

Children in Poverty

Operationalizing Social Skills to Secure Cognitive Development

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**Herencia Guadalupana
Lab Schools 501(c)3**

Tucson, AZ.

www.hgls-prek.com

Caring

Nurture

Happy

Smart



Agenda

- Introductions
- Participant Survey Sheets
- Cognitive and Non Cognitive Skills
- Making it Real, Making it Safe, Making it Happen
- **Activity:** Analyze and discuss non-cognitive vignettes
- Open Discussion
- Closure

Foundational Resources

<http://www.hgls-prek.com/resources>



The screenshot shows the top portion of the Herencia Guadalupana Lab Schools website. On the left is a dark blue navigation menu with white text: Home, Our Family, Enrollment, Curriculum, Internships, and Resources. Below the menu are two buttons: a blue 'Apply Now' button and a green 'Contributions' button. The main content area is white and features the text 'Resource Library' above a graphic of a bookshelf. The top header is white and contains the school's logo (a drawing of the Virgin of Guadalupe), the school name 'HERENCIA GUADALUPANA LAB SCHOOLS', a quote: "Rooted in the love of God, our children will lead with Justice, Dignity and Mercy", and an 'EMPLOYEE LOGIN' link.

HERENCIA GUADALUPANA RESOURCES

Documents

| | | |
|---|---------------------------------|--------------------------|
|  | Bloom's Taxonomy Verb List | Download |
|  | Bloom's Taxonomy Question Stems | Download |
|  | Bloom's Old & New Version Chart | Download |
|  | Random Acts Of Kindness | Download |
|  | Agenda - Children In Poverty | Download |

Cognitive vs. Non-Cognitive Skills

A new way to look at social, emotional and cognitive domains is evolving. The Cognitive and Non-Cognitive define the interrelated and interdependent skills needed to excel.

| Cognitive Critical Thinking Skills | Non-Cognitive Thriving Skills |
|--|--|
| <ul style="list-style-type: none">• Creating• Evaluating• Analyzing• Applying• Understanding• Remembering | <ul style="list-style-type: none">• Perseverance• Resilience• Goal Focus• Self-Regulation |

Bloom's Taxonomy Verbs

Evaluating

Appraise, Argue, Defend, Judge, Select, Support, Value, Evaluate

Applying

Choose, Demonstrate, Dramatize, Employ, Illustrate, Interpret, Operate, Schedule, Sketch, Solve, Use, Write

Analyze

Appraise, Compare, Contrast, Criticize, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Test

Creating

Assemble, Construct, Create, Design, Develop, Formulate, Write

Making It Real

Cognitive Skills

Make

Create

Decide

Evaluate

Use

Apply

Look

Analyze

Non-Cognitive Skills

**Finish What You
Start**

Perseverance

**You Can
Do It**

Resilience

Focus

Goal Focus

**Control
Yourself**

Self-Regulation

Cognitive Skills Video

- Planning
- Scaffolding
- Cognitive development

Making It Real

Cognitive Skills

Make

Create

Decide

Evaluate

Use

Apply

Look

Analyze

Non-Cognitive Skills

**Finish What You
Start**

Perseverance

**You Can
Do It**

Resilience

Focus

Goal Focus

**Control
Yourself**

Self-Regulation

Non-Cognitive Skills Videos

- Perseverance
- Resilience
- Goal Focus
- Self-Regulation

Making It Safe

Classroom Values

Take care of everyone

Everyone is important

Keep your body safe

Touch only your things

Be happy with what you have

Tell the truth

Use kind face, hands, voice,
words

Listen to helpers

Integrating Classroom Values Videos

- Everyone is important
- Take care of everyone
- Use kind face, voice, hands and words

Climate of Safety



Making It Happen



The Cognitive and Non-Cognitive are couched in redefining the following elements of the classroom:

- **Teacher Roles**
 - One facilitates learning and one manages
- **Environment**
 - Freedom, Choice, Order, Diverse learning styles
- **Organization**
 - Centers, Projects, Gatherings, Child-Initiated learning
- **Curriculum and Materials Selection**
 - Critical thinking focus (**Make, Decide, Look, Use**)

Making It Happen



Classroom Culture

The stated and unstated values that fuel the classroom culture can ignite or extinguish the cognitive and non-cognitive.

```
graph TD; A[Classroom Values] --> B[Cognitive Skills]; A --> C[Non-Cognitive Skills]
```

**Classroom
Values**

**Cognitive
Skills**

**Non-Cognitive
Skills**

Activity

Activity: Analyzing Non-Cognitive Skills Vignettes

Tasks:

- Divide in Groups of Five
- Read Vignette
- Analyze vignette
- How would you apply what you learned from this activity

Summary Discussion Worksheet

Pair Share

What did I learn? _____

What question(s) do I have? _____

One thing I will use is _____

Share With Group

Discussion



Evaluations



Thank you!



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