REVERSING UNDERACHIEVEMENT
Engaging the Mind for High Intellectual Performance
PEDAGOGY OF CONFIDENCE
Yvette Jackson, Ed.D. - National Urban Alliance

ADOLESCENTS & LEARNING
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REMEMBER!!

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ADOLESCENTS

- Relationships
  - Voice
  - Choice
Our students are GIFTED?

HIP

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LOW FOCUS/ HIGH IMPACT

1. Learning Process of Adolescents
2. The Student Perspective:

“ASK THE STUDENTS”

In A Perfect World

http://www.youtube.com/watch?v=Wkxvi6UoHC
LANGUAGE

CULTURE

COGNITION

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LANGUAGE

MEDIUM MESSAGE
What is our cultural frame of reference?

Impact on:

Who we are/

On how we see the world/

On how we construct meaning/ infer

CULTURAL MYTHS

- +

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MARGINALIZERS of EDUCATORS

- Minority v. students of color
- Disadvantaged v. school dependent/students put at a disadvantage
- Low achievers v. underachievers
- Disabilities v. variable learners
YOUR FOCUS IS YOUR REALITY!!!
Stress

- Release hormone cortisol – apathy of dendrites: impairs cognitive functions
- Reduces blood flow in top frontal lobes: area activates on your feet thinking

- Kills brain cells
- Damages hypacampus - memory

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POTENTIAL AND

ACHIEVEMENT

STUDENT CULTURE

AND TEACHER

CULTURE

DIFFERING

EXPERIENCES W/ DIGITAL TEXTS

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The fearless expectation and support for all students to demonstrate high intellectual performance.
What the brain seeks:

- Engagement
- Challenge
- Feedback

Considerations for Learning:

- Cognition

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Middle-Level Student Survey

School Learning Climate Survey

to better understand the perceptions of its students regarding their educational experiences and interests.

I. Learning Environment
II. Teacher Caring & Expectations for Success
III. Real World Preparation
IV. Instructional Methods
V. Learning Preference

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LOW FOCUS/ HIGH IMPACT

L + T v. T + L

1. The Learning Process

L: (U + M) (C_1 + C_2)
Mediated Learning Experience

Mediator (guided by intention, culture, and emotional investment):

- Organizes experiences by framing and filtering
- Determines relevant v. irrelevant experiences
L: \((U + M) (C_1 + C_2)\)

Structural Cognitive Modifiability
Reuven Feuerstein
Structural Cognitive Modifiability
Reuven Feuerstein

- 90% Glia - transport nutrients, regulate immune system
- 10% Neurons - (dendrites & axons)
  Info processing & connect info
  - Thicker axon — faster conduction of info
  - Building on past info/strengths > thickness > efficiency

Hypothalamus
Reward System — Opiates, e.g. dopamine
LOW FOCUS/ HIGH IMPACT

1. The Learning Process
2. Student Strengths

ENGAGEMENTS FOR LEARNING
Strengths of Urban Underachievers
ENGAGEMENTS FOR LEARNING
Strengths of Underachievers

- social
- creative
- analytical
- problem solving
- tech savvy
- resilient
- verbal
- Passionate

PEDAGOGY OF CONFIDENCE

Ending the Gap: See the potential and not the lack.

Perspectives & Relationships

When you change the way you look at things, the things you look at change!

- Wayne Dyer
Figure 1 Components of 21st Century Learning

RENZULLI

• “Who are the Gifted?”
Ensuring our students are.................

“GIFTed”

PEDAGOGY OF CONFIDENCE

- Demonstrate Enabling Beliefs and Expectations

- Mediate Learning

- Create Relationships as Focus respect, recognition, success and sharing

- Dynamically Assess Growth

- Enrichment
L: \((U + M) (C_1 + C_2)\)

DIFFERENT CONSIDERATIONS FOR ENGAGING UNDERACHIEVING URBAN STUDENTS
DIFFERENT CONSIDERATIONS FOR ENGAGING UNDERACHIEVING URBAN STUDENTS

- Relevance
- Patterns
- Emotional Connections

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WHAT AFFECTS HOW PEOPLE CONSTRUCT MEANING?

- Relevance
- Patterns
- Emotional Connection

FRAME OF REFERENCE

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Reuven Feuerstein

- Perceptions of self: affected by perceptions of others

Socio-cultural Deprivation

Language

Cognition

Culture

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I. COACHING FOR:

High Intellectual Performance?

Evaluate
Judge
Understand
Critical Thinking
Communicate
Synthesize

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Adolescents and Learning

- FORMAL OPERATIONS
- DE-CENTERING
- ABSTRACT THINKING
- CONCRETE EXPERIENCES from:
  - FRAME OF REFERENCE
  - PRIOR KNOWLEDGE
My Stream of Consciousness

You think that I don’t know that you think
I got an F because I’m lazy and indifferent.
But maybe I’m just under-challenged and underappreciated.

Deep down I am begging you to teach me
To learn and create—not just to memorize and regurgitate.
I’m asking you to help me find my own truth.
I’m asking you to help me find my own beauty.
I’m asking you to help me see my own unique truth.

We need a miracle
One for every kid who subconsciously wants
To be pushed to the edge/taken to the most extreme limits.
I want you to make my brain work in a hundred different ways every day.
I’m asking you to make my head ache with knowledge spin with ideas.

I want you to make my mind my most powerful asset.

Siem Tesfaslase, 10th grade, Arlington High School, Indianapolis, Indiana

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LOW FOCUS/ HIGH IMPACT

1. The Learning Process
2. Student Strengths
3. Culture/Frame of Reference
What do we know about our students
FRAME OF REFERENCE

LOW FOCUS/ HIGH IMPACT

1. Learning Process of Adolescents
2. The Student Perspective:
   "ASK THE STUDENTS"
   *In A Perfect World*

http://www.youtube.com/watch?v=ZTN--C3AhVw&feature=related
PROCESSIN

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Key Word Notes

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COMPETENCE

$L: (U + M) (C_1 + C_2)$

LOW FOCUS/ HIGH IMPACT

1. The Learning Process
2. Student Strengths
3. Culture/Frame of Reference
4. HIP
What does high intellectual performance look like?

3. MEDIATION and

4. DYNAMIC ASSESSMENT!

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ANALOGIES

- STUDENT: CLASS::
- (A) disinfectant: antiseptic
- (B) piece: pair
- (C) juror: jury
- (D) jaunt: trip

\[ L = (U+M)(C_1 + C_2) \]
SIX CRITICAL SKILLS FOR REVERSING UNDERACHIEVEMENT

- Vocabulary
- Language Development
- Vocabulary
- Language Development
- Vocabulary
- Language Development

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**What do we know about our students**

**FRAME OF REFERENCE**

**ANALOGIES**

- **DAB: QUANTITY**
  - (A) snuffle: nose
  - (B) disinfectant: antiseptic
  - (C) gnaw: teeth
  - (D) piece: pair
  - (E) jaunt: trip
THINKING MAPS

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PROCESSING

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Key Word Notes

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LITERACY

- Constructing, Communicating, and Creating meaning in many forms of representation.
  (Elliot Eisner).

Of what? Who decides?

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BLOCKERS in Constructing Meaning?

- INFERENCING....
- VOCABULARY.......
Constructing Meaning from Text

- PRIMING

INPUT

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LOW FOCUS/ HIGH IMPACT

1. The Learning Process
2. Student Strengths
3. HIP
4. Culture/Frame of Reference
5. Prerequisites

READING IS:
unlocking frozen thought

- Unlocking
- Frozen
- Thought
WHAT AFFECTS HOW PEOPLE CONSTRUCT MEANING?

- Relevance
- Patterns
- Emotional Connection

FRAME OF REFERENCE

TEXT TO SELF
TEXT TO TEXT
TEXT TO WORLD

SITUATE LEARNING IN THE LIVES OF THE STUDENT
MAKING TEXT ACCESSIBLE

MOST POWERFUL LINKS:

CONCEPTS

- Elicit related knowledge
- Elicit related personal experiences
- Guide voluntary writings (e.g. poetry, commentaries) and creative opportunities (documentaries)
- Create discipline connections

THEMES

SITUATE LEARNING IN THE LIVES OF THE STUDENTS

RELATIONSHIPS

- Rates Of Change
- Family
- Conflict
- Force
- Congruence
- Probability
- Limits
- Living Things
- Patterns

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FCAT analysis finds misconceptions about science - Florida students have misconceptions about science, and they need more practice demonstrating its concepts and relating them to the real world, according to an analysis of the state's standardized test.

The report also recommends more practice demonstrating and explaining scientific concepts and processes, especially in writing, because FCAT results show students are struggling with developing a deeper understanding of science.

The panel also urged teachers to use correct science terminology, especially when a scientific term differs in meaning from its everyday usage, such as "work." In science, work means the amount of energy transferred by a force.
SITUATE LEARNING IN THE LIVES OF THE STUDENTS

RELATIONSHIPS

Taxonomy of Relationships

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SITUATE LEARNING IN THE LIVES OF THE STUDENT

RELATIONSHIPS
http://www.youtube.com/watch?v=HmOBrg6eMbY

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PROCESSING

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Key Word Notes

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