Pedagogy of Confidence® Implementation Guidance Document

The Pedagogy of Confidence® (PoC®) Guidance Document provides district and school partners with the <u>tool to monitor progress</u> from the beginning level of PoC implementation (Developing), to developing PoC practices (Deepening) toward sustainable implementation (Demonstrating). The PoC Protocol explicates the 7 High Operational Practices with indicators leading toward sustainable practices.

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.

Essential Criteria	Phase I: Developing	Phase II: Deepening	Phase III: Demonstrating
Students are led to identify their strengths and determine how these can benefit their learning. Affirmations of students' strengths are explicitly stated and used to mitigate negative (self) beliefs and stereotypes.	Lessons ● Lead students to identify strengths at the beginning of the year ● Some reference to their strengths is made across content areas.	Lessons ● Lead students to identify their strengths and connections to how this supports their learning ● Include some affirmations from teacher to student and/or student to student that further develops their understanding of personal strengths	Lessons consistently and intentionally... ● Lead students to identify their strengths and make connections to their learning through reflection on new learning ● Affirm student strengths throughout the year and across content areas that are reflective of student strengths ● Encourage students to demonstrate their strengths and use in less developed areas

Reflection question: What is the student demonstration of this HOP (i.e. verbal, written, visual representation, demonstration)?	Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills.
	● Engage in reflective thinking about their understanding and learning (metacognition) ● Articulate and set personal learning goals ● Apply strategies that align with identified strengths ● Make decisions on how best to represent learning ● Develop strategies that align with identified strengths

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.

Essential Criteria	Phase I: Developing	Phase II: Deepening	Phase III: Demonstrating
Students learn about and appreciate their own and others' culture so that there exists positive and productive relationships between teachers and students, between students and students, and between students and their content. Restorative practices are used to develop a strong sense of classroom community leading to a *Sense of Belonging* for all students.	Some lessons ● Develop affective skills ● Provide opportunities for students to learn about their own and others' culture ● Provide some opportunities for students to interact in the classroom through structured collaborative protocols.	Lessons ● Provide for students to learn about their own and others' culture ● Include opportunities for students to connect with their peers about the content, while learning content ● Develop affective skills that connect to building positive and productive relationships with teachers, students, and content	Lessons ● Reflect a classroom culture that honors and values all students with a strong message of acceptance and understanding of diversity ● Nurture student voices and view student backgrounds and experiences as assets ● Include community building activities that honors' students culture, language and learning experiences ● Include opportunities for collaboration across content ● Intentionally develop affective skills connecting to Restorative Justice practices

Reflection questions: What is the demonstration of this HOP (i.e. verbal, written, visual representation, demonstration)?	Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills

Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills

● Contribute constructively to class/ small group work
● Think independently and in concert with others
● Engage in actions and behaviors that demonstrate a sense of global responsibility
● Analyze and critique texts from global and cross-cultural perspectives

● Value and respect ideas of others
● Explore diverse cultural perspectives before framing problems or proposing solutions
● Listen respectfully, recognizing differences in communication style and etiquette across cultures

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.

Essential Criteria	Phase I: Developing	Phase II: Deepening	Phase III: Demonstrating
Students are provided with lessons that intentionally combine reflection, complex thinking processes and affective skills in order for students to transfer and apply their complex thinking to new learning across content areas.	Lessons ● Introduce representative thinking tools (i.e. techniques, strategies, maps) ● Include the lexicon of the cognitive processes as it relates to the content area ● Lead students to express their learning through mediated activities ● Target the development of social emotional skills as discrete lessons	Lessons ● Include the expanded use of thinking tools (i.e. techniques, strategies, maps). ● Align the content area lexicon to the cognitive processes ● Provide opportunities for students to work independently or in small groups to express their thinking and learning using the thinking tools provided ● Address social emotional skills across content areas	Lessons ● Challenge students and require higher cognitive functions with connected thinking tools ● Model the lexicon of the cognitive processes and content area, that then transfers to students' own application to their new learning. ● Include the teachers' use of engaging and mediated activities and strategies ● Allow for repeated opportunities to practice higher order thinking ● Provide opportunities for reflection of new content and connection to affective skills for new learning ● Lead students to understand, organize, reflect, and express their learning and thinking in new and creative ways ● Emphasize academic growth over time leading to stronger self-esteem and self-actualization.

Reflection questions: What is the demonstration of this HOP (i.e. verbal, written, visual representation, etc)?	Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills.		
	● Examine similarities and differences in new learning ● Reflect on learning to revise knowledge and identify new distinctions ● Engage in dialogical thinking to extend cognitive processes		● Reason inductively and deductively ● Analyze and critique texts from global and cross-cultural perspectives ● Synthesize learning in creative ways ● Engage in actions and behaviors that demonstrate a sense of global responsibility

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.

Essential Criteria	Phase I: Developing	Phase II: Deepening	Phase III: Demonstrating
Students experience mediated lessons that reinforce their strengths and nurture their interests to inspire personal goals. Mediated lessons expand students' background knowledge needed to enlarge their frames of reference and strengthen their base for inferential thinking.	Lessons ● Allow for students to explore their cultural frame of reference ● Allow for teachers to understand their students' strengths	Lessons ● Intentionally expand their students' cultural frames of reference by building prior knowledge through mediated lesson design ● Include meaningful feedback that supports the students in understanding their learning, building on their strengths	Lessons ● Begin with the students' cultural frames of reference that reinforce strengths ● Provide mediated enrichment for students to "make sense" or make connections between new content and past experiences and apply their new thinking in new ways ● Include the application of critical thinking, reflective, and creative thinking with supportive challenges in learning ● Include opportunities for students to reflect on their own learning identifying new learning outcomes and goals ● Ask students to demonstrate their thinking and learning at advanced levels (i.e. assessments call for creating, illustrating, hypothesizing, summarizing, etc).
Reflection questions: What is the demonstration of this HOP (i.e. verbal, written, visual representation, etc)?	Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills. ● Examine similarities and differences ● Revise knowledge, identify new distinctions ● Elaborate on new learning	● Reason inductively and deductively ● Collaboratively engage in problem solving ● Synthesize learning in creative ways ●	

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.

Essential Criteria	Phase I: Developing	Phase II: Deepening	Phase III: Demonstrating
Readiness activities are provided to develop the skills and conceptual understandings needed to learn *new* skills or knowledge. Lessons include the *prerequisites* that fortify cognitive functions and introduce new concepts through mediated experiences.	Lessons ● Include some development of either the foundational skills or the concept(s) students will need in the lesson ● Include some opportunities for practice of the skills and/or concepts provided	Lessons ● Intentionally expand their students' cultural frames of reference by building prior knowledge through mediated lesson design ● Include the development of foundational skills, cognitive functions and the conceptual understandings for the lesson ● Provide opportunities for students to interact with others to discuss their new learning ● Provide students with opportunities for guided practice of new skills and/or concepts prior to independent work	Lessons ● Are mediated and include the explicit and intentional teaching of prerequisite language skills, cognitive skills and conceptual understanding ● Include activities that model and build cognitive functions and problem solving skills students are expected to demonstrate *before* students are asked to work independently ● Include explicit training in developing thinking skills ● Include opportunities for students to discuss the information or concepts to strengthen their cognitive processes ● Provide opportunities to apply this thinking through inquiry and problem solving that is relevant and meaningful ● Students reflect stronger competence, confidence and motivation
Reflection questions: What is the demonstration of this HOP (i.e. verbal, written, visual representation, etc)?	Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills. ● Discuss new learning as it connects to prior knowledge ● Articulate the cognitive skills needed for the lesson	● Engage in dialogical thinking to extend cognitive processes	

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.

Essential Criteria	Phase I: Developing	Phase II: Deepening	Phase III: Demonstrating
Students are made aware of their relationship and connection to the content being taught.	Lessons ● Are principally driven by the curriculum provided ● Attempt to connect the content to the general student population or the cultural context of the teacher ● Build from the students' background knowledge in the content area	Lessons ● Informed by students' cultural frames of reference i.e. the lived experiences of the students ● Builds from and incorporates the students' background knowledge in the content area ● Mediate for students to make connections to new content	Lessons ● Reflect the students' cultural frames of reference and mediate for students to make many connections to new content ● Lead students to reflect on the connection between the content to themselves, the text, and/or the world ● Include opportunities for students to communicate their new learning from their cultural frames of reference, including in new and creative ways that reflect their real world experiences (i.e. presentations with technology or ideas that simulate their connections to online platforms) ● Include evidence that students' lives and issues from the local community are discussed
Reflection questions: What is the demonstration of this HOP (i.e. verbal, written, visual representation, etc)?	Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills.		

Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills.

● Discuss new learning from their cultural frames of reference ● Identify new distinctions in learning from their frame of reference ● Identify, discuss, and engage in ideas and theories solving real-world problems from their frame of reference	● Examine reasoning and revise knowledge ● Identify relationships between their lived experiences to new learnings/perspectives ●

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.

Essential Criteria	Phase I: Developing	Phase II: Deepening	Phase III: Demonstrating
Students are led to develop confidence and fearlessness in their own potential. They are provided with authentic opportunities that intentionally combine reflection, complex thinking processes and affective skills leading to self actualization.	Lessons ● Include some opportunities for students to share opinions, perspectives and lived experiences through teachers' cultural frames of reference ● Are directed by curriculum with some student input	Lessons ● Include some opportunities for students to share opinions, perspectives and lived experiences through teachers' and students' cultural frames of reference ● Include some opportunities for student interests and perspectives to move beyond curriculum provided ● Include teacher directed activities with collaborative work that allow for the development and demonstration of critical thinking skills	Lessons ● Connect to the students' cultural frames of reference and support students in building relationships ● Authentically connect students with the content, with the teacher, and with other students, guided by student interests and voices that reflect their cultural frames of reference ● Include opportunities for students to authentically interact with their teachers and peers to voice their own perspectives and engage in dialogue that fosters critical thinking and develops new learning
Reflection questions: What is the demonstration of this HOP (i.e. verbal, written, visual representation, etc)?	Evidence of high intellectual performances for this HOP are manifested in these higher order thinking skills. ● Articulate personal learning goals ● Identify new distinctions in learning from their frame of reference ● Examine reasoning and revise knowledge ● Identify, discuss, and engage in ideas and theories solving real-world problems from their frame of reference		● Affirm current understandings, and/or adjust for previously inaccurate understandings ● Synthesize new perspectives ● Determine cause and effect relationships between their lived experiences to new learnings/perspectives