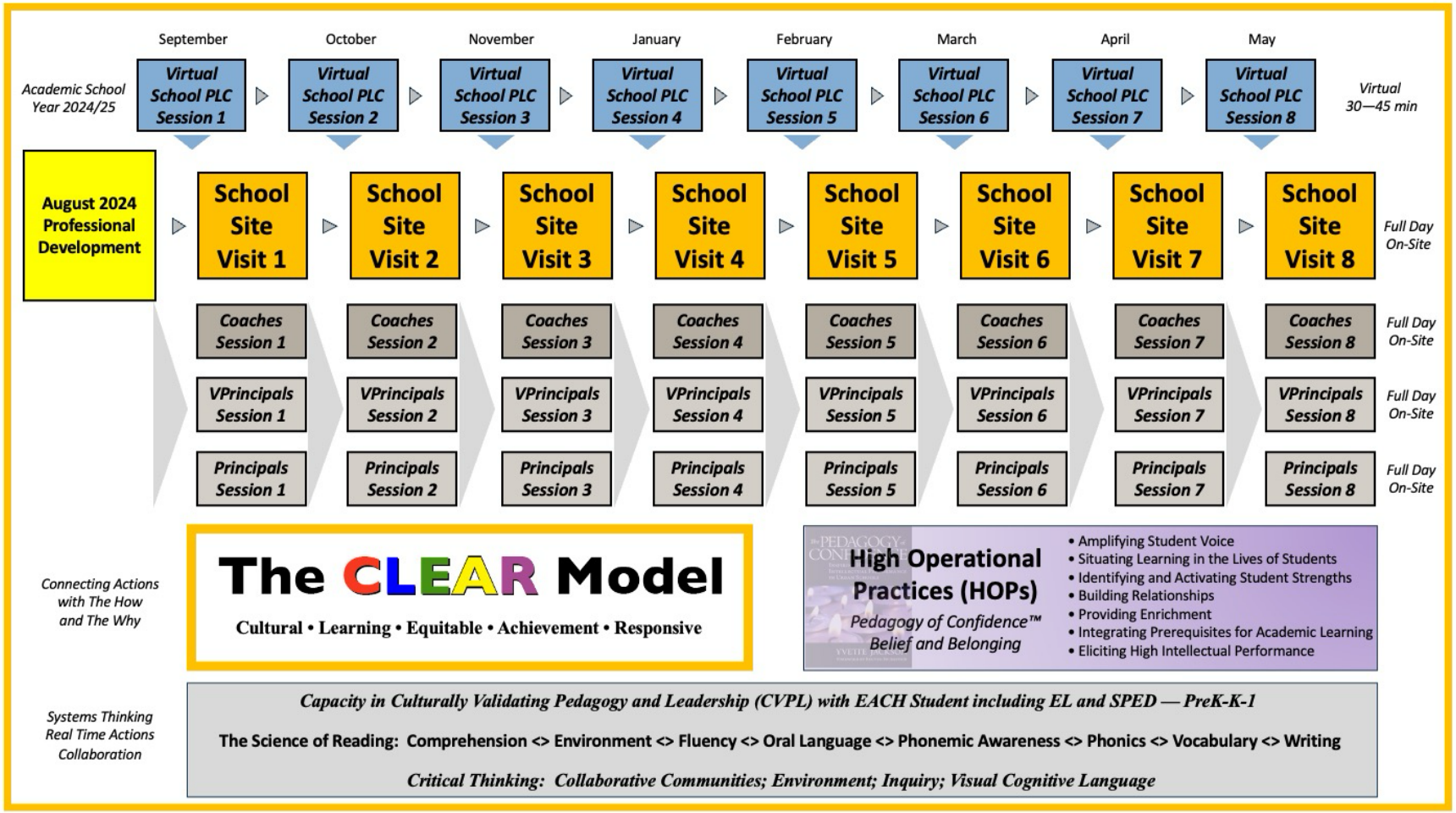
I3 Intercultural Innovations Inc.

Fresno Unified School District

An Overview of Fresno Unified School District Collaboration with The CLEAR Model and High Operational Practices



"Students must have initiative; they should not be mere imitators.
They must learn to think and act for themselves – and be free."
– César Chávez

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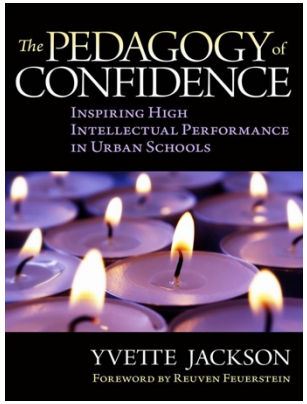

High Operational Practices (HOPs)

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

High Intellectual Performance (HIP)

3Cs of Change

Thinking Friends

Why Animate Thinking?

By animating cognitive processes, young learners of any age actively begin controlling and improving their own thinking, behavior, learning and problem solving skills.

Capacity Equation

$$(K + S) \times W = C$$

Robert Seth Price www.eggplant.org • Regina Seabrook www.americandialoguecompany.com

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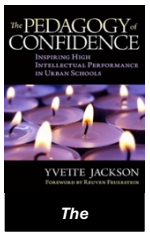
The Technical • The Pedagogy of Confidence™

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.



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.

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.

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.

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.

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.

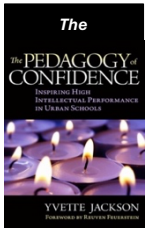
Eliciting High Intellectual Performance: Students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding and thinking flexibly and innovatively.

The Adaptive • The Pedagogy of Confidence™

Amplifying Student Voice
"The students' voices … provide windows into their **frames of reference, enabling the teachers to identify what they value** and what affects how they view the world…" (Jackson, 2011, p. 100).

Situating Learning in the Lives of Students
"**Working from the personal cultural context of students engages and heightens their attention** because the engagements are seen as meaningful" (Jackson, 2011, p. 98).

Identifying and Activating Student Strengths
"**Developing an individual's strengths** (or talents) provides the individual with a sense of self that is likely to motivate the individual to exhibit those strengths more frequently, leading to a reinforcing, generalizable cycle of success" (Anderson, 2005 as cited in Jackson, 2011, p. 91).



Building Relationships
"Feuerstein's research demonstrated that **the most salient catalyst in modifying intelligence is the interaction of relationship between the teacher and the student**…emotions emanating from relationships stimulate both the motivation and memory capacity needed for learning" (Jackson, 2011, p. 93).

Providing Enrichment
"In pedagogy, mediated enrichment facilitates exposure to **new experiences and information that expands the background knowledge school-dependent students need to enlarge their frames of reference** and strengthen their base for inferential thinking" (Jackson, 2011, p. 95).

Integrating Prerequisites for Academic Learning
"**Prerequisites arm school-dependent students with the foundation** they need before they are assigned independent tasks, and as a result, stress is reduced and new learning is optimized" (SIL International as cited in Jackson, 2011, p. 97).

Eliciting High Intellectual Performance
"High intellectual performance demonstrates to students their potential, which in turn **motivates self-directed learning**" (Jackson, 2011, p. 93).

Introduction of Individual Characters

Below are the basic definitions of each of the eight Thinking Friends and their respective, primary cognitive strength. But before introducing each Friend, here is their thinking "guide" on the farm, Farmer Framer.

Farmer Framer—Her cognitive/thinking contribution to the stories is always reflective (or metacognitive) and thinking about the big picture. She FRAMES problems and examines PERSPECTIVE TAKING. Farmer Framer surveys the perimeter of the barnyard "framing" the topic/issue/problem under consideration in a story or script. She helps the Thinking Friends to identify how they know what they know, to surface the factors that influence their ideas, and to formulate conclusions and insights from their experiences.

Doggie Definer— His cognitive/thinking strength is DEFINING and UNDERSTANDING CONTEXT. Doggie focuses on defining and understanding a given situation or context. He brainstorms everything he knows about a concept or the questions that he would like to find the answers to about it.

Donkey Describer—His cognitive/thinking strength is DESCRIBING. He uses adjectives and 5 senses to describe the attributes and qualities of people, places and things.

Chicky Comparer— Her cognitive/thinking strength is COMPARING AND CONTRASTING the similarities and differences between different people, animals, places and things.

Kitty Categories— Her cognitive/thinking strength is CATEGORIZING. She categorizes or groups together ideas, things, events, experiences, and animals.

Pony Parter— Her cognitive/thinking strength is examining PARTS OF WHOLE OBJECTS and considering how objects fit in space.

Snakey Sequencer— Her cognitive/thinking strength is SEQUENCING. Snakey puts things in order and focuses on the sequencing of ideas, things, numbers, alphabet, and events.

Cowsie Cows N Effect— Her cognitive/thinking strength is EXAMINING CAUSE AND EFFECT. She examines the causes and effects of actions and events.

Rooster Relationships— His cognitive/thinking strength is examining ANALOGIES or seeing relationships between and among ideas and things, that is,he helps to identify the relationship that connects different ideasto each other thereby expanding the meaning of those ideas.

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