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

Visitor from Space

Recommendations on 2020 Pandemic

Powerful Questions you have on Black Lives Matter
Community Building

- Powerful Questions
- Visitor from Space
- School at Home
- Hello Campaign
- ?? More Ideas !!

Other Ideas

- mathematics
- music
- science
- storytelling
- someone you miss
- something you miss

Share on Chat

Your ideas on greetings and other community builders virtually.

Culturally Responsive Teaching Practices That are Sustaining

The 4 Cs

Communication
Collaboration
Creativity
Critical Thinking

High Operational Practices of the Pedagogy of Confidence:

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

Belief
“It always seems impossible until it is done.”
—Nelson Mandela

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

Learning
choices in
text &
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, &
higher order
thinking to
address the
world in a
relevant action
oriented manner

Priming
Processing
Retaining for
Understanding

Community
Belief
Belonging

Critical
Thinking
Thinking Maps
Questioning

Inductively
Student Frame
Writing
Reflecting

Power of Belief

Structure

Actions
Creating Equity

Actions
Creating Equity
Experiences in K-12 Influence
Beliefs, Actions and Outcomes
Ethiopia planted more than 353 million trees in 12 hours on Monday, which officials believe is a world record.

Amplifying Student Voice

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

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.

NUA — RCSD Blog

http://redwoodcity.nuatc.org/

Categorizing – Inductively Tree Map

- curry
- Frosted Flakes
- mustard
- artichoke
- kale
- orange juice
- pepper
- spinach
- grits
- sourdough bread
- rice
- noodles
- toasts
- juice
- soup
- pasta
Categorizing – Inductively Tree Map

- Curry
- Mustard
- Orange Juice
- Pepper
- Injera
- Spiced Grain
- Vegetable
- Fruit

Categorizing – Inductively Tree Map

- Spicy
- Mustard
- Orange Juice
- Pepper
- Injera
- Spiced Grain
- Vegetable
- Fruit

Categorizing – Inductively Tree Map

- Spicy
- Mustard
- Orange Juice
- Pepper
- Injera
- Spiced Grain
- Vegetable
- Fruit

Priming

Powerful Questions

Your Questions Collaboratively

Thinking Collaboratively
Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?
Then they talk about this thing in the head; what’s this they call it? [member of audience whispers, "intellect"] That’s it, honey. What’s that got to do with women’s rights or negroes’ rights? If my cup won’t hold but a pint, and yours holds a quart, wouldn’t you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can’t have as much rights as men, ’cause Christ wasn’t a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do is, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain’t got nothing more to say.

Well, children, where there is so much racket there must be something out of kilter. I think that ’twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what’s all this here talking about?

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Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

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If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.
**Defining in Context - Brainstorming**

**Circle Map**
- Describing in Context
- Brainstorming
- Key events
- Frames: examples and/or why

- Sojourner Truth
- Ain't I a Woman Speech
- Pictures and/or words

---

**Bubble Map - Qualities**
- Attributes, adjectives

- Sojourner Truth

- Qualities

---

**Selecting Photos for Powerful Questions**

- Intro paragraph.
- Qualities of Sojourner Truth
- Conclusion with how they influence you.
Who inspires you?

Please do before tomorrow’s session:

- A Bubble Map
- Writing from the Bubble Map
- and if you have a moment extra moment, multiple people that inspire who you are using a Bridge Map


person person person person

Qualities

“Ain’t I a Woman”, is a famous speech of Sojourner Truth that was delivered in Akron, Ohio in 1851. To this day, many women are afraid to boldly compare and contrast the life of Black and White women. Ms. Truth, however, boldly challenged the narrative that women are women and are all treated the same. As a former slave who successfully sued for the freedom of one of her children, she knew up close that the plight of Black and White women greatly differed. As a leader and abolitionist, she fought to bring attention to racism and sexism. Her leadership must have been filled with trials and tribulations and successes and wins. Her courage and convictions inspire me.

~J. Meshelemiah
Social JUSTICE Research Lab https://u.osu.edu/socialjusticeresearchlab/inspire/

Actions

Creating Equity

Experiences in K-12 Influence Beliefs, Actions and Outcomes
“It always seems impossible until it is done.”
——Nelson Mandela

Thinking Maps as a Language

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

To Organize Thinking – Student Centered

Strategy Review Chart

<table>
<thead>
<tr>
<th>Name of Strategy (and Primitive)</th>
<th>Cognitive Process or Function</th>
<th>Best Use (Pinning, Processing, Retaining for Mastery)</th>
<th>HOP &amp; CLEAR Connections</th>
<th>Remember/Reflection</th>
<th>Impact</th>
</tr>
</thead>
</table>

High Operational Practices

Community Building Exercise
Collaborative Learning
Powerful Questions
Collaborative Questioning
Circle Map (brainstorming), Bridge Map (analogies/relationships)
Bubble Map (cause/effect), Tree Map (categorizing
Inductive Reasoning
Frame of Reference
Writing Frames
Free Write
Comprehension Talk
Peer to Peer Sharing/Coaching

Haiku

Calm and serene,
the frog gazes
at the mountains.
Issa

Now making friends
now scared of people,
the baby sparrow.
Onitsura

The man who says,
“My children are a burden,”—
there are no flowers for him.
Basho

Haiku Construct — Today for You — Create Haiku — Post on Chat with Name
Thank You

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