Using a photograph, object and/or idea
Indigenous People Are Tired of Being Pushed to the Sidelines

Tribal nations have had to fight for centuries against erasure.

Ruth Hopkins, Zira, July 31, 2019
Dakota/Lakota Sioux writer
https://zora.medium.com

Indigenous people from the Tohono O'odham ethnic group dance and sing to protest against US President Donald Trump’s intention to build a new wall on the border between Mexico and United States.
Photo: Pedro Pardo/Getty Images

Key Vocabulary Prediction
ancestors  sacred objects  indigenous  America’s story  colonizers  knowledge  history  citizens  advanced technology

An Indigenous Peoples’ History of the United States

For Young People

excerpt — This Land, published 2019
Under the crust of that part of the earth called the United States of America are buried the bones, villages, fields, and sacred objects of the first people of that land—the people who are often called American Indians or Native Americans. Their descendants, also called Indigenous peoples, carry memories and stories of how the United States came to be the nation we know today. It is important to learn and know this history, but many people today lack that knowledge and understanding because of the way America’s story has been taught.

Like most people, Americans want to think well of themselves, their ancestors, their history, and what they and their leaders do. As advanced technology makes the experiences of Indigenous peoples around the world more readily available, it is necessary that Americans learn to think more completely and more critically about their own history, because it can help them be better citizens of the world. Part of that critical thinking involves recognition that "America" is a name given to two land masses by European colonizers. Indigenous peoples had, and have, words for the land in their own languages.

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This Land

Multi-Flow Map: Cause and Effect

causes

event

effects

The way America's story has been taught

Multi-Flow Map: Cause and Effect

causes

event

effects

The way America's story has been taught

This Land

Read a second time.

AN INDIGENOUS PEOPLES HISTORY OF THE UNITED STATES

AN INDIGENOUS PEOPLES HISTORY OF THE UNITED STATES
Like most people, Americans want to think well of themselves, their ancestors, their history, and what they and their leaders do. As advanced technology makes the experiences of Indigenous peoples around the world more readily available, it is necessary that Americans learn to think more completely and more critically about their own history, because it can help them be better citizens of the world. Part of that critical thinking involves recognition that “America” is a name given to two land masses by European colonizers. Indigenous peoples had, and have, words for the land in their own languages.
An important thing I know about the Indigenous is ______________________________________.
I also know ________________________________________________________________.
And ________________________________________________________________.
In addition I know _________________________________________________________.
And very importantly I know ________________________________________________.

Now you know something that I know about ____________________________________.

Why are there different narratives on American history based on race and ethnicity?

Different ethnic groups view American history in different ways.

- The Indigenous
- The White
- The Black
- The Latinx
- The Asian

Relating Factor: view history through one’s experiences and ethnic lens

How does this impact your teaching?

Relating Factor: view history through one’s experiences and ethnic lens

Respond in one or two sentences.

Share on the Chat Box.
The way America's story has been taught

Multi-Flow Map: Cause and Effect
causes

The way America's story has been taught
effects

Intro paragraph.

Causes

Effects

Conclusion with outcomes.

Multi-Flow Map: Cause and Effect
causes

The way America's story has been taught
effects

evidence, examples, why and/or how to change

Intro paragraph

Causes

Effects

Why or how to change

Conclusion

Bridge Map: Analogies / Relationships

Bridge Map: Words and Vocabulary

RF: common phonic elements

RF: homophones

RF: synonyms

solution  potion  tion  rotation

red  sale  in  see
read  sail  inn  sea

large  tiny  fabulous

huge  miniscule  superb

RF: aquarelle
Ella Baker

Ella Baker was not just a woman, she was an amazing leader who worked diligently and earnestly behind the scenes. As a community organizer who raised money to fund the many activities of the civil rights movement, she quietly left her mark on all that she touched. Ella Baker’s work was difficult and life-threatening. Speaking up against racism and legalized tyranny against Black and Brown people was not easy back then and it is not easy now. Yet, she was unwavering in her pursuit of justice despite the danger. I often think of the strength, conviction and commitment that it must have taken to do this work. Ella Baker is my inspiration and her bravery will always reign with me.

~J. Meshelemiah

https://u.osu.edu/socialjusticeresearchlab

“A Language for Written Communication”

“Give light and people will find the way.”

—Ella Baker
Thinking Maps as a Language

Visually: a language for organizing thinking, seeing thinking in your brain, and patterns.

To Organize Thinking – Student Centered

High Operational Practices

Community Building Exercise
Collaborative Learning
Powerful Questions
Collaborative Questioning
Circle Map (brainstorming)
Multi-Flow Map (cause/effect)
Bridge Map (analogies/relationships)
Frame of Reference
Writing Frames
Free Write
Comprehension Talk
Peer to Peer Sharing/Coaching

Strategy Review Chart

<table>
<thead>
<tr>
<th>Name of Strategy (and Primitive)</th>
<th>Cognitive Process or Function</th>
<th>Best Use (Priming, Processing, Retaining for Mastery)</th>
<th>Retain a CLEAR Connection</th>
<th>Remember/Reflection</th>
<th>Impact</th>
</tr>
</thead>
</table>

Amplifying Student Voice

- Questions
  - Priming
- Installation
  - Processing and Retaining for Understanding
- Reflection
  - Retaining for Understanding and Priming for next steps.

Power of Belief
Video (1min 50sec)

**First Viewing:**
- What do you know about the students' thinking?
- How does this inform belief in the learner?

Chat Room

Comments on what you know about the students thinking.
Several share.

Video (1min 50sec)

**Second Viewing:**
- What is the impact on student learning?
- How can these methods be used virtually and in the classroom?

Chat Room

Share your observations and questions you have about the student's thinking in this school.
Thank You

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