The CLEAR Model

(K+S) x W = C

Early Childhood Collaboration
Fresno Unified School District
Sunnyside Region

Scope and Sequence 2025-26

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Fresno Unified
School District

C

L

E

A

R

EACH is the language of equity.
All is the language of equality.

Equality is only possible if equity exists.

We must meet the needs of EACH so all can happen.

Focusing on all is utilitarian
and requires the compliance
and norming of the individual.

CVP/L is CLEARly about EACH.

I^3

"Students must have initiative; they should not be mere imitators.
They must learn to think and act for themselves, and be free."
—*César Chávez*
"Los estudiantes deben tener iniciativa; no deben ser meros imitadores.
Deben aprender a pensar y actuar por sí mismos y ser libres."
—*César Chávez*

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Fresno Unified School District

A CLEAR Overview

The CLEAR Model and The Pedagogy of Confidence® High Operational Practices (HOPs) provide a Culturally Validating Pedagogy and Leadership (CVP/L) grounding to effectively support student learning with High Intellectual Performance (HIP) through educator's intentional Culturally Validating Pedagogical (CVP) practices. The CLEAR Model is a Culturally Validating Pedagogy and Leadership (CVP/L) framework. These CVP/L practices are equitable for EACH student and are part of validating differentiation for EACH student. This includes how we support and coach one another (academic coaches and peer to peer with EACH educator) with practices that are CVP/L and authentic in use and implementation. Practices that are reflective of the how as much as the why of our practices. EACH of us are learners. We are collaborative. Let's be CLEAR, I³ is operates as a family to discover and facilitate in the best interests of EACH human being, so that "We the People" through positive relationships, can experience vigorous learning involving higher order thinking and critical analysis used to address relevant, real-world issues in an action-oriented manner.

Contents:
- Overview - Culturally Validating Pedagogy and Leadership (CVP/L)
- How to Use Scope and Sequence Respecting Each School's Uniqueness
- Visual Overview
- Scope and Sequence
- Virtual Session
- On-Site Visit
- CLEAR
- High Operational Practices (HOPs)
- Critical Thinking + Thinking Friends
- EACH Student: MLL, ELL, SPED, Early Childhood, Elementary

The CLEAR Model

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Fresno Unified School District (FUSD) Mission

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

FUSD Equity Definition

All educational partners (students, parents, staff, and community) will commit to end systemic racism and discrimination that harms students, families, and staff because of their cultures, disability/special education status, socioeconomic status (SES), ethnicity, gender identification, gender expression, immigration status, race, religion, and/or sexual orientation. We will develop the knowledge that systems harm the historically and currently marginalized, the belief in cultural responsiveness, and the will and skill to identify and address barriers. We will center the needs of our Black, Indigenous, Latinx, People of Color, and students with disabilities/special education status to deliver an excellent educational experience to all students.

Professional Development Outcomes for SY25-26

- Sunnyside PreK-1 teachers will build their instructional capacity through the CLEAR Model and The Pedagogy of Confidence® High Operational Practices (HOPs) to provide a Culturally Validating Pedagogy and Leadership (CVP/L) to effectively support student learning
- Through the CLEAR cycles of coaching, Sunnyside PreK-1 teachers will learn CLEAR CVP/L approaches and learning processes that support EACH student in their academic achievement and social-emotional development
- Sunnyside PreK-1 teachers will develop their instructional capacity to elicit High Intellectual Performance (HIPs) through job-embedded professional learning
- Sunnyside PreK-1 teachers will develop knowledge and skills in Culturally Validating Pedagogy and Leadership to ensure equitable outcomes for EACH student
- Sunnyside PreK-1 teachers will connect CLEAR and the Pedagogy of Confidence to PLC Plus structure and expectations in support of teacher clarity

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Professional Development – the "WHY"
Sunnyside Region will implement the Every Child is a Reader Literacy Initiative plan. Sunnyside's plan includes a focus on three pillars: high-quality instruction, intervention and supports, and family engagement. Site leaders, literacy coaches and teachers will engage in a number of actions to implement the plan including, but not limited to the following: professional learning, classroom walks, and instructional coaching. A collective commitment to the growth and development of Sunnyside educators and administrators will create space and conscious opportunities to connect resources, build capacity, and ensure that Sunnyside educators and administrators have the knowledge and skills to provide Culturally Validating Pedagogy and Leadership for EACH student.

Leadership Development Themes
- Culturally Validating Pedagogy and Leadership
- The CLEAR Solutions Framework
- High Operational Practices(HOPs)
- Equity driven Instruction

Texts and Materials
- The CLEAR Model and The CLEAR Solutions Framework- Intercultural Innovations, Inc.
- The Pedagogy of Confidence- Dr. Yvette Jackson
- Thinking Friends - Dr. David Hyerle
- The CLEAR Field Guide of Methods, Approach and Pedagogy

Sunnyside Regional Literacy Professional Learning Schedule
The below schedule outlines topics that will be discussed and delivered as professional learning during SY25-26. The goal of this professional development progression is a purposeful aim at developing equitable instructional practices in the Sunnyside Region of Fresno Unified Schools District to meet the goals and objectives of Every Child is a Reader initiative while coordinating efforts to ensure *"We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment."*

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CLEAR Leadership Cycles

Cycle 1-4	CLEAR FOCUS CVP/L	Structure	Essential Question
Cycle **1**	The focus is on Culturally Validating Pedagogy and Leadership (CVP/L). Culture is used to identify current haves, thinks, and dos in early literacy at each site. Leaders will be introduced to the CLEAR Solutions Framework and each of the components in the 3s of Change. Leaders will engage with resource/supporting documents for building individual and school literacy **Capacity = (K+S) x W.** These sessions will have an intentional focus on **Will** and how to strengthen and maintain the need for personal and institutional investment that is required to meet the Culturally Validating Pedagogy and Leadership (CVP/L) requirements of EACH student. Principals and Coaches will engage with resource/supporting documents to ensure direct application and implementation of coaching support at schools.	**Virtual Session** Building Principals and Coaches meet in separate Professional Learning Communities (PLCs) via Zoom with the I₃ team to identify areas of focus for Culturally Validating Pedagogy and Leadership (CVP/L). **On-Site Session** The I³ team will facilitate/co-facilitate a half-day combined leadership session for Principals and Coaches on Culturally Validating Pedagogy and Leadership (CVP/L).	How do we cultivate a CLEAR literacy culture in schools? **Critical Thinking** Thinking Friends, Farmer Framer Frame of Reference The 3Cs of Change CLEAR Solutions Framework The CLEAR Model Mental Models Data Collection Capacity Equation **Pedagogy of Confidence** Contextualizing Transformation Reculturation Intention/Attention Priming→Processing→Demonstrating for Understanding High Operational Practices (HOPs)

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CLEAR Leadership Cycles

Cycle 1-4	CLEAR FOCUS CVP/L	Structure	Essential Question
Cycle **2**	The second cycle presents an opportunity for deeper dialogue about Culturally Validating Pedagogy and Leadership (CVP/L) and how to support implementation of new commitments and solutions. Data analysis of the five elements of Consciousness, or C1, in the 3 Cs of Change is used to identify the events, patterns, and systems currently shaping the literacy culture in each school. Leaders will use the Ladder of Inference to examine Conviction, or C2, in the 3Cs of Change and determine a course of action for necessary shifts and direct application of a CLEAR Solutions Framework cycle. Leaders will engage with resource/supporting documents for building individual and school **Capacity = (K+S) x W** with an intentional focus on **Knowledge plus Skill** to eliminate negative or strengthen and sustain positive literacy culture characteristics that are required to meet the Culturally Validating Pedagogy and Leadership (CVP/L) needs of EACH student. Coaches will engage with resource/supporting documents to ensure direct application and implementation of coaching support at schools.	**Virtual Session** Building Principals and Coaches meet in separate Professional Learning Communities (PLCs) via Zoom with the I₃ team to identify specific data in all five elements of Consciousness in the 3s of Change. **On-Site Session** The I³ team will facilitate/co-facilitate a half-day combined leadership session for Principals and Coaches on Culturally Validating Pedagogy and Leadership (CVP/L).	How do we cultivate a CLEAR literacy culture in schools? **Critical Thinking** Add: Ladder of Inference Continuing: The 3Cs of Change Continuing: CLEAR Solutions Framework Continuing: The CLEAR Model Data Analysis Continuing: Capacity Equation **Pedagogy of Confidence** Creating a Mediative Learning Community Priming→Processing→Demonstrating for Understanding High Operational Practices (HOPs)

CLEAR Leadership Cycles

Cycle 1-4	CLEAR FOCUS CVP/L	Structure	Essential Question
Cycle **3**	The third cycle provides opportunities for leaders to use what they've learned to consider a deeper level of inquiry regarding the literacy culture in their schools. The CLEAR Solutions Framework cycle repeats with data analysis of the five elements of Consciousness, or C1, in the 3 Cs of Change is used to identify the events, patterns, and systems currently shaping the literacy culture in each school. Leaders will use the Ladder of Inference to examine Conviction, or C2, in the 3Cs of Change and determine a course of action for necessary shifts and direct application of a CLEAR Solutions Framework cycle. Leaders will engage with resource/supporting documents for building individual and school **Capacity = (K+S) x W** with an intentional focus on **Knowledge plus Skill** to eliminate negative or strengthen and sustain positive literacy culture characteristics that are required to meet the Culturally Validating Pedagogy and Leadership (CVP/L) needs of EACH student. Principals and Coaches will engage with resource/supporting documents to ensure direct application and implementation of coaching support at schools.	**Virtual Session** Building Principals and Coaches meet in separate Professional Learning Communities (PLCs) via Zoom with the I₃ team to evaluate the first solutions cycle and identify specific data in all five elements of Consciousness in the 3s of Change for a new cycle of solutions. **On-Site Session** The **I³** team will facilitate/co-facilitate a half-day combined leadership session for Principals and Coaches on Culturally Validating Pedagogy and Leadership (CVP/L).	How do we cultivate a CLEAR literacy culture in schools? **Critical Thinking** Continuing: The 3Cs of Change Continuing: CLEAR Solutions Framework Continuing: The CLEAR Model Evaluation Continuing: Capacity Equation **Pedagogy of Confidence** Structures to Support a Mediative Learning Community Priming→Processing→Demonstrating for Understanding High Operational Practices (HOPs)

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CLEAR Leadership Cycles

Cycle 1-4	CLEAR FOCUS CVP/L	Structure	Essential Question
Cycle **4**	By the fourth cycle, leaders are better able to envision where they want to see growth in both teacher and student competence and confidence. They are growing their capacity to identify commitments that are CLEAR. The CLEAR Solutions Framework cycle repeats with data analysis of the five elements of Consciousness, or C1, in the 3 Cs of Change is used to identify the events, patterns, and systems currently shaping the literacy culture in each school. Leaders will use the Ladder of Inference to examine Conviction, or C2, in the 3Cs of Change and determine a course of action for necessary shifts and direct application of a CLEAR Solutions Framework cycle. Leaders will engage with resource/supporting documents for building individual and school **Capacity = (K+S) x W** with an intentional focus on **Knowledge plus Skill** to eliminate negative or strengthen and sustain positive literacy culture characteristics that are required to meet the Culturally Validating Pedagogy and Leadership (CVP/L) needs of EACH student. Principals and Coaches will engage with resource/supporting documents to ensure direct application and implementation of coaching support at schools.	**Virtual Session** Building Principals and Coaches meet in separate Professional Learning Communities (PLCs) via Zoom with the I₃ team to evaluate the first solutions cycle and identify specific data in all five elements of Consciousness in the 3s of Change for a new cycle of solutions. **On-Site Session** The **I³** team will facilitate/co-facilitate a half-day combined leadership session for Principals and Coaches on Culturally Validating Pedagogy and Leadership (CVP/L).	How do we cultivate a CLEAR literacy culture in schools? **Critical Thinking** Continuing: The 3Cs of Change Continuing: CLEAR Solutions Framework Continuing: The CLEAR Model Evaluation Continuing: Capacity Equation **Pedagogy of Confidence** Structures to Support a Mediative Learning Community Priming→Processing→Demonstrating for Understanding High Operational Practices (HOPs)

CLEAR School Cycles

The I³ Family is excited to support each site in their understanding and implementation of The CLEAR Model and Pedagogy of Confidence (POC) through the modeling of High Operational Practices (HOPs). Respecting each school's uniqueness, the following example of clustering of learning cycles summarizes the broad or big picture professional learning shifts that will build Culturally Validating Pedagogy and Leadership (CVP/L) capacity over the course of the year.

Cycles 1-3 *The How to Guides the What For*
During the first three cycles, the I³ Family will "show" or demonstrate CLEAR strategies and learning processes that support EACH student in their academic achievement and social-emotional development. Educators will take a deeper dive into CLEAR with emphasis on connecting culture and cognition to grade level reading standards while reflecting on their own practice. Educators will also be asked to implement the CLEAR strategies and learning processes including HOPs (High Operational Practices) with their own students and participate in peer observations.

September —>	October —>	November —>

Cycles 4-6 *The What for Guides the How To*
The second three cycles will focus more on the "why" behind the different strategies and learning processes. This will support educator teams in identifying and understanding how the Culturally Validating Pedagogy and Leadership (CVP/L) shifts modeled by CLEAR coaches draws out from student high intellectual performance (HIP) through HOPs and supports social-emotional development. Educator teams will continue to practice the strategies and learning process. They will also begin to make stronger and more meaningful connections between the CLEAR Model, the Pedagogy of Confidence (POC), and the identification of empowered collective and individual student learning. As a result, educator teams will build Capacity, [(K + S) X W = C], to be better equipped to use Culturally Validating Pedagogy and Leadership (CVP/L) strategies and learning processes with greater intentionality.
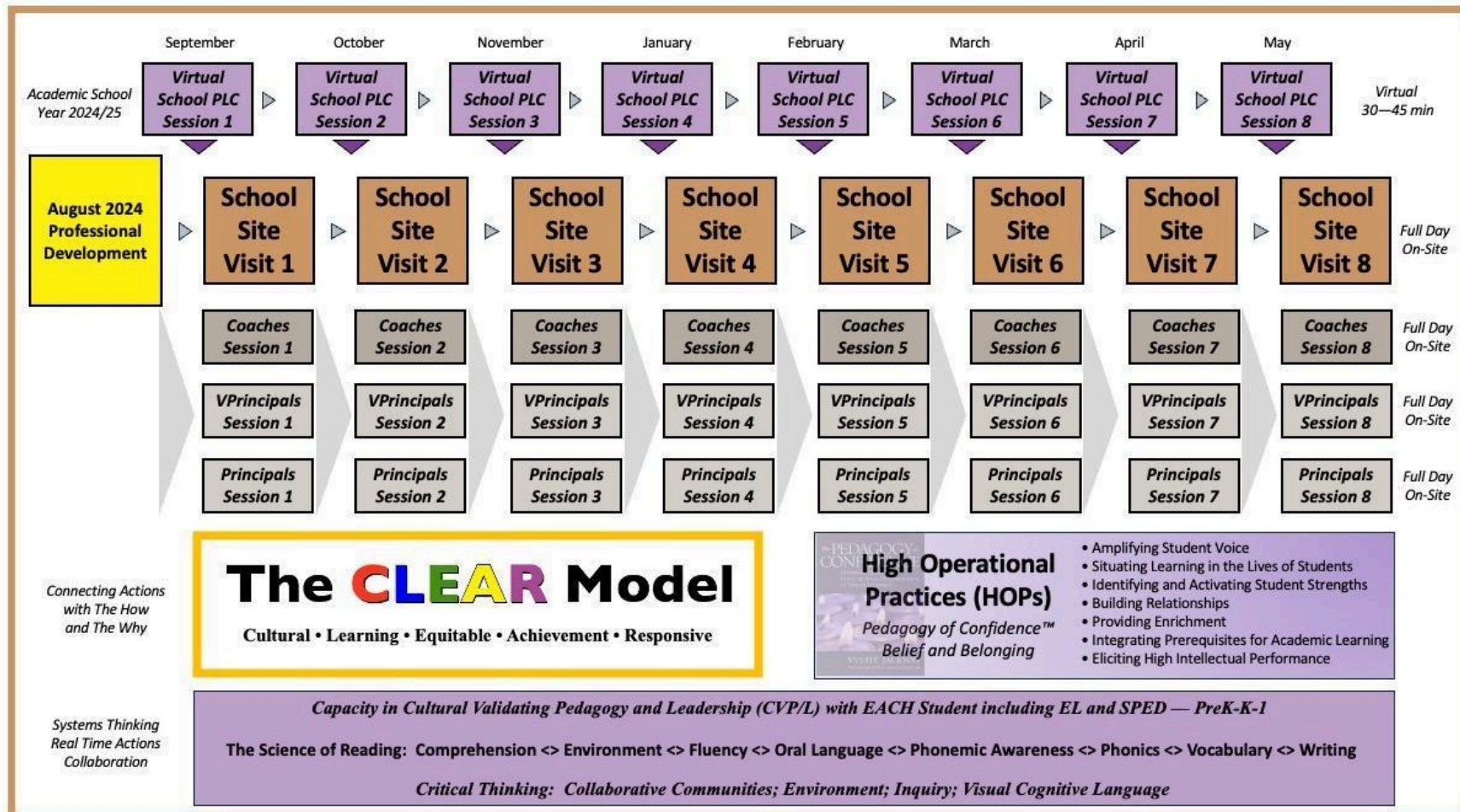
December —>	January —>	February —>

Cycles 7-8 *Emergent Team Learning Guides What's Next – Identifying and Planning for Next Level of Schoolwide Learning*
By the final two cycles, educator teams will have deepened their understanding and implementation of Culturally Validating Pedagogy and Leadership (CVP/L) strategies and learning processes in the service of not only grade level student learning goals, but also schoolwide goals. Sites might, for example, determine that there are certain Knowledge or Skills to invest in across grade levels and then identify how the (CVP/L) strategies and learning processes can support their vertical alignment processes. This is a very exciting time for educator teams because they are empowered with building Capacity, [(K + S) X W = C] to elicit high intellectual performance from EACH of their students as a school through schoolwide use of the CLEAR Model, Pedagogy of Confidence (HOPs), and Thinking Friends.
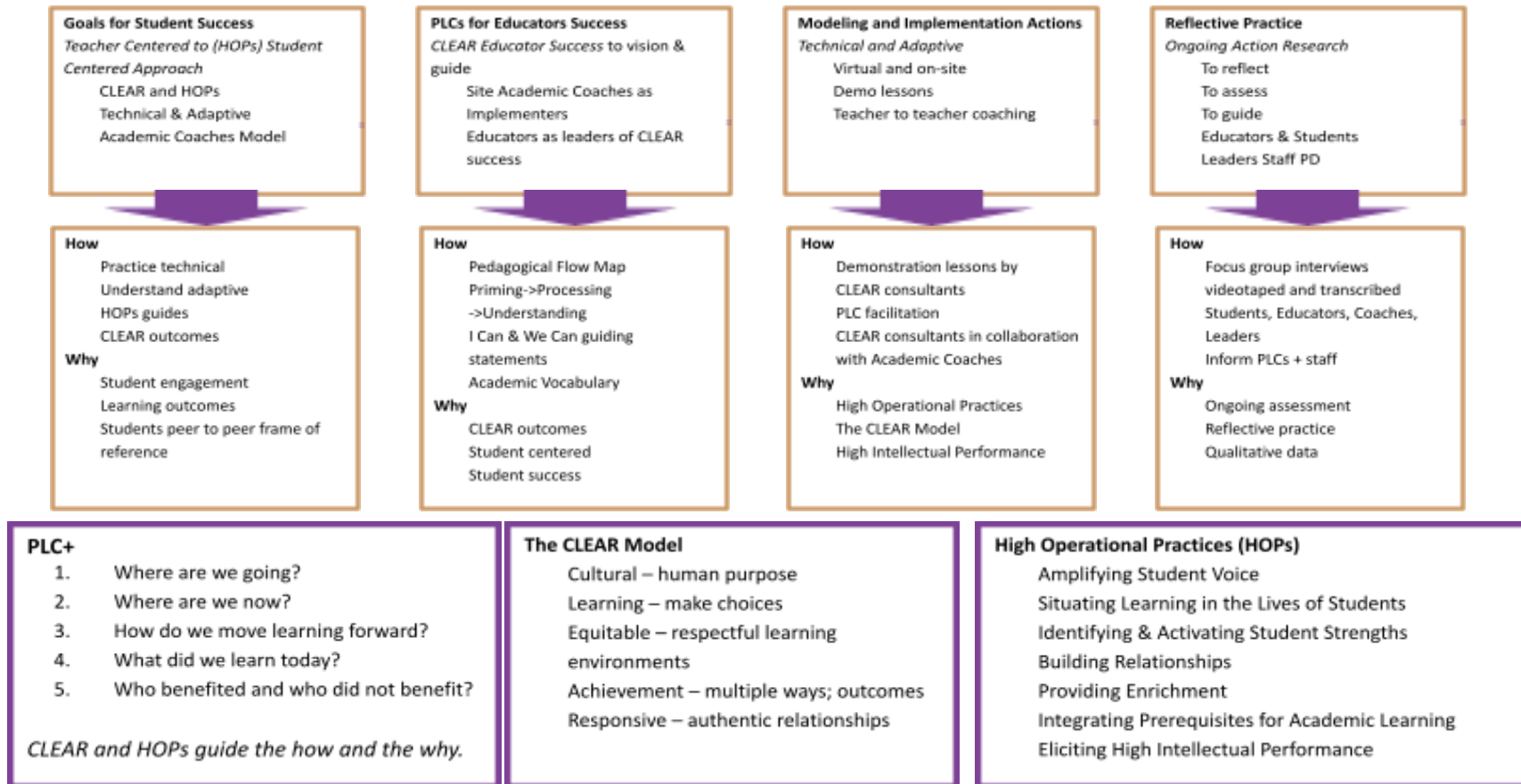
March —>	April —>	Forward —>

Fresno Unified School District

Overview of Year 1 Fresno Unified School District Collaboration with The CLEAR Model and High Operational Practices

	September	October	November	January	February	March	April	May	
Academic School Year 2024/25	Virtual School PLC Session 1	Virtual School PLC Session 2	Virtual School PLC Session 3	Virtual School PLC Session 4	Virtual School PLC Session 5	Virtual School PLC Session 6	Virtual School PLC Session 7	Virtual School PLC Session 8	Virtual 30—45 min
August 2024 Professional Development	School Site Visit 1	School Site Visit 2	School Site Visit 3	School Site Visit 4	School Site Visit 5	School Site Visit 6	School Site Visit 7	School Site Visit 8	Full Day On-Site
	Coaches Session 1	Coaches Session 2	Coaches Session 3	Coaches Session 4	Coaches Session 5	Coaches Session 6	Coaches Session 7	Coaches Session 8	Full Day On-Site
	VPrincipals Session 1	VPrincipals Session 2	VPrincipals Session 3	VPrincipals Session 4	VPrincipals Session 5	VPrincipals Session 6	VPrincipals Session 7	VPrincipals Session 8	Full Day On-Site
	Principals Session 1	Principals Session 2	Principals Session 3	Principals Session 4	Principals Session 5	Principals Session 6	Principals Session 7	Principals Session 8	Full Day On-Site

Connecting Actions with The How and The Why

The CLEAR Model
Cultural • Learning • Equitable • Achievement • Responsive

High Operational Practices (HOPs)
Pedagogy of Confidence™ Belief and Belonging

- 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

Systems Thinking Real Time Actions Collaboration

Capacity in Cultural Validating Pedagogy and Leadership (CVP/L) with EACH Student including EL and SPED — PreK-K-1

The Science of Reading: Comprehension <> Environment <> Fluency <> Oral Language <> Phonemic Awareness <> Phonics <> Vocabulary <> Writing

Critical Thinking: Collaborative Communities; Environment; Inquiry; Visual Cognitive Language

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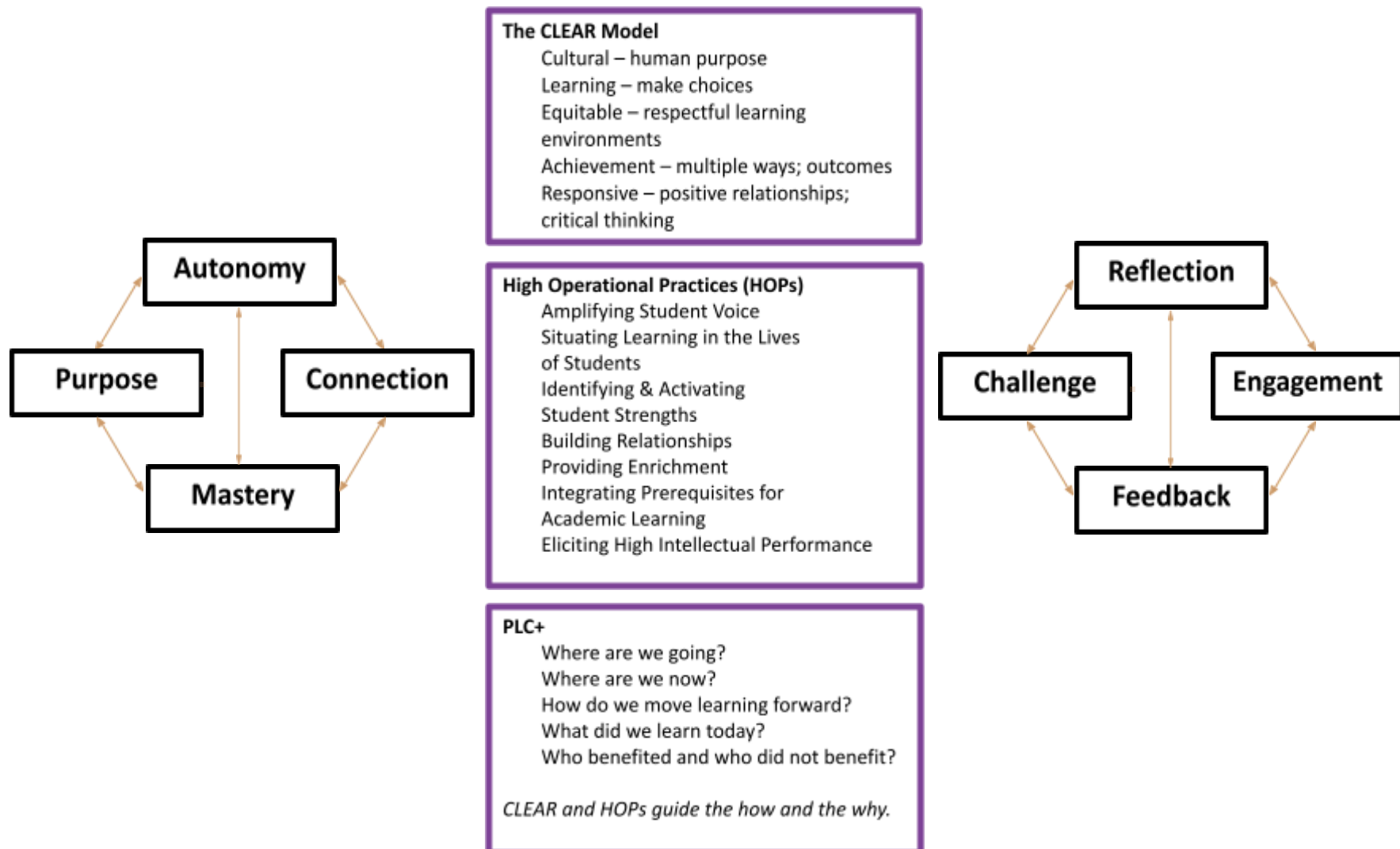*– César Chávez*

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The CLEAR Model and Pedagogy of Confidence High Operational Practices Guiding and Modeling PLC+

Goals for Student Success
Teacher Centered to (HOPs) Student Centered Approach
- CLEAR and HOPs
- Technical & Adaptive
- Academic Coaches Model

PLCs for Educators Success
CLEAR Educator Success to vision & guide
- Site Academic Coaches as Implementers
- Educators as leaders of CLEAR success

Modeling and Implementation Actions
Technical and Adaptive
- Virtual and on-site
- Demo lessons
- Teacher to teacher coaching

Reflective Practice
Ongoing Action Research
- To reflect
- To assess
- To guide
- Educators & Students
- Leaders Staff PD

How
- Practice technical
- Understand adaptive
- HOPs guides
- CLEAR outcomes

Why
- Student engagement
- Learning outcomes
- Students peer to peer frame of reference

How
- Pedagogical Flow Map
- Priming->Processing ->Understanding
- I Can & We Can guiding statements
- Academic Vocabulary

Why
- CLEAR outcomes
- Student centered
- Student success

How
- Demonstration lessons by CLEAR consultants
- PLC facilitation
- CLEAR consultants in collaboration with Academic Coaches

Why
- High Operational Practices
- The CLEAR Model
- High Intellectual Performance

How
- Focus group interviews videotaped and transcribed
- Students, Educators, Coaches, Leaders
- Inform PLCs + staff

Why
- Ongoing assessment
- Reflective practice
- Qualitative data

PLC+
1. Where are we going?
2. Where are we now?
3. How do we move learning forward?
4. What did we learn today?
5. Who benefited and who did not benefit?

CLEAR and HOPs guide the how and the why.

The CLEAR Model
- Cultural – human purpose
- Learning – make choices
- Equitable – respectful learning environments
- Achievement – multiple ways; outcomes
- Responsive – authentic relationships

High Operational Practices (HOPs)
- Amplifying Student Voice
- Situating Learning in the Lives of Students
- Identifying & Activating Student Strengths
- Building Relationships
- Providing Enrichment
- Integrating Prerequisites for Academic Learning
- Eliciting High Intellectual Performance

The WHY is to build teacher capacity to elicit High Intellectual Performance (HIPs).
The HOW is job embedded professional development.

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Embedding The CLEAR Model with Teacher Thinking and Practice

The CLEAR Model
Cultural – human purpose
Learning – make choices
Equitable – respectful learning
environments
Achievement – multiple ways; outcomes
Responsive – positive relationships;
critical thinking

High Operational Practices (HOPs)
Amplifying Student Voice
Situating Learning in the Lives
of Students
Identifying & Activating
Student Strengths
Building Relationships
Providing Enrichment
Integrating Prerequisites for
Academic Learning
Eliciting High Intellectual Performance

PLC+
Where are we going?
Where are we now?
How do we move learning forward?
What did we learn today?
Who benefited and who did not benefit?

CLEAR and HOPs guide the how and the why.

Autonomy

Purpose — Connection

Mastery

Reflection

Challenge — Engagement

Feedback

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Each Student Getting Gifted Education that is Culturally Validating

The CLEAR Model

Cultural - emphasizes the *human purpose* of what is being learned and its relationship to the students' own culture.

- Why might it be important to the students' lives?
- How will you know what's important to them?; Who says it's important?
- If it needs to be taught, how can you connect it to your students' lives?

Learning - encourages students to make *choices in content and assessment methods* based on their experiences, values, needs, and strengths.

- Where do students have choice and how do different perspectives show up?
- How do we know tasks are respectful and meaningful? And to whom?
- Where might you incorporate activities based on student readiness, learning styles or interests?

Equitable – with *respectful learning environments* in which students racial and ethnic diversity is valued and contributes to successful academic outcomes.

- How do you create a learning environment where all students are valued?
- How do you encourage or ensure that every student has a voice?
- How does student voice impact the decisions you make around your learning environment?

Achievement - includes *multiple ways to represent knowledge and skills* and allow for attainment of *outcomes at different points* in time.

- How might you pre-assess to guide instruction?
- In what ways might you provide ongoing assessment/adjustment?
- How might you provide: flexible grouping?; collaboration?; multiple ways for students to show their learning?

Responsive - through *positive relationships, vigorous learning* experiences are created involving *higher order thinking* and *critical analysis* used to address *relevant, real(ness) world issues* in an *action-oriented manner*.

- In what ways do you build authentic relationships with your students?
- How might you ensure that all students work at a high level through: scaffolding?; higher-level questioning?; critical analysis?; vigor? = (relevance + realness) x relationship.

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The Capacity Equation

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

Knowledge = Valued information
Skill = Ability to apply knowledge
Will = Personal investment
Capacity = Maximum aptitude

The Capacity Equation allows for formative and summative assessments that can direct what is needed for building capacity, and what capacity is currently present for individuals and intuitions. The Capacity Equation is a practical tool that allows for differentiation to support overall capacity building.

Consciousness

Conviction   Commitment

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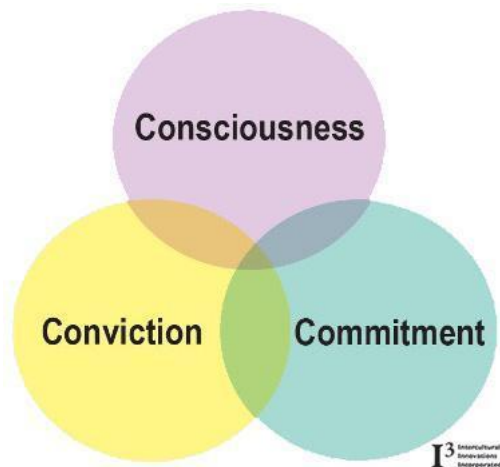
Consciousness (C1)
    Quantitative; Qualitative; Personal
    Isolate racial/social identities
    Multiple perspectives
Conviction (C2)
    Mental models; Beliefs
    Morals; Values
Commitment (C3)
    Examine the normative set of values and believes
    Act upon something that impacts lived racial,
    social and marginalized experiences

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The Pedagogy of Confidence™ • High Operational Practices (HOPs)

All students have an innate desire for engagement, challenge, developing strengths, belonging and feeling valued. *The Pedagogy of Confidence™* addresses this desire through its *High Operational Practices*® (HOPs) that guide culturally responsive pedagogy for equity through excellence, eliciting and nurturing high intellectual performances for self-actualization and personal contribution from **ALL** students.

Amplifying Student Voice: Encouraging students to voice their interests, perspectives, reflections, opinions 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.
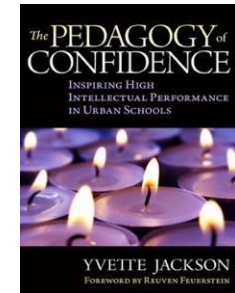
The Pedagogy of Confidence™ • High Operational Practices (HOPs)

The Technical • The Pedagogy of Confidence™	The Adaptive • 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.	**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: 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.	**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: 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.	**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: 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.	**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: Enrichment taps students' interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization.	**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: 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.	**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: 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.	**Eliciting High Intellectual Performance** "High intellectual performance demonstrates to students their potential, which in turn motivates self-directed learning" (Jackson, 2011, p. 93).

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CLEAR School Cycles

Cycle 1-4	CLEAR FOCUS CVP/L	Structure	HOPs	MLL & ELL
Cycle 1	The focus is on Culturally Validating Pedagogy and Leadership (CVP/L). Culture is used to identify current haves, thinks, and dos in early literacy in each classroom. The use of inquiry is modeled for teachers to take a deeper dive into the High Operational Practices (HOPs) and the CLEAR (Culture, Learning, Equitable, Achievement, Responsive) Model. Emphasis is on the human purpose of situating learning in the lives of students. Teachers will be introduced to the CLEAR Guiding Questions for intentional connections between culture, language, and cognition, and expand the connection of culture to cognition and grade-level reading standards. This cycle will conclude with a Culturally Validating Formative Reflection. *Differentiation and bridging provided for Year 1 school(s).	**Virtual Session** Grade-level Professional Learning Community (PLC) teams, along with the school academic coach, meet via Zoom with the I³ scholars to experience 1 of 9 Thinking Friends® mini-lessons to build Capacity = (K + S) W in Culturally Validating Pedagogy and Leadership (CVP/L) demonstration lessons. **On-Site Session** The I³ scholars will provide theory-to-action professional development, which includes facilitating/co-facilitating demonstration(s) of Culturally Validating Pedagogy and Leadership (CVP/L) classroom lessons with students.	Introduce the seven High Operational Practices and how they work together and make CLEAR visible.	Introduction to the use of Translanguaging as Culturally Validating Pedagogy and Leadership through CLEAR shift in narrative to asset thinking.

Critical Thinking

Comprehension/Inquiry: Schema, Read Dialogue, Key Vocab Prediction, Draw A Face, Powerful Questions

Community: Community Building Exercises, Collaborative Learning Methods

Oral Language; Fluency; Environment: student voice, proximity, movement.

Thinking Friends® Mini-Lesson: connecting cognition to literacy standards

Automaticity; Writing

Pedagogy of Confidence

We will introduce Priming as part of the Pedagogical Flow Sequence for lessons:
•Priming→Processing→Demonstrating for Understanding
The Pedagogical Flow Sequence is a pattern for lessons. We will always model with demonstration lessons using the

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			school's and district's current content and curriculum. The school coach is part of all site visits and virtual PLCs.

CLEAR School Cycles

Cycle 1-4	CLEAR FOCUS CVP/L	Structure	HOPs	MLL & ELL
Cycle 2	Deeper dialogue about Culturally Validating Pedagogy and Leadership (CVP/L).

Deepen the use of inquiry for direct application of the High Operational Practices (HOPs) and the CLEAR (Culture, Learning, Equitable, Achievement, Responsive) Model. Emphasis is on amplifying student voice, valuing student diversity and its contributions to successful academic outcomes, and integrating prerequisites for academic learning. Teachers will continue to use the CLEAR Guiding Questions to deepen intentional connections between culture, language, cognition and grade-level reading standards. This cycle will conclude with a Culturally Validating Formative Reflection. | **Virtual Session**
Virtual Session
Grade-level Professional Learning Community (PLC) teams, along with the school academic coach, meet via Zoom with the I³ scholars to experience 1 of 9 Thinking Friends® mini-lessons to build Capacity = (K + S) W in Culturally Validating Pedagogy and Leadership (CVP/L) demonstration lessons.

On-Site Session
The I³ scholars will provide theory-to-action professional development, which includes facilitating/co-facilitating demonstration(s) of Culturally Validating Pedagogy and Leadership (CVP/L) classroom lessons with students. | Deepen Amplifying Student Voice and Prerequisites for Academic Learning as High Operational Practices (HOPs) and how they work together and make CLEAR visible.

Critical Thinking
Continuing: Schema, Read Dialogue, Key Vocab Prediction, Draw A Face, Powerful Questions, Community Building Exercises, Collaborative Learning Methods
Add Vocabulary: Sentence Transformation, Key Word Notes
Thinking Friends® Mini-Lesson: connecting cognition to literacy standards
Connections: Text to Self, Text to Text, Text to World
Long Term Memory/Making Meaning: phoneme, grapheme, mapping
Approach; Automaticity; Comprehension;Vocabulary; Writing
Pedagogy of Confidence | Continue to build Capacity (K +S) x W in the use of Translanguaging as Culturally Validating Pedagogy and Leadership through CLEAR shift in narrative to asset thinking. |

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| | *Differentiation and bridging provided for Year 1 school(s). | | We will deepen Priming as part of the Pedagogical Flow Sequence for lessons:
•Priming→Processing→Demonstrating for Understanding |

CLEAR School Cycles

Cycle *1-4*	CLEAR FOCUS CVP/L	Structure	HOPs	MLL & ELL
Cycle **3**	Culturally Validating Pedagogy and Leadership (CVP/L) and High Operational Practices(HOPs) become more embedded in our practices as evidenced by ownership of students in their learning. Standardize the use of inquiry for direct application of the High Operational Practices (HOPs) and the CLEAR (Culture, Learning, Equitable, Achievement, Responsive) Model. Emphasis is on instructional moves utilized to mediate student learning and instructional decision making anchored in high expectations and high cognitive demand. Teachers will continue to use the CLEAR Guiding Questions to internalize intentional connections between culture, language, cognition, and grade-level reading standards. This cycle will conclude with a Culturally Validating Formative Reflection.	**Virtual Session** **Virtual Session** Grade-level Professional Learning Community (PLC) teams, along with the school academic coach, meet via Zoom with the I³ scholars to experience 1 of 9 Thinking Friends® mini-lessons to build Capacity = (K + S) W in Culturally Validating Pedagogy and Leadership (CVP/L) demonstration lessons. **On-Site Session** The I³ scholars will provide theory-to-action professional development, which includes facilitating/co-facilitating demonstration(s) of Culturally Validating Pedagogy and	Deepen Situating Learning in the Lives of Students and High Intellectual Performance as High Operational Practices (HOPs) and how they work together and make CLEAR visible.	Deepen and increase opportunities to use Translanguaging as Culturally Validating Pedagogy and Leadership through a CLEAR shift in narrative to asset thinking.

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*Differentiation and bridging provided for Year 1 school(s).	Leadership (CVP/L) classroom lessons with students.	**Critical Thinking** Continuing: Schema, Read Dialogue, Key Vocab Prediction, Draw A Face, Powerful Questions, Sentence Transformation, Key Word Notes, Community Building Exercises, Collaborative Learning Methods Add: Socratic Seminar, Write A Loud, Thinking Friends® to Writing, Sentence Frames and Structures, Phonics, Phonemes, Spelling Thinking Friends® Mini-Lesson: connecting cognition to literacy standards Oral Language: Fluency; Environment Connecting vocabulary, comprehension, and the role of writing **Pedagogy of Confidence** We will deepen Priming and Processing as part of the Pedagogical Flow Sequence for lessons: •Priming→Processing→Demonstrating for Understanding

CLEAR School Cycles

Cycle 1-4	CLEAR FOCUS CVP/L	Structure	HOPs	MLL & ELL
Cycle 4	In the fourth cycle, we are elevating our Culturally Validating Pedagogy and Leadership (CVP/L) practices through regular observations, practicing, and planning.	**Virtual Session** **Virtual Session** Grade-level Professional Learning Community (PLC) teams, along with the school academic coach, meet via Zoom with the I³	Deepen Providing Enrichment as High Operational Practices (HOPs) and how they work together and make CLEAR visible.	Integrate the use of Translanguaging into lesson planning as Culturally Validating Pedagogy and Leadership through a CLEAR shift in narrative to asset from deficit.

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Utilize the CLEAR (Culture, Learning, Equitable, Achievement, Responsive) Model Lesson Planning. Emphasis is on connecting cognition, grade-level literacy standards, and High Operational Practices (HOPs) to intentionally make learning student-centered as part of creating a strong literacy culture. Teachers will participate in direct application of the CLEAR Guiding Questions and the CLEAR Pedagogy Rubric (Instruction). This cycle will conclude with a Culturally Validating Summative Reflection. *Differentiation and bridging provided for Year 1 school(s).	scholars to experience 1 of 9 Thinking Friends® mini-lessons to build Capacity = (K + S) W in Culturally Validating Pedagogy and Leadership (CVP/L) demonstration lessons. **On-Site Session** The I³ scholars will provide theory-to-action professional development, which includes facilitating/co-facilitating demonstration(s) of Culturally Validating Pedagogy and Leadership (CVP/L) classroom lessons with students.	**Critical Thinking** Continuing: Schema, Read Dialogue, Key Vocab Prediction, Draw A Face, Powerful Questions, Sentence Transformation, Key Word Notes, Community Building Exercises, Collaborative Learning Methods, Socratic Seminar, Write A Loud, Thinking Friends® to Writing, Sentence Frames and Structures, Phonics, Phonemes, Spelling Add: CLEAR Lesson Planning Thinking Friends® Mini-Lesson: connecting cognition to literacy standards Vocabulary; Comprehension; Writing; Oral Language; Fluency; Environment **Pedagogy of Confidence** We will embed the Pedagogical Flow Sequence pattern for lessons into CLEAR lesson planning: •Priming→Processing→Demonstrating for Understanding

Virtual Pre-On-Site Visits

The I³ team meets with each school leadership team virtually (e.g. Zoom or TEAMS) to guide the collaboration scheduling and focus. The I³ team will meet with each school grade level teams PLCs (Professional Learning Community) virtually prior to the on-site visit. The PLCs will provide dialogue with educators on their Culturally Validating Pedagogy and Leadership (CVP/L) content and how we will facilitate the upcoming on-site visit with CLEAR and High Operational Practices (HOPs). As the year progresses, this essentially becomes a thread between the on-site visits, thus dialogue on implementation experiences guiding next steps. The schedule for the day with teacher requests / content will be in an online document (Microsoft online Excel or Word). This builds a plan for Participatory Consciousness, and to support the

participants current levels of Consciousness, Conviction and Commitment (3 Cs of Change) thus ensuring the on-site visit days are a highly productive collaboration.

Grade	Briefing with Coach Prior to PLCs	Document Online	Virtual Meeting Purpose	Participants	Document During	Debriefing with Coach
	~30-45 min		~30-45 min	(others invited)		~15-30 min
Pre-K / T-K	We dialogue around Culturally Validating Pedagogy and Leadership (CVP/L) Capacity = (K+ S) x W, with the upcoming grade level team meetings, vertical alignment and other support with our collaboration	Online spreadsheet with teacher ideas and capacity building requests to discuss for upcoming site visit	Dialogue on the focus on the prior and the upcoming site-visit. Plan Upcoming Culturally Validating Pedagogy and Leadership (CVP/L) -Site Visit	Grade Level Team, Support Educators, School Academic Coach, I³ Scholar(es)	Online spreadsheet for the upcoming site visit specifying our collaboration on-site	Debrief on any details and how to best support the coach with CLEAR outcomes.
K				Grade Level Team, Support Educators, School Academic Coach, I³ Scholar(es)		
1st				Grade Level Team, Support Educators, School Academic Coach, I³ Scholar(es)		

On-Site Visits by CLEAR

"Getting CLEAR" Staff Meeting
We encourage each site to schedule a "Getting CLEAR" meeting for the entire staff (PreK, TK, K-5, Support Staff) either before or after school on the day of each site visit. The purpose of this meeting is to support staff in Culturally Validating Pedagogy and Leadership (CVP/L) Capacity = (K+ S) x W, shared language and understandings about the CLEAR Model and High Operational Practices (HOPs). Shared knowledge is key for growing schoolwide instructional Capacity = (K+ S) x W, in support of high student achievement.

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During the "Getting CLEAR" meeting, staff will engage in hands-on learning and be equipped with practical Culturally Validating Pedagogy and Leadership (CVP/L) methods and strategies that they may choose to use to build classroom community and support student learning. Staff will **begin to see** how CLEAR and HOPs can be used to not only elicit high intellectual performance in individual classrooms, but also align instructional practices across classrooms and grade levels to be use Culturally Validating Pedagogy and Leadership (CVP/L). For instance, by the years' end, staff may decide to focus on a particular outcome for any grade level and then identify ways that the use of CLEAR and HOPs at each grade level could support that outcome.

"CLEAR(LY) Applying HOPs" Classroom Demonstrations

The I³ scholars will spend the majority of the on-site visit "Applying CLEAR" in classrooms. The team will use current classroom content and curriculum to demonstrate Culturally Validating Pedagogy and Leadership, strategies and methods discussed during the virtual pre-on-site meeting. Ideally, the demonstrations or demos will be responsive to the needs and interests of staff. By modeling not only the CVP/L, strategies, but also the thinking behind them, the I³ Scholars will **strengthen staff Capacity = (K + S) X W of how** the CLEAR Model and HOPs elicit high intellectual performance (HIP). Specific attention will be paid to two HOPs during the demos - *Student Voice* and *Situating Learning in the Lives of Students*. These two HOPs get to the heart of Culturally Validating Pedagogy and Leadership (CVP/L), and therefore reinforce the CLEAR Model.

On-Site Visits by CLEAR *continued*

"Debriefing" Staff Dialogues

Debriefings of the demos are an essential part of the on-site visit because of the opportunity for dialogue among teacher teams based on a shared experience. This type of dialogue accelerates transformational learning. It is recommended that the I³ team and staff have at least 15 minutes to dialogue about what they saw after each lesson.

In addition, it is recommended that the lessons be videotaped and viewed as needed during the debriefings in addition to a reference afterward. Recording the lessons supports staff in building Culturally Validating Pedagogy and Leadership (CVP/L) Capacity = (K+ S) X W,

through having more opportunities to see and discuss elements of Culturally Validating Pedagogy and Leadership (CVP/L), thus furthering a collective understanding of the *how* and *why* of the Culturally Validating Pedagogy and Leadership (CVP/L), strategies and methods.

On-Site Visits by CLEAR (the technical) "Integrating CLEAR" into Schoolwide Practices
As the year progresses, staff will be supported as both implementors and leaders of CLEAR and HOPs through a gradual release process. Initially, I³ team will co-facilitate the lessons. Then, the I³ team will co-facilitate lessons with the School Coach. By the end of the year, the School Coach and classroom teachers will transition to co-facilitating and leading the lessons as well.

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An Overview of Documents Supporting the Collaboration

Grade Level Requests for Virtual Meeting	On-Site Day Schedule					Example or an On-Site Day Schedule
	Grade	**Purpose**	**Observers**	**Subs**	**Debriefing**	
		~30min	(others invited)		~15-30 min	
	PK /TK	Demo	Grade level team	Subs	All @ demo	
	PK /TK	Demo	Grade level team	Subs	All @ demo	
	K	Demo	Grade level team	Subs	All @ demo	
	K	Demo	Grade level team	Subs	All @ demo	
	1	Demo	Grade level team	Subs	All @ demo	
	1	Demo	Grade level team	Subs	All @ demo	
The teacher PLC teams meet with the coach prior to a virtual session providing requests the teams wish to focus upon with modeling of CLEAR with HOPs.	The above example is a general idea for how an on-site visit day will be structured. It will be important to have a schedule like above for the collaboration and support with class coverage. Additionally, if other staff members wish to observe this schedule will provide an overview to guide timing and coverage.					The above example is from a previous collaboration sharing how the coach who developed the schedule did the actual Culturally Validating Pedagogy and Leadership (CVP/L), content for the day.

Post On-Site Visits: A virtual follow up with each school leadership team to debrief the on-site visit and vision next steps or areas of Culturally Validating Pedagogy and Leadership emphasis will be an important aspect of the collaboration. The lead I³ Scholar(es) will be part of the sessions to support cohesion across schools.

EXAMPLE: The example below is from the PLC Teams and the Coach for the virtual PLC meeting.

Ways that Robert Price Can Best Support Your Practice Week of January 16, 2023 **Pre-K:** When we meet on Tuesday morning, Kristin will share the ways that she is currently teaching letter names and sounds. She would like Robert to provide feedback and ideas that he may have for instructional practices. Kristin would like to see Robert do something with letter names/letter sounds based on this conversation when he is in person. **Kdg:** We would like to continue focusing on our 15-minute comprehension lesson that takes place once a week. We will attempt to record parts of our lesson to watch together during our PLT on Wednesday to receive feedback from Robert. Moger 1 Moger 2 Moger 3 Rod 1 Rod 2 Rod 3 **Grade 1:** We would like Robert to give us ideas for teaching Word Choice **(identify words and phrases in a story that suggest feelings or appeal to the senses)** with a grade-level text. We will be using the story **"The Lost Kitten" by Leyla Torres** (linked here). Here are the vocabulary words that we can use to study word choice: exclaimed, gobbled, claimed, saffron. Robert should feel free to choose other words to study for Word Choice if he thinks they would lend themselves better to the standard as described above. **Grade 3:** ● We spent 30 minutes on the following lesson (for one paragraph) ● We went back to the essential question, "What is the relationship between the two creatures?" ● We talked about the title. We looked at the word "Egret" and broke it down by syllables. ● Students tried to read it on their own and wrote down any words they didn't know. ● We read the first sentence and tried using context clues when we could to figure out the unknown words. ● We then acted out the various words (acting like rhinos grazing in the fields) ● Replaced words with synonyms ● Using a sentence stem, students used whiteboards to write down the answer to the essential question (hard to know if the writing was in the way in determining if students understood or not)	The example at the left is communication from the PLC teams and the school Coach sharing how they see support for an upcoming site visit. This is used in the Virtual Meeting with the PLC + Coach to frame the upcoming site visit. The links are to video clips that were done by the PLC teams in classrooms and any relevant text.

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EXAMPLE: The example below is of a schedule developed by the Coach for the site visit day.

Time	Room	Grade(s)	Teachers	Teaching	Type of Lesson	Materials	Coverage
9:00-9:45	59	EL and Title ESPs (all grade levels)	Paraprofessionals	Robert	Robert will lead paraprofessionals in an overview of the WHY? HOPS, getting out of the way of the kids. Also check in with what they have been doing already this year and where they would like to go	Circle Map with HOPS on it.	Coverage in the Cafeteria beginning at 9:10 (Kelli and Shana)
10:00-10:35	Lem - 24	3rd	Lem, Ullstrom, Orton	Lem, Ullstrom	Mary Sue and Susanne will be co-teaching a lesson for a brainstorm walk. Robert will co-teach/support as well during his visit.	How Do People Survive in	Orton (Kelli - Rm 21), Ullstrom (Shana - Rm 22)
10:40-11:00	DeRoche - 25	2nd	DeRoche, Bulera, Johnson, Murphy	DeRoche	Katrina will lead a lesson with Robert's support		Bulera (Kelli - Rm 27), Johnson (Shana - Rm 45)
11:05-11:25	Domka - 14	1st	Domka, Frei, Beach, Pfeilsticker, Murphy, Mockness	Robert	Robert will model using a grade level text to prime, read-talk, and demonstrate thinking with a map. He will also be modeling how to provide opportunities for students with significant expressive language challenges to demonstrate their thinking	Robert will choose between "We Can Fix It" and "Cat Nap". Xerox paper	Frei (Kelli - Rm 13), Pfeilsticker (Shana - Rm 16)
11:30-11:50	Kivi - 46	Kdg.	Kivi, Rod, Moger, Wiltse, Vang, Ullstrom	Robert	Robert will model how a comprehension lesson (including: priming, read-talk, and demonstrated thinking) can be accomplished within a 15-20 minute block of time	Text "In the Fall"	Rod (Kelli - Rm 49), Moger (Shana - Rm 47)
11:55-12:30	Kelly - 28	4th	Kelly, Ruekert, Wiltse	Joe, John, Robert	Joe and John will co-teach a math lesson with Robert also co-teaching/supporting		John (Kelli - Rm 39)
12:45-1:00	Lem - 24	3rd	Lem, Ullstrom, Orton	Debrief	Debrief		
1:05-1:20	Mersereau - 18	2nd	Mersereau, Perusse, Higueros	Carmy	Carmy will teach a lesson. Robert and team will provide feedback following the lesson during the debrief		Perusse (Shannon - Rm 20), Higueros (Shana - Rm 19)
1:20-1:35	Perusse - 20	2nd	Mersereau, Perusse, Higueros	Robert	Robert will model starting the process of priming, read-talk, and demonstrating thinking with maps using a text from the class	Text "The Empty Pot". Xerox paper	Mersereau (Shannon - Rm 18), Higueros (Shana - Rm 19)
1:40-1:50	Rod - 49	Kdg.	Kivi, Rod, Moger	Debrief	Debrief		
1:55-2:10	Klarkowski - 60	Pre-K	Klarkowski / Paar	Robert	Robert will teach a lesson on beginning and ending sounds	Whiteboards, cloths, and dry erase	
2:15-2:35	Orton - 21	3rd	Orton, Lem, Ullstrom	Caleb	Caleb will lead a lesson with Robert as a co-teacher/support		Lem (Shannon - Rm 24), Ullstrom (Shana - Rm 38)
2:37-3:05	Bulera - 27	5th Sped Group	Bulera	Robert	Focus is on increasing vocabulary & utilizing strategies to assist in figuring out meaning of new or unfamiliar words (i.e. context clues, inference, etc.). Robert will model how to conduct a vocabulary and reading comprehension lesson with students at varying reading levels using a grade-level text	Text "No Sudden Moves"	DeRoche (Shannon - Rm 25), Johnson (Shana - Rm 45)
3:10-3:40	Brown - 41	5th	Brown, Rawitzer, Vang	Brown	Robert will join Marisa's class wherever she is in the process of students understanding and/or analyzing text. He will be there to co-teach and support you in real-time.		Cathy (Shannon - Rm 43), Halee (Shana - Rm 42)
3:45-4:00	Office Conference	4th	Kelly, Ruekert, Wiltse	Debrief	Debrief		Ruekert (Shannon - Rm 43), Kelly (Shana - Rm 28)
4:00-4:15	Office Conference	Pre-K	Klarkowski / Paar	Debrief	Debrief		

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The CLEAR Model

The CLEAR Model, developed by Rev Hillstrom, emphasizes culturally validating pedagogy and leadership (CVP/L) as a cornerstone of educational reform rooted in democratic principles. It emerged from Hillstrom's personal and professional experiences, particularly his Indigenous ceremonial life, aiming to create a humane, student-centered approach to education.

- **Validation of Learner Identities**: CVP/L validates EACH learner's identity, recognizing their worthiness and wholeness as racial, ethnic, and cultural individuals without requiring any alteration, thus promoting diversity and legitimacy in educational institutions.
- **Integration of Students' Values**: CVP/L mandates that students' values and interests be integrated into the learning environment, instruction, curriculum, and policy, making education progressive, democratic, and liberating.
- **Development of the CLEAR Model**: The CLEAR Model was developed through Hillstrom's convergence of personal and professional experiences, including his doctorate studies and Indigenous ceremonial life, leading to tools that support a culturally validating, student-centered purpose for education, aiming for an authentic democracy.
  www.theclearmodel.com

"Through proper education individuals transform themselves as learners, which provide themselves with the necessary tools to bring about radical structural changes that supporteda democratic lifestyle and equitable solutions."
*—Paulo Freire*

The CLEAR Model

https://theclearmodel.com

High Operational Practices: The Pedagogy of Confidence – Yvette Jackson

Overview: In Pedagogy of Confidence, Yvette Jackson asserts that the myth that the route to increasing achievement by focusing on weaknesses (promoted by policies such as NCLB) has blinded us to the strengths and intellectual potential of urban students–devaluing the motivation, initiative, and confidence of dedicated educators to search for and optimize this potential. "The Pedagogy of Confidence®" provides practical approaches to rekindle educators' belief in their ability to inspire the vast capacity of their urban students. Yvette Jackson shows educators how to focus on students' strengths to inspire learning and high intellectual performance.

This book features: (1) Describes practical approaches and examples of how inspirational educators implement High Operational Practices, offering strategies for dealing with cultural disconnects, the influence of new technologies, and language preferences of students; (2) Illustrates how educators empower student investment in the "mediative learning community" to foster positive relationships; (3) Presents historical, cognitive, and neuroscience research, providing educators the rationale and benefits of changing old policies and practices to new ones that will guide students to intellectual development, self-directed learning, and self-actualization; and (4) Explores the theory and methodology of cognitive psychologist Reuven Feuerstein, upon which "The Pedagogy of Confidence" is based.
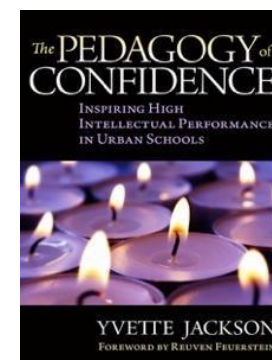
Purpose: The High Operational Practices Rubric is for whole school communities to self-assess their level of implementation of the Pedagogy of Confidence™ seven High Operational Practices (HOPs). The process is a nonevaluative, ongoing collaborative reflective process. The focus is continual growth for educators and students to create an intentional learning environment that is centered on students' self-efficacy and belonging with an equity consciousness for High Intellectual Performance (HIPs).

Intentionality: The goals of the differentiating levels of implementation effectively reflect on one's pedagogy with intentionality. Intentionality of practice, intentionality of purpose, intentionality of supporting students with high operational practices for motivating and eliciting high intellectual performances. The HOPs Rubric pages provide context and goal-driven support dialogue between educators, educators and coaches, leaders and educators, paraprofessionals and teachers, and all adults interacting with the student scholars. Additionally, the HOPs Rubric guides the educators in dialogue with their student scholars that reflect and implement the HOPs within the classroom environment(s). This process is as much for the classroom teachers as all educators within the school building.
www.pedagogyofconfidence.net

https://theclearmodel.com

Thinking Friends

Thinking Friends: Thinking was never SO MUCH FUN!
Thinking Friends® are eight farm animals having all sorts of fun learning and figuring things out. Just like our children who are always thinking! EACH animal has its own unique personality based on of a fundamental thinking skill and style. For example, you can see above that Snakey Sequences, Kitty Categorizes, and Cowsie thinks about causes and effects. Doggie Definer just keeps "digging around" for more information! Thinking Friends was created by David Hyerle, the creator of Thinking Maps®.

Why Animate Thinking?
And Thinking Friends are never alone! A ninth character, Farmer Framer, is always there to help, like a teacher or family member gently leading the way. She helps the Friends "think about their thinking" or what educators call the important process of "meta-cognition." Farmer Framer is the executive of the farm, making sure that everyone is thinking and working together. The Thinking Friends program is designed for early childhood centers and Pre-schools, Pre-K to 1st grade classrooms and, of course, for home use!

Supporting Thinking Maps®
If you are implementing Thinking Maps® in your schools, you are in the right place! Thinking Friends® was developed to match the eight thinking processes of the Thinking Maps model.

The Outcome?
Over time, young learners own Thinking Friends and begin independently using EACH character to help them think and learn.
www.thinkingfriends.org

Translanguaging

A pedagogical practice where students use all of their multiple language repertoires to interact with the world and learning and make sense of it. Translanguaging can be integrated into all elements of pedagogy (Environment, Instruction, and Content) regardless of the linguistic background(s) of the educator. The purpose for Translanguaging is that it is Culturally Validating Pedagogy; language is integral to cultural identity and when student linguistic repertoires are validated and utilized their brilliance is amplified.

"You may see the bird fly, but you have not seen its nest."
"When you are done being patient, be even more patient."

—Hmong Proverbs

"Let us put our minds together and see what life we can make for our children."

—Sitting Bull

"Give light and people will find the way."

—Ella Baker

"I've been put on the planet to serve humanity. I have to remind myself to live simply and not to overindulge, which is a constant battle in a material world."
—Sandra Cisneros

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Methods in Practice with High Operational Practices

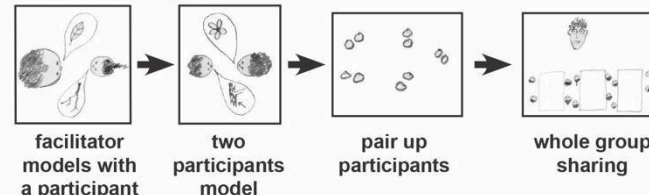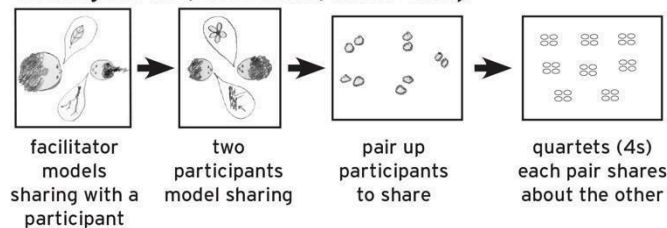|	

Dialogue & Comprehension
● Read-Talk-Draw/Act/Map/Write
● Shared Dialogue: Scaffolded Early Childhood 'Socratic Seminar'
● Powerful Questions
● Reciprocal Teaching
● Singing
 	
Phonics
● McCracken's Phonics, Patterns, Phonemes, Spelling
 	
Frame of Reference
● Schema
● Cultural
● Thinking Friends
 	
Vocabulary
● Synonym Triplets
● Key Vocabulary Prediction (Images and Text)
● Sentence Transformation (Recitation, Fluency, Vocabulary, Schema)
 	
Thinking Friends (Cognitive Language)
Inductive Reasoning (with images)
● Sequencing
● Categorizing
 	
Writing
● Orally
● Sentence Stems/Framing
● Written
● Singing
	Pedagogy
	● Environment
	  –Proximity
	  –Materials and Objects
	  –Belief
	● Collaborative Communities
	  –Community Building
	  –Collaborative Dialogue
	  –Peer to Peer Coaching
	
	A Visual Example:

Think-Pair-Share

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

Sharing in Pairs, then Fours, Whole Group

| facilitator models sharing with a participant | two participants model sharing | pair up participants to share | quartets (4s) each pair shares about the other |

I³ **Intercultural Innovations Incorporated**

Fresno Unified School District

The above methods, approaches and pedagogy can be found on The CLEAR Model website at https://theclearmodel.com in the CLEAR Field Guide section (Menu —> About —> FUSD [PW: CVP/24] —> Field Guide). These webpages include video examples of students and professional development and the HOW and WHY for each of the above methods, approaches and pedagogy.