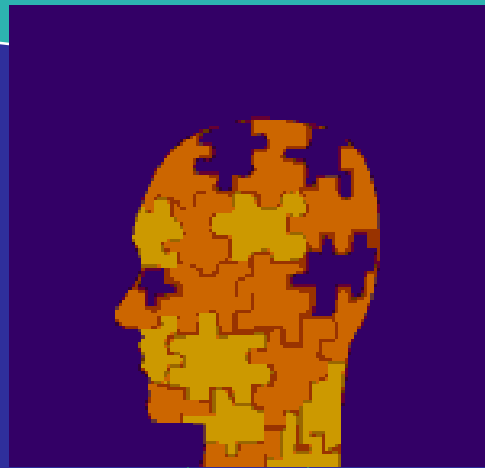




# REVERSING UNDERACHIEVEMENT



Engaging the Mind for High Intellectual Performance  
ASCD – ORLANDO

PEDAGOGY OF CONFIDENCE

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# PEDAGOGY of CONFIDENCE™

\*The art of using the science of learning to create practices that nurture high intellectual performances.

## RECIPROCAL PROCESS

- Teachers inspire learning

- Students appreciate, respond, and demonstrate with confidence their capacity for HIP, affirming teachers confidence and competence

- School Leaders/Head Masters provide support to encourage inspiration, leading to high intellectual performances, affirming the principal's confidence and competence



# REMEMBER!!!



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# Making Students Smart Again

## Key Word Notes


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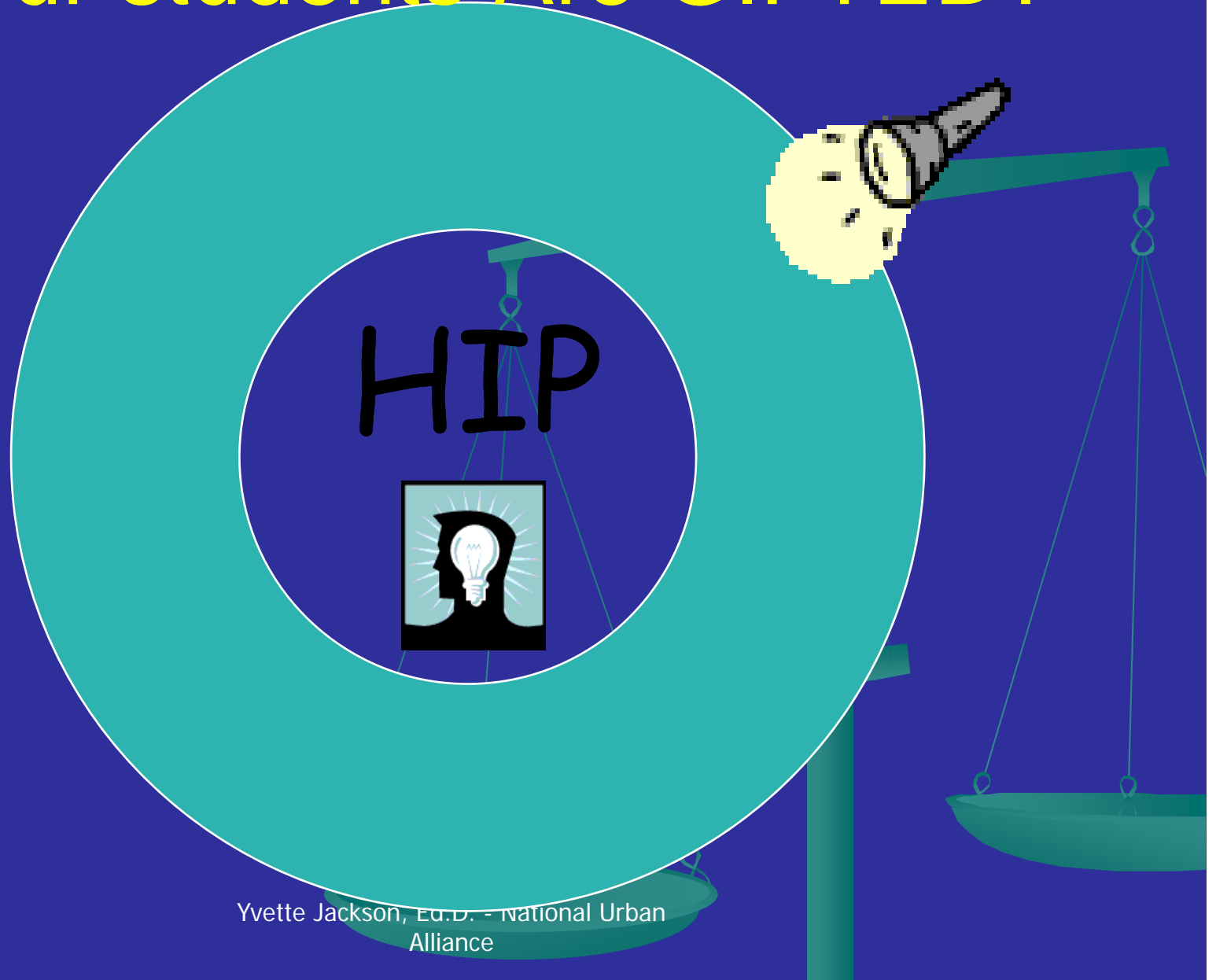


# what do we know about our students” FRAME OF REFERENCE



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# Our students Are GIFTED?



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# PEDAGOGY

*An understanding about learning that we give expression to through action for engagement and growth.*

Science

Art

LEARNING

Keys to Reversing Underachievement, p.206

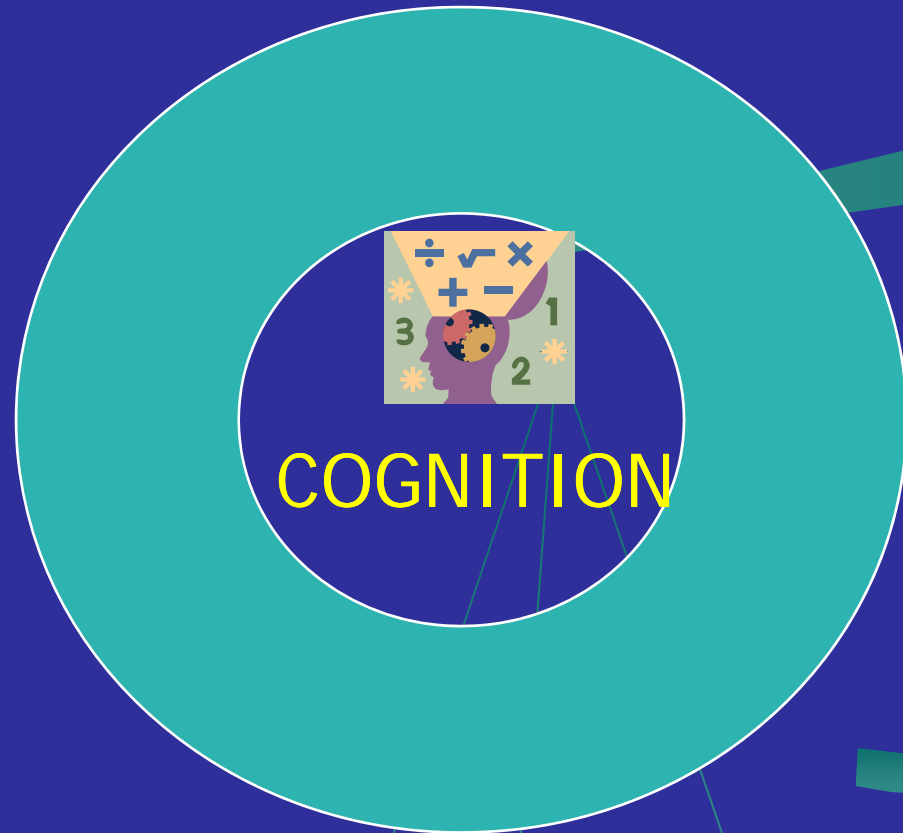
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**L: (U + M) (C<sub>1</sub> + C<sub>2</sub>)**

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# CONSIDERATIONS FOR LEARNING



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# PEDAGOGY OF CONFIDENCE

*Keys to Reversing Underachievement, p.206*

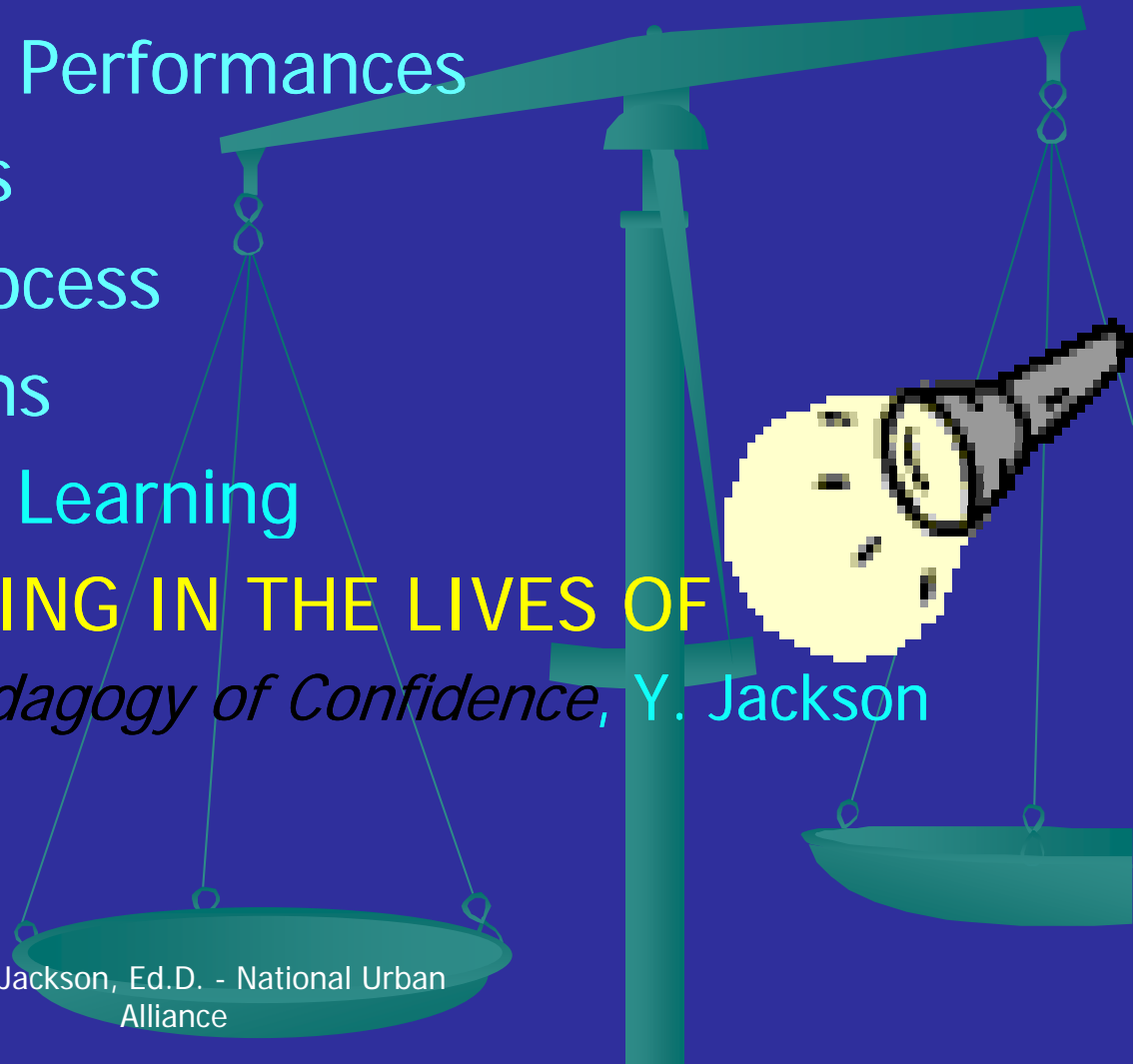
KNOWING BELIEVING

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# THE SCIENCE OF LEARNING LOW FOCUS/ HIGH IMPACT

1. High Intellectual Performances
2. Ask the Students
3. The Learning Process
4. Student Strengths
5. Prerequisites for Learning
6. **SITUATE LEARNING IN THE LIVES OF STUDENTS** © *Pedagogy of Confidence*, Y. Jackson

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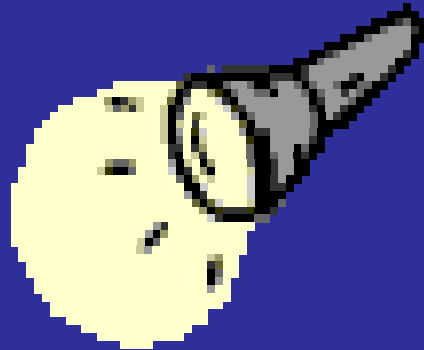
# NUA Beliefs: A Summary

- Intelligence is modifiable.
- All students benefit from a focus on high intellectual performance (HIP).
- Learning is influenced by the interaction of culture, language, and cognition.



# LOW FOCUS/ HIGH IMPACT

- HIP

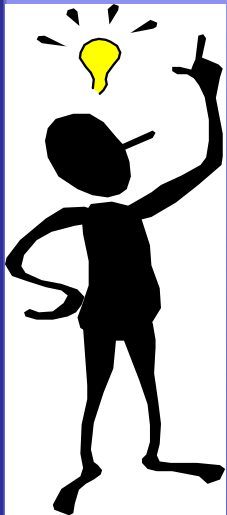


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# LOW FOCUS/ HIGH IMPACT

1. The Student Perspective:

"ASK THE STUDENTS"



## ■ *My Stream of Consciousness*

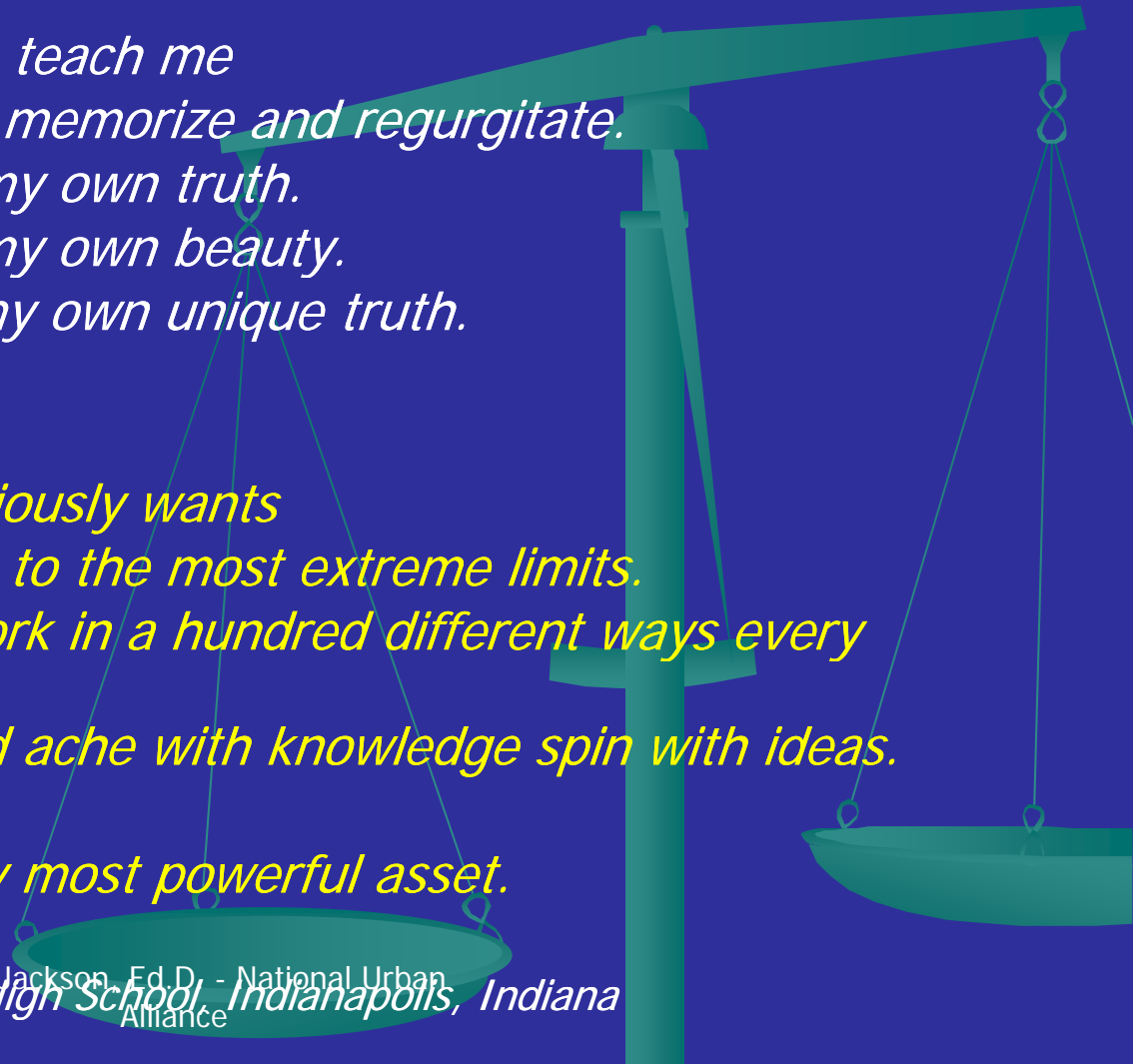
*You think that I don't know that you think  
I got an F because I'm lazy and indifferent.  
But maybe I'm just under-challenged and underappreciated.*

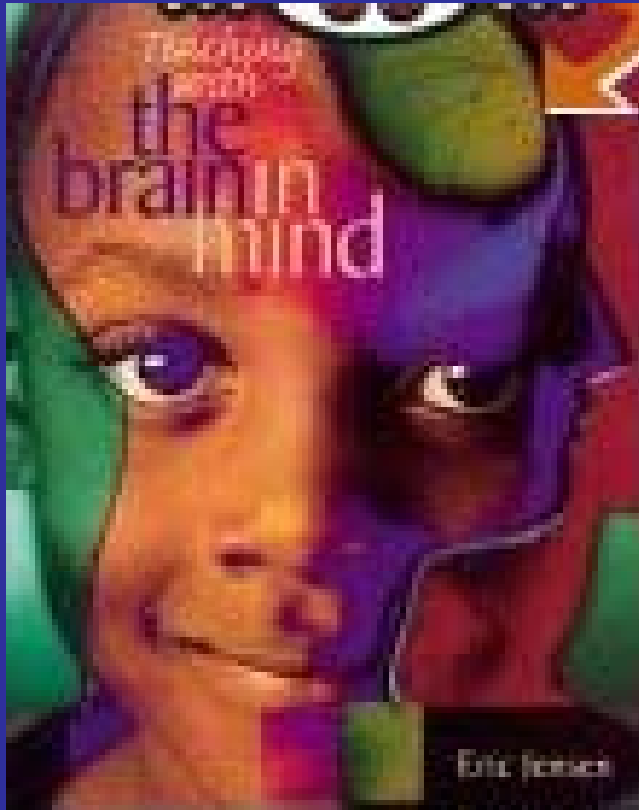
*Deep down I am begging you to teach me  
To learn and create—not just to memorize and regurgitate.  
I'm asking you to help me find my own truth.  
I'm asking you to help me find my own beauty.  
I'm asking you to help me see my own unique truth.*

*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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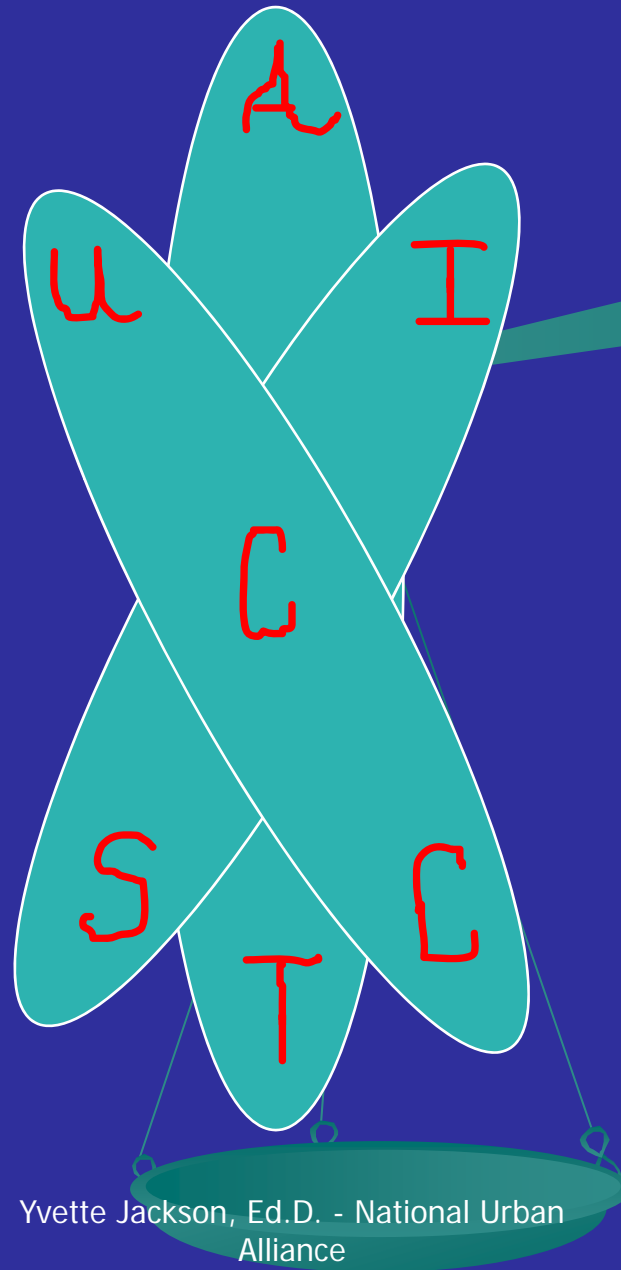
## What the brain seeks:

**ENGAGEMENT**

**CHALLENGE**

**FEEDBACK**

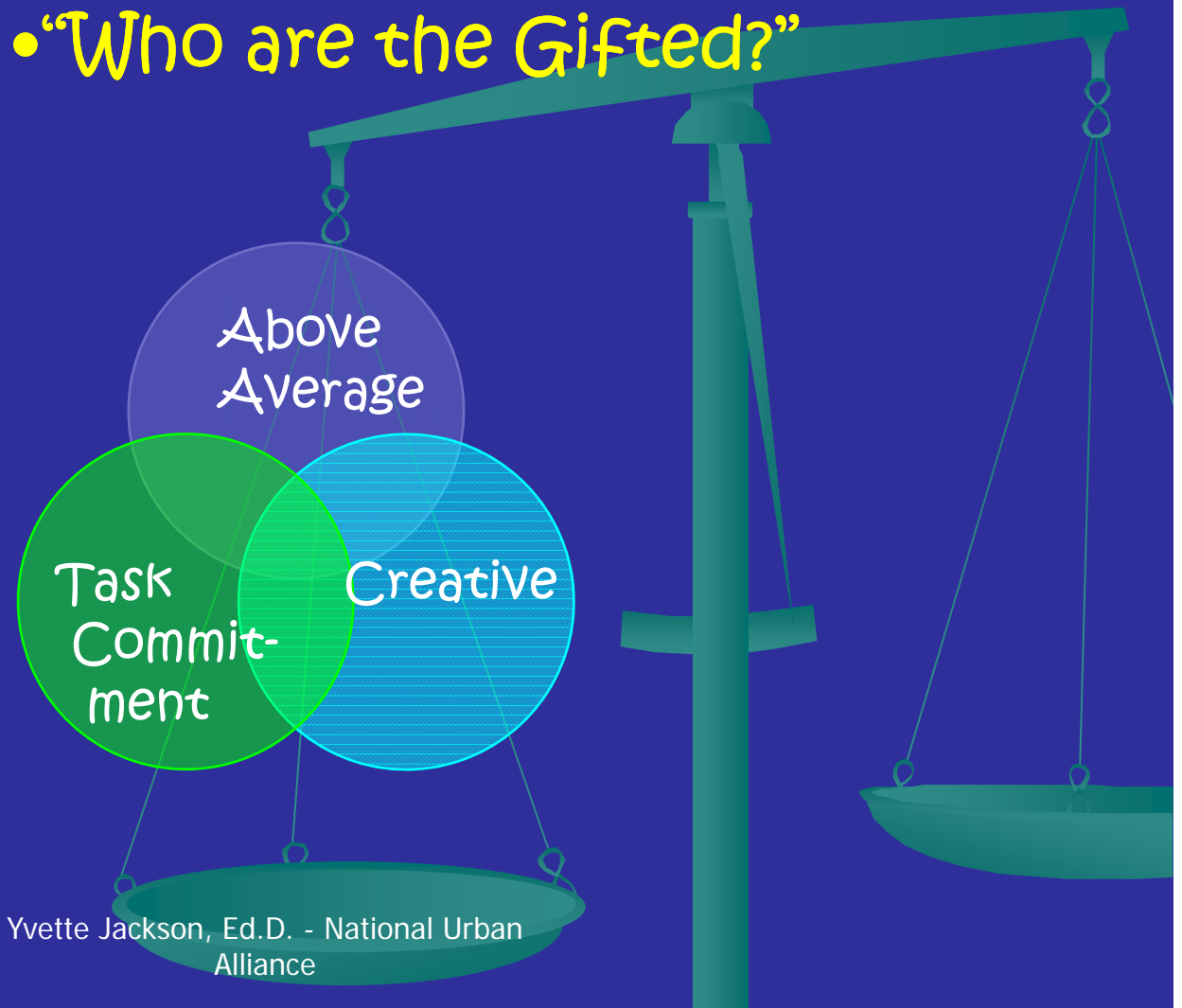
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# RENZULLI

- “Who are the Gifted?”





# GIFTEDNESS..... Performance

"...achievement is talent plus preparation.

The closer psychologists look at the careers of the gifted, **the smaller the role innate talent seems** to play and **the bigger the role preparation** seems to play (p.38)." --

Outliers by Malcolm Gladwell.

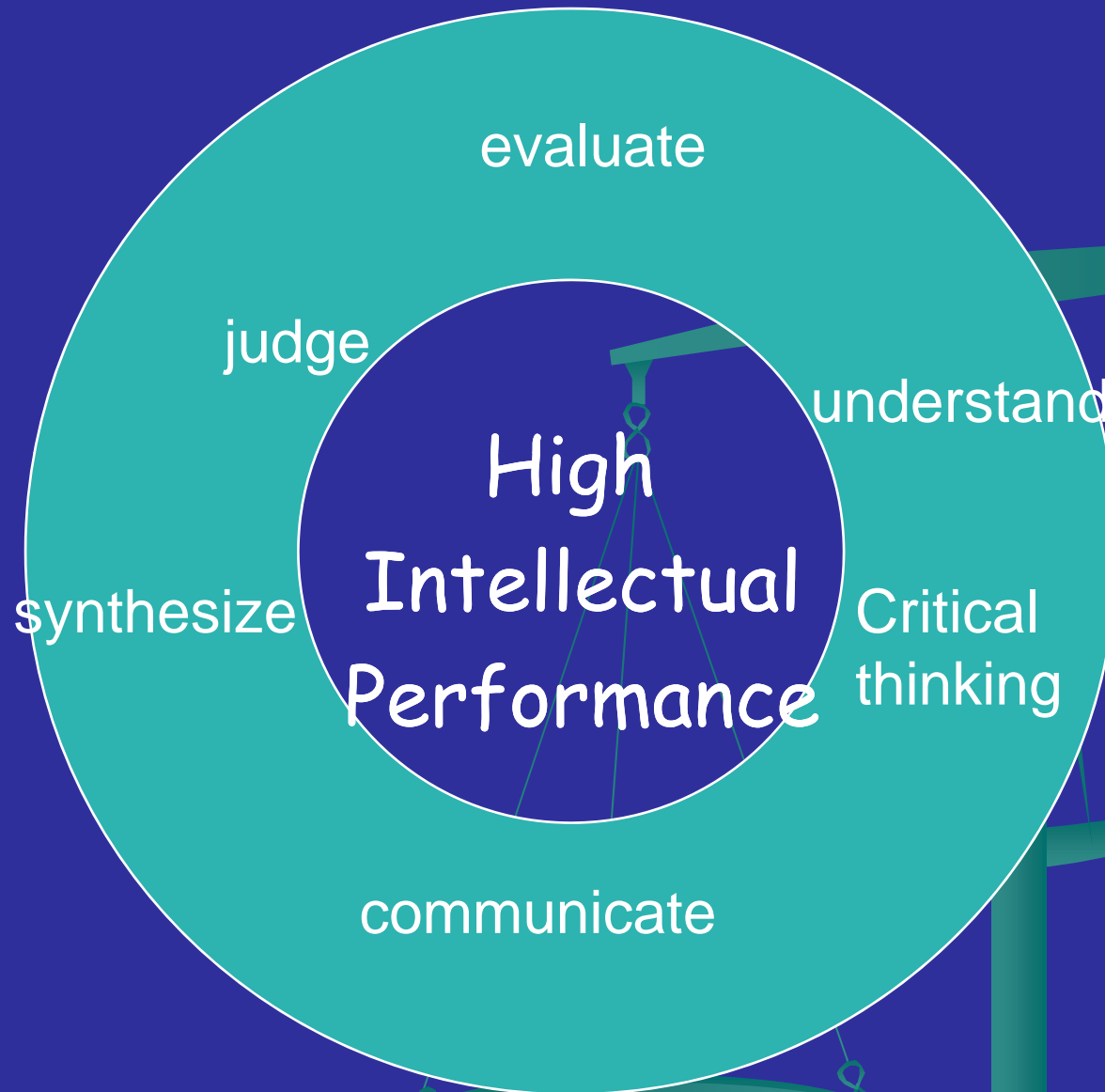
- *High level activities increase intellectual development.* Jean Piaget



High  
Intellectual  
Performance

?

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evaluate  
analyze understand  
judge  
**HIP/  
COGNITION/CM**  
synthesize critical  
thinking  
communicate

NYS STANDARDS - *INTERMEDIATE*  
ELA- #1: Students will read, write, listen, and  
speak for information and understanding

- **Interpret, and analyze, evaluate** information from textbooks and nonfictional texts....;
- **Compare and synthesize** information from different sources

# Indiana Reading Comprehension Gr. 8-12

- **Asking** questions
- **Making** predictions
- **Identifying** and **analyzing** structure, organization, perspective, and purpose
- **Evaluating** characteristics of subgenres and types of writing
- **Analyzing** and **evaluating** works of literary or cultural significance in American, English or World History.
- **Demonstrating** knowledge of important writers of the eighteenth and nineteenth centuries

# TEKS for English Language Arts and Reading English I

- **compose** increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions
- **expand** vocabulary through wide reading, listening, and discussing
- **construct** images such as graphic organizers based on text descriptions and text structures
- **identify** main ideas and their supporting details
- **draw inferences such as conclusions, generalizations, and predictions and support them from text**

# Science

- **Explain** why accurate record keeping, openness, and replication are essential for maintaining an investigator's credibility with other scientists and society
- **Determine** in what unit, such as seconds, meters, grams, etc. an answer should be expressed based on the units of the inputs to the calculation.
- **Write** clear, step-by-step instructions (procedural summaries) for conducting investigations, operating something, or following procedure.
- **Compare** the mean, median and mode of a data set.
- **Understand** and **describe** that the accidental discovery that minerals containing uranium darken photographic film, as light does, led to the discovery of radioactivity.

# Key Word Notes




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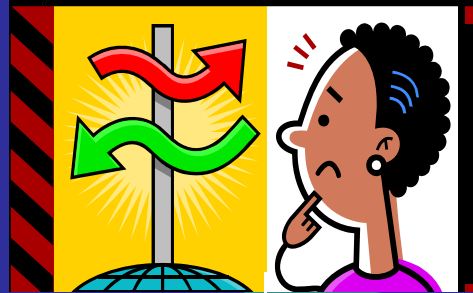
# THE SCIENCE OF CONFIDENCE



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# CULTURAL MYTHS

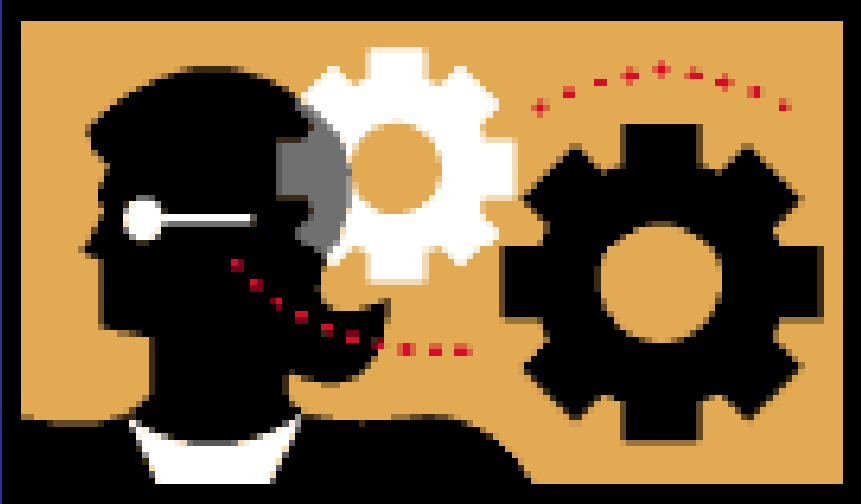


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PERCEPTIONS: FEAR!



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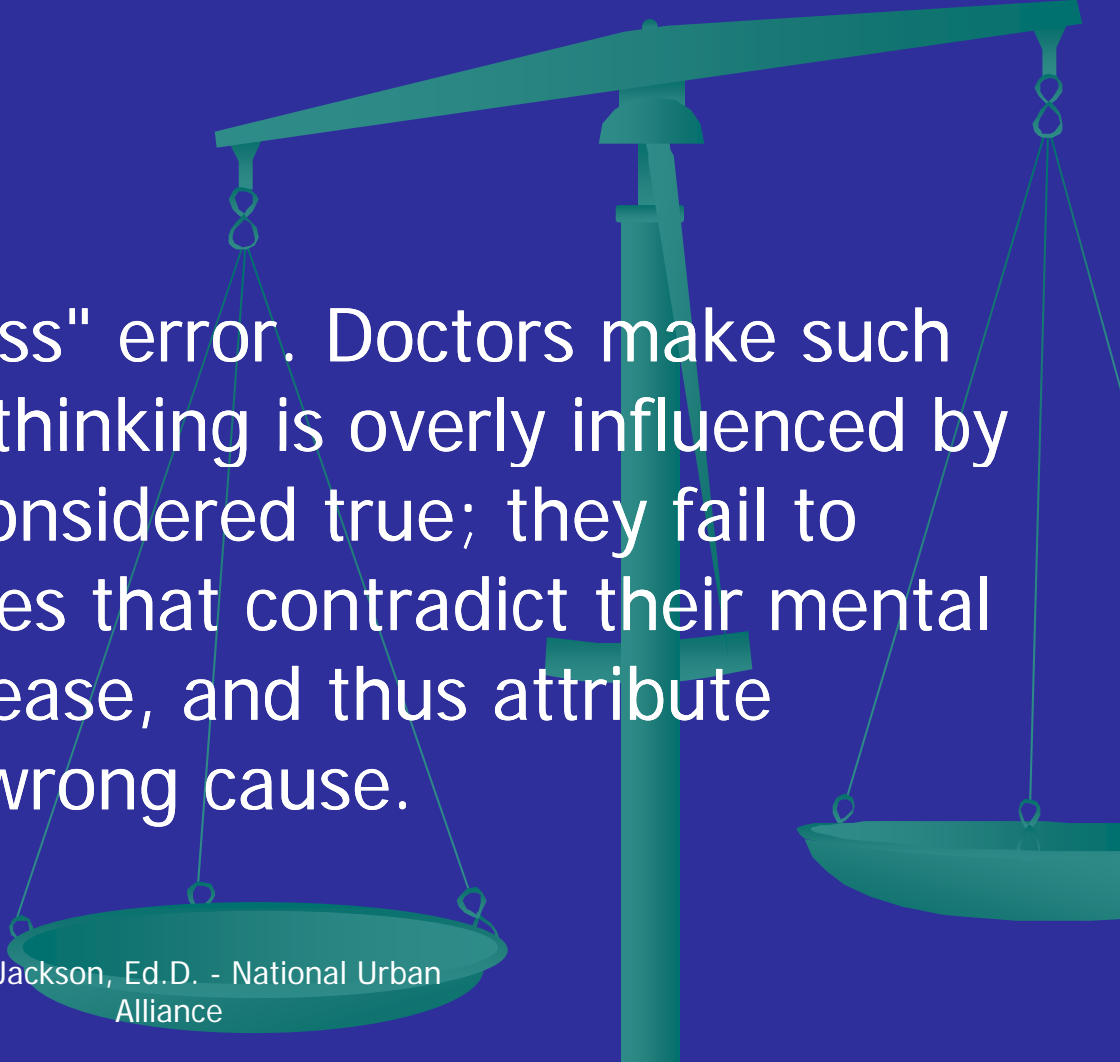
# "Achieving Quality in Clinical Decision Making: Cognitive Strategies and Detection of Bias"

Academic Emergency Medicine, in 2002

## ■ *Stress*

- "Representativeness" error. Doctors make such errors when their thinking is overly influenced by what is typically considered true; they fail to consider possibilities that contradict their mental templates of a disease, and thus attribute symptoms to the wrong cause.

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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
- Gap v. enrichment and support

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# LANGUAGE

POSITIONAL LANGUAGE =

Power Over v. Power With =

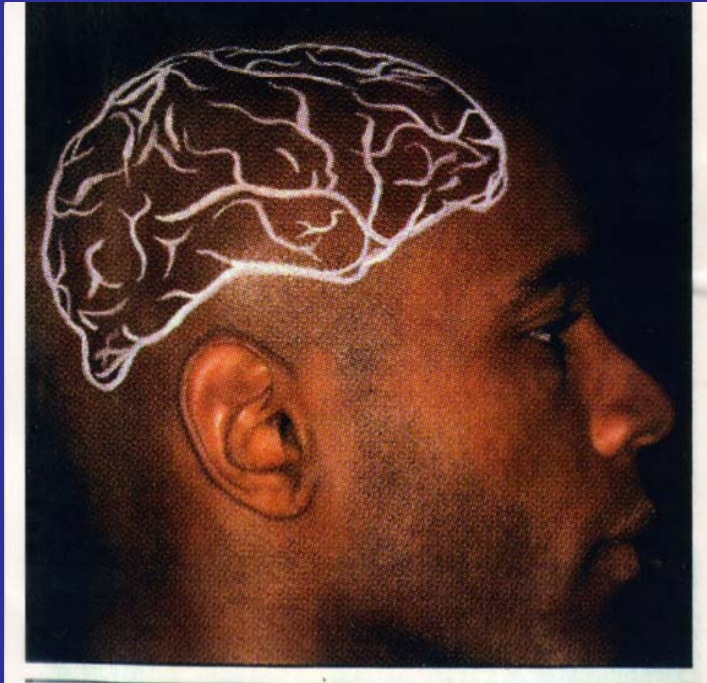


□ Aliteracy

□ Apathy

□ Resistant Behavior

## SCM: Latest Research



- **STRESS** (E. Jensen)

- release hormone cortisol – impairs cognitive functions

### ~~CREATIVITY + COMPREHENSION~~

- Reduce blood flow in top frontal lobes: area activates on your feet thinking

- **POVERTY** (Mark Kishiyama)

- Lesions in prefrontal cortex:

### ~~HIGHER ORDER THINKING + PROBLEM SOLVING~~

- Neural systems different: language development + executive functions (plan, remember details, pay attention)

# Early Childhood Stress Can Have a Lingering Effect on Your Health

Science Daily January 28, 2009

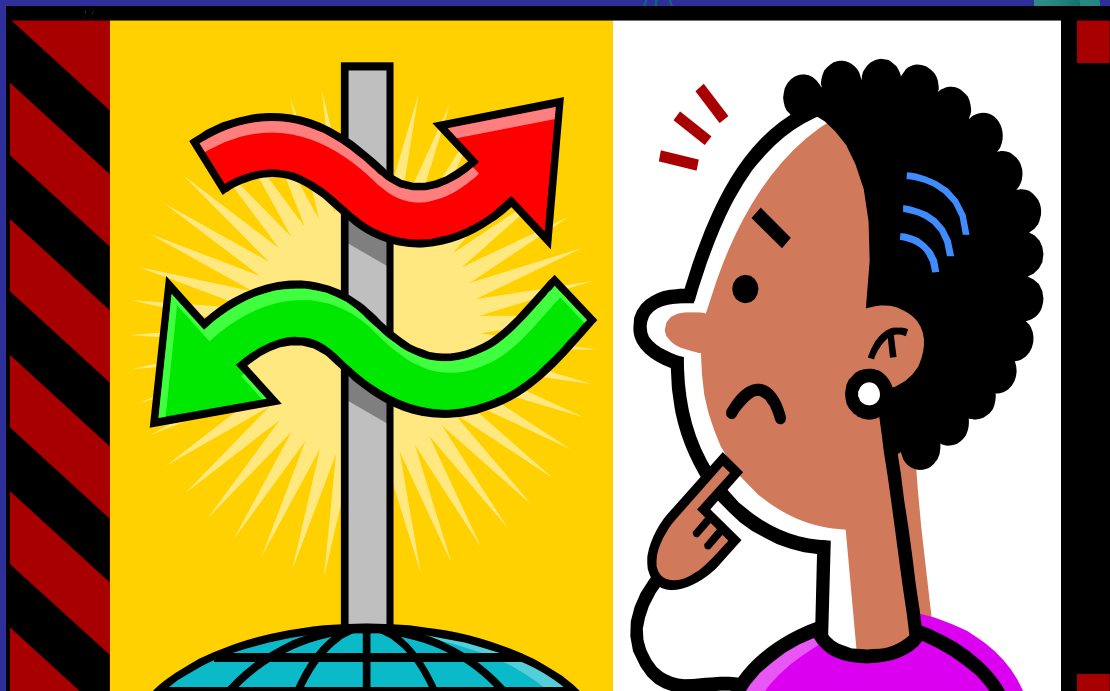
Proceedings of the National Academy of Sciences February 2, 2009



Impaired immune function in adolescents who experienced either physical abuse or time in an orphanage as youngsters. Even though their environments had changed, physiologically they were still responding to stress

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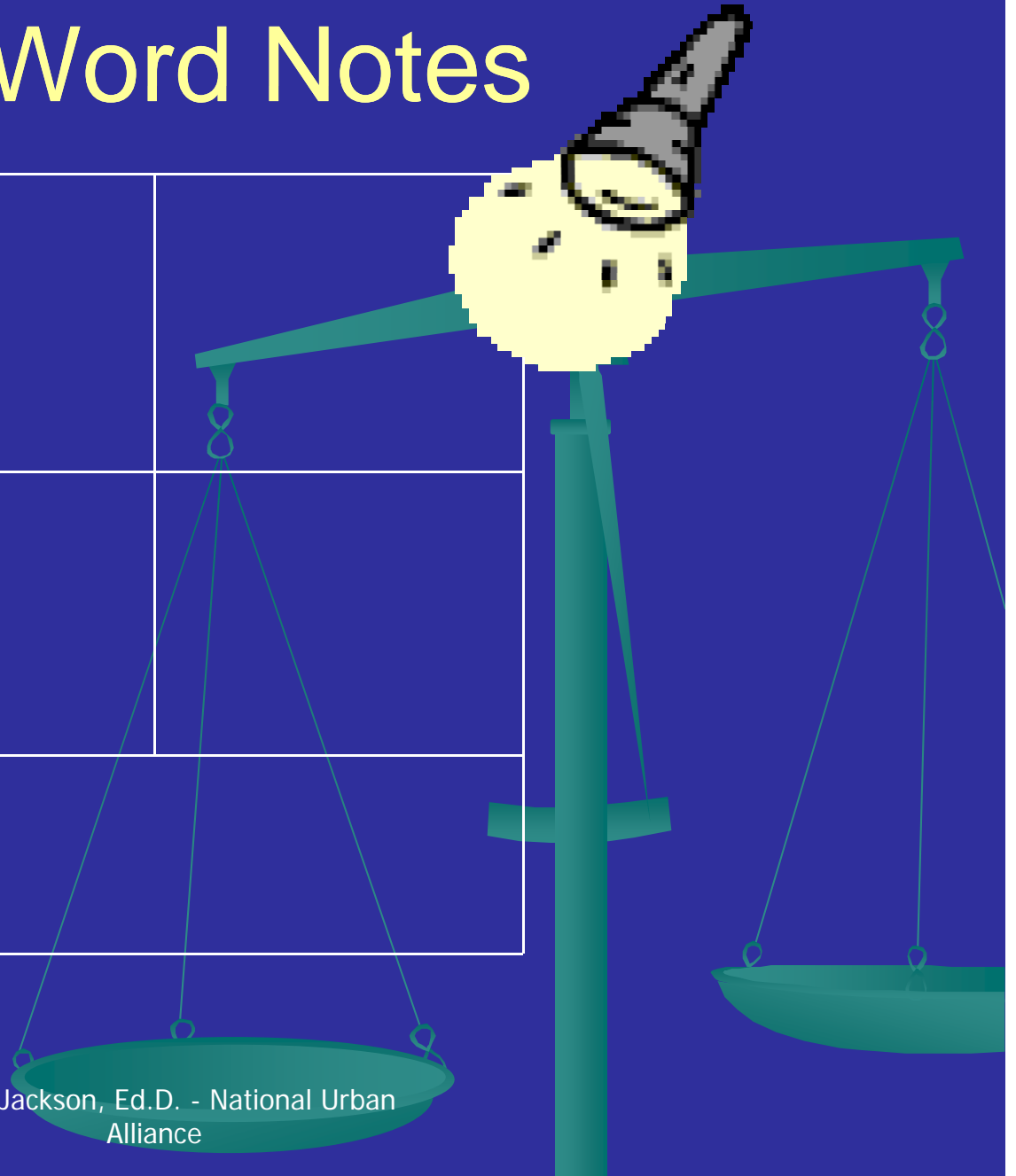
# YOUR FOCUS IS YOUR REALITY!!!



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# Key Word Notes


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- POTENTIAL AND ACHIEVEMENT
- STUDENT CULTURE AND TEACHER CULTURE
- DIFFERING EXPERIENCES W/ DIGITAL TEXTS

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LANGUAGE



COGNITION

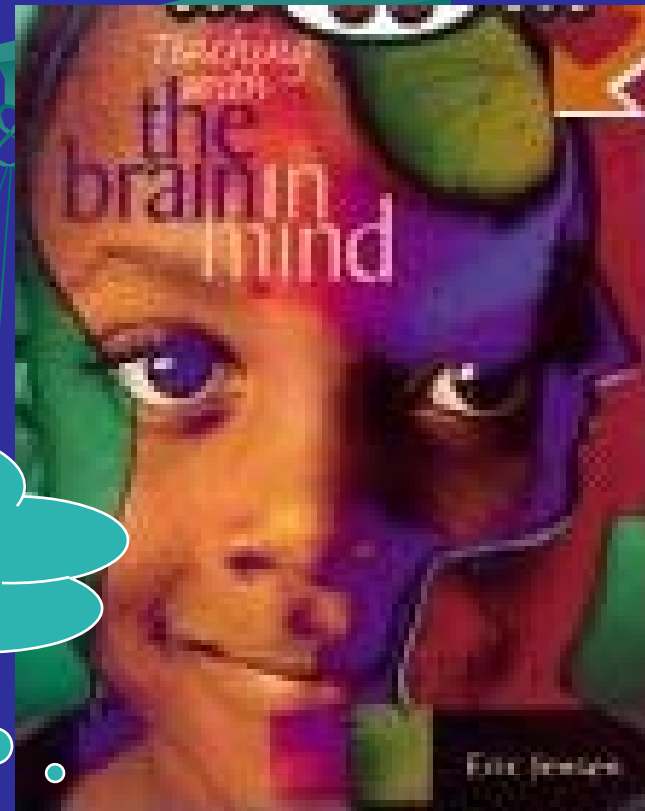
CULTURE

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# *Reuven Feuerstein*

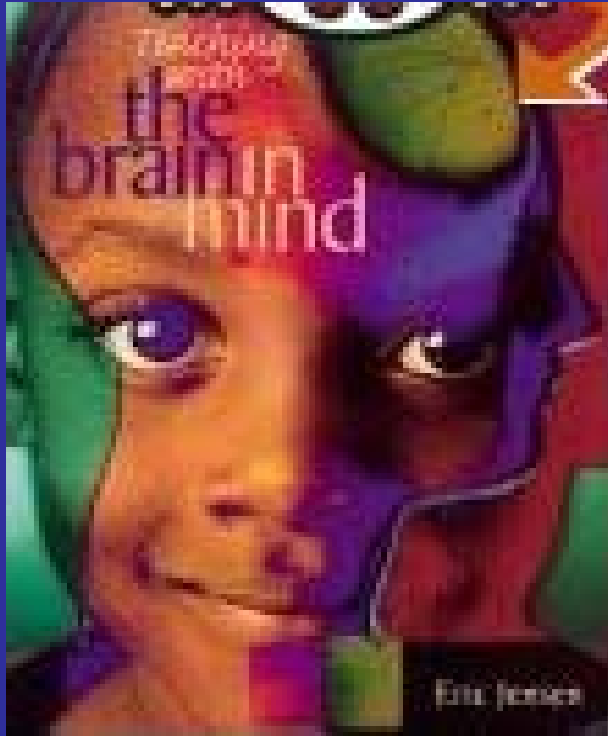
- Perceptions of self:  
affected by  
perceptions of others

**Socio-cultural  
Deprivation**



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# WHAT AFFECTS HOW PEOPLE CONSTRUCT MEANING?



- **Relevance**
- **Patterns**
- **Emotional Connection**



FRAME OF REFERENCE

CULTURE



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*What is our cultural frame  
of reference?*

? IMPACTS US:

RELEVANT +  
MEANINGFUL

HOW WE  
SEE THE  
WORLD!

HOW WE THINK  
THE WORLD SEES  
US

HOW WE  
CONSTRUCT  
MEANING/  
INFER

CULTURE

# *Study Sees an Obama Effect as Lifting Black Test Scores, NY Times, 1/23/09*

Friedman, Marx, Ko

The Journal of Experimental Social Psychology

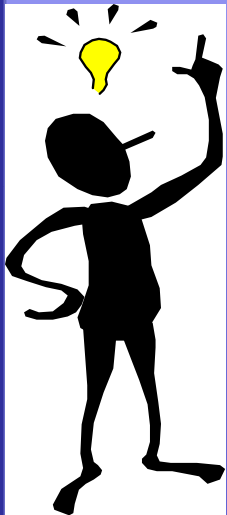
- Performance gap between African-Americans and whites on a question test all but disappeared when exam administered after President Obama's acceptance speech.
- Theoretical and some empirical support for the proposition that President Obama's election could increase the sense of competence among African Americans and reduce anxiety associated with taking difficult test questions.

*My Frame of Reference*

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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=WkxVI-6UoHc>

# Key Word Notes






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# PEDAGOGY OF CONFIDENCE

- Demonstrate Enabling Beliefs and Expectations

- Mediate Learning

- Create Relationships as Focus

*respect, recognition, success and sharing*

- Dynamically Assess Growth (Cooperatively with Positive Feedback and Opportunities for Improvement)

- *Enrichment*

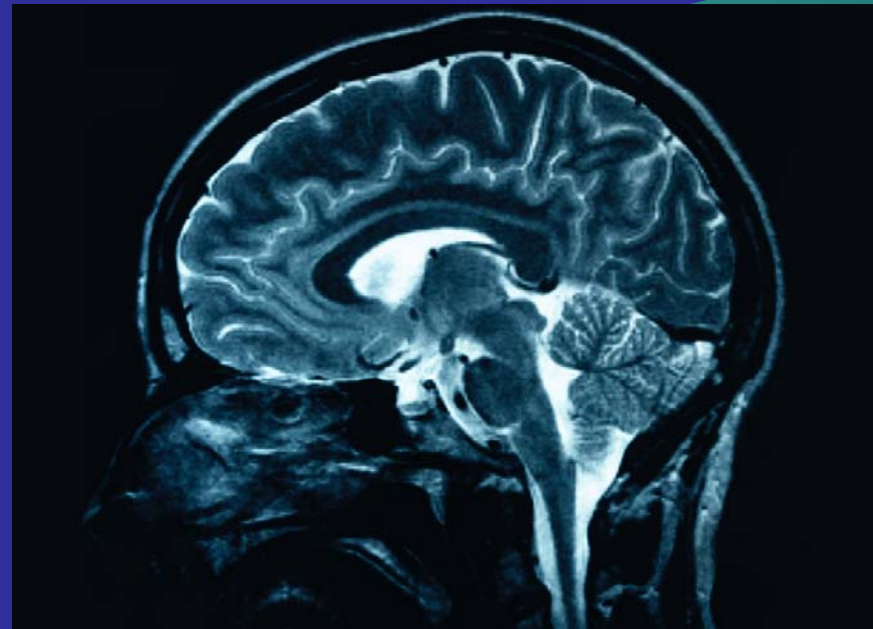


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*Keys to Reversing Underachievement, p.206*

# Structural Cognitive Modifiability

## Reuven Feuerstein

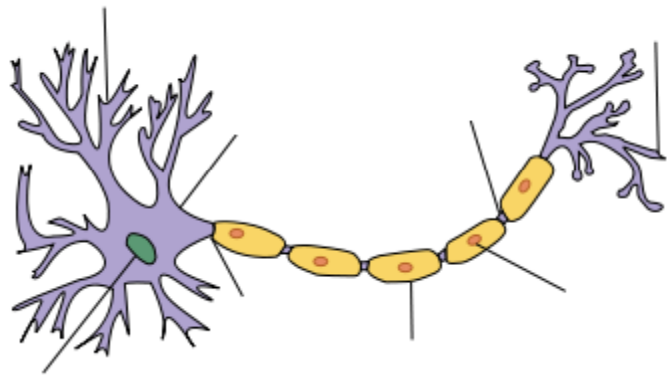


- Down Syndrome
- Alex

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# Structural Cognitive Modifiability

## Reuven Feuerstein

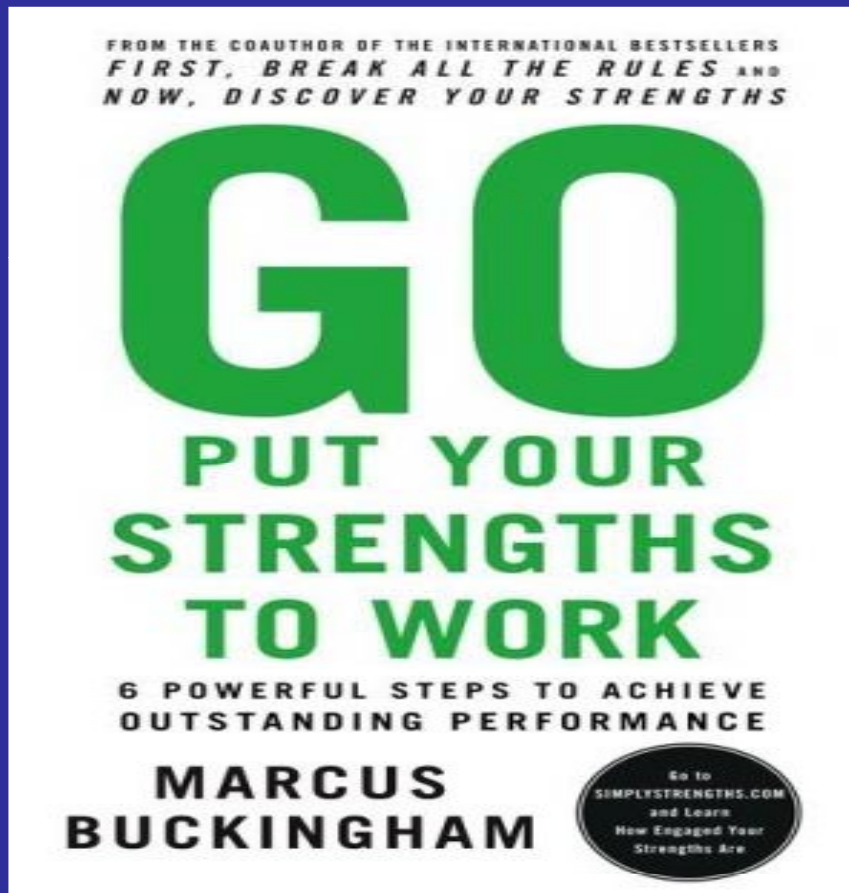


- 90 % **Glia** – transport nutrients, regulate immune system

- 10% **Neurons** – (dendrites & axons)

Info processing & connect info

- Thicker axon → faster conduction of info
- Building on past info/strengths > thickness > efficiency



"The strengths movement has swept through business and nonprofit worlds alike.....It focuses not on the study of failures, but on the pursuit of excellence. If we want to learn about our strengths, we must study successes."

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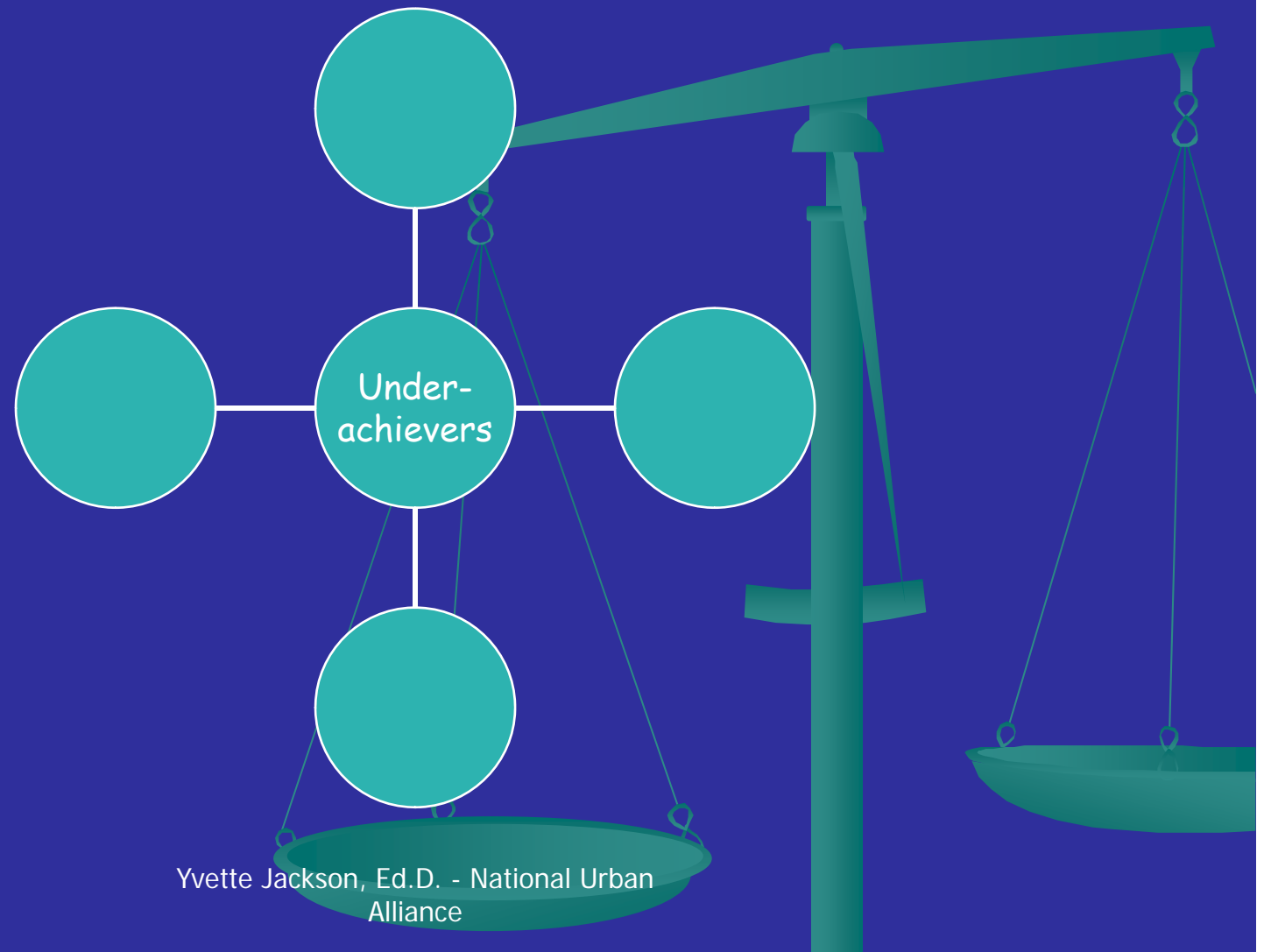
# LOW FOCUS/ HIGH IMPACT

- HIP
- Student Strengths



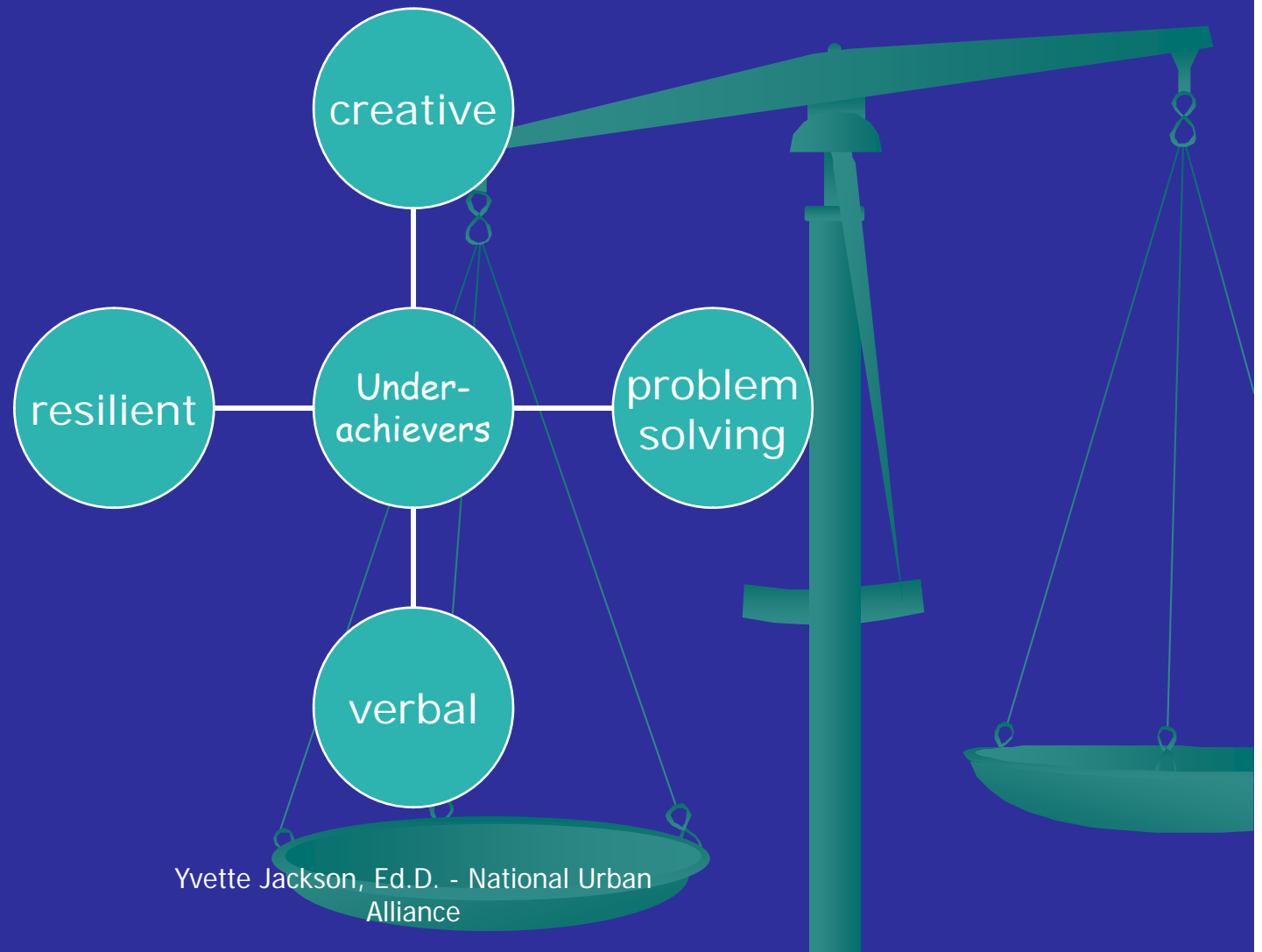
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# Strengths of Urban Underachievers



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# Strengths of Urban Underachievers



# ENGAGEMENTS FOR LEARNING

## Strengths of Underachievers

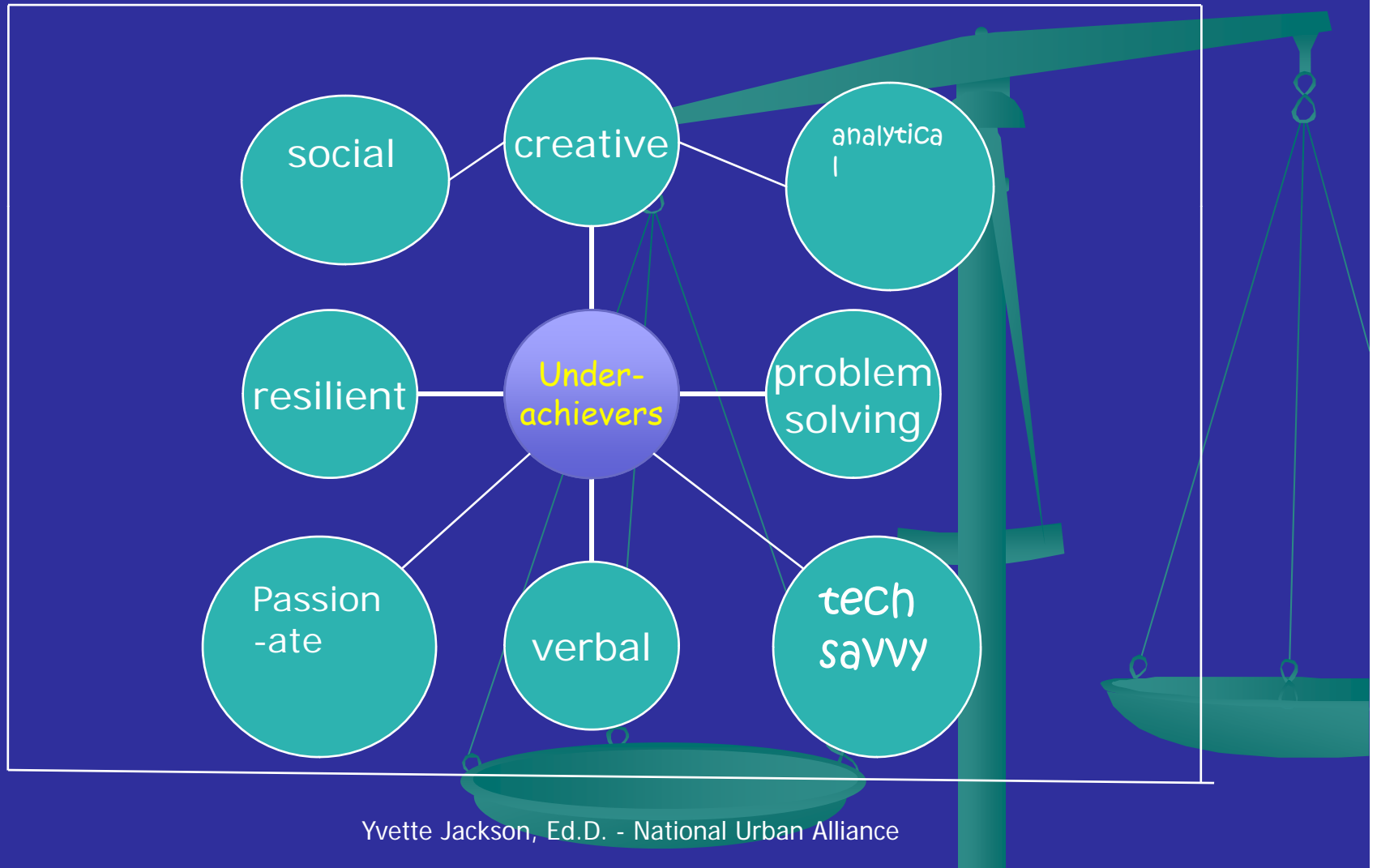
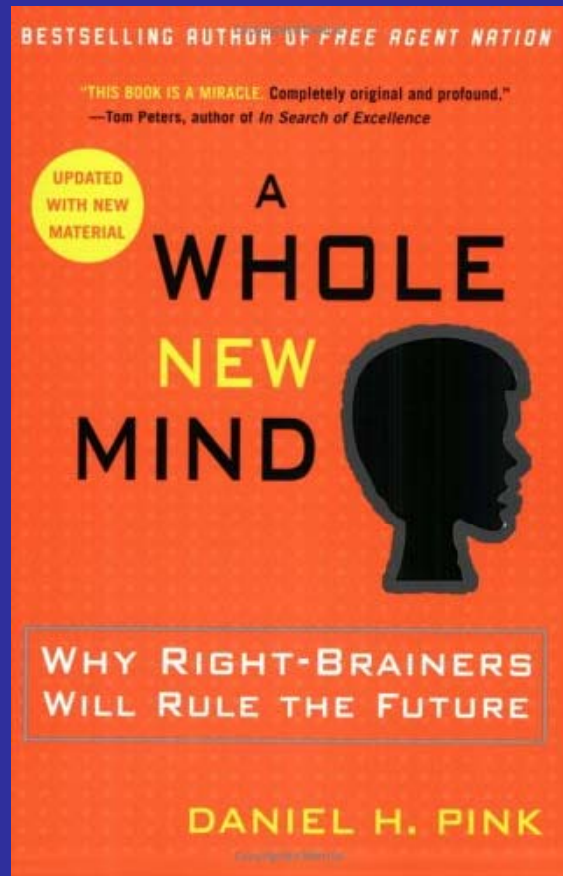


Figure 1 Components of 21<sup>st</sup> Century Learning



COGNITIVE AGE: Innovation, Absorbing, Processing and Combining Information  
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# Age of Abundance



## R-DIRECTED:

- Simultaneous v. (L: sequential)
- Context v. (L: text)
- Big picture v. (L: details)

## ■ Six Senses

■ DESIGN

■ STORY

■ SYMPHONY

■ EMPATHY

■ PLAY

■ MEANING

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# PEDAGOGY OF CONFIDENCE

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

Perspectives & Relationships

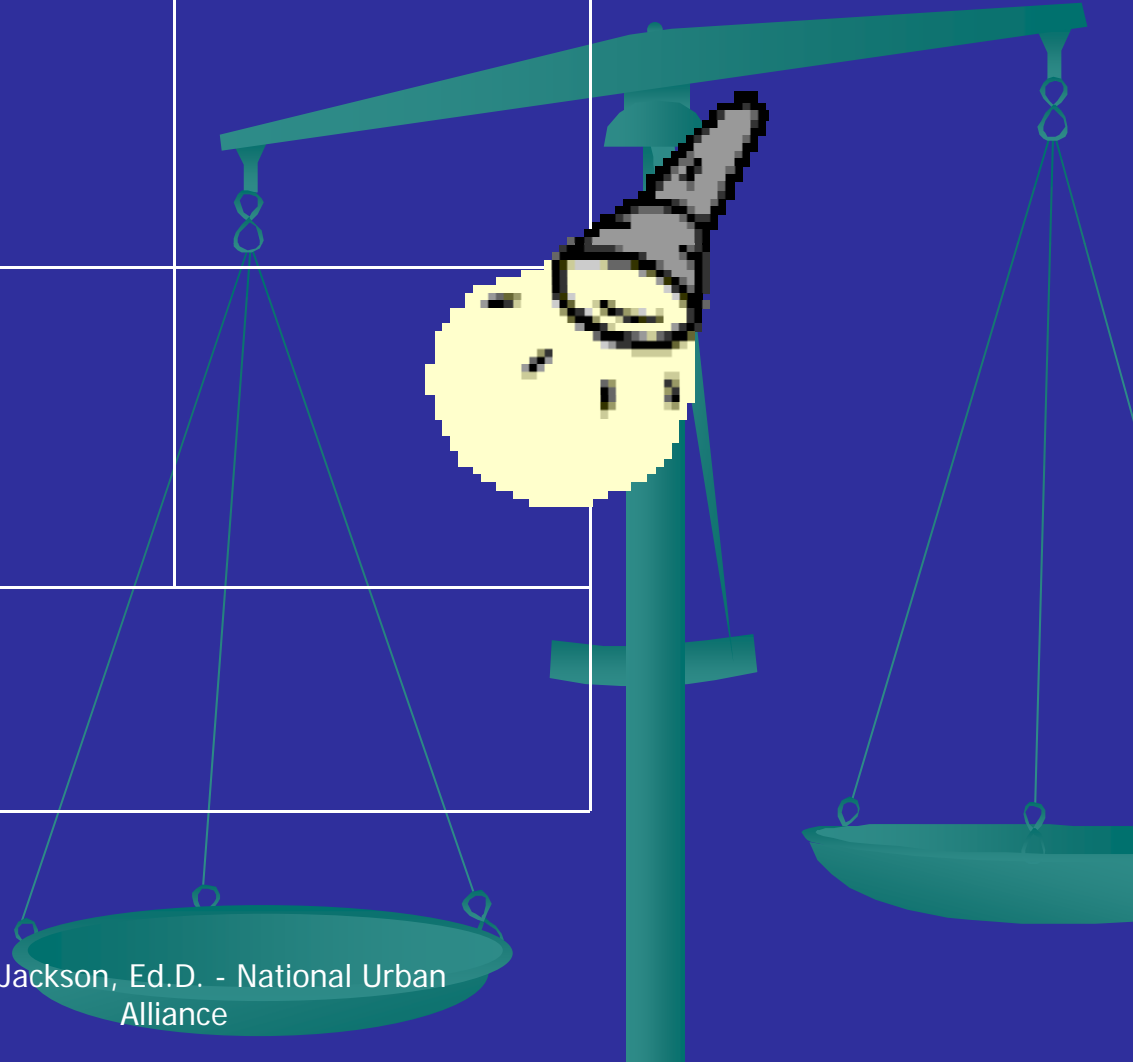


When you change the way you look at things,  
the things you look at change!

- Wayne Dyer

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# Key Word Notes

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[WWW.NUATC.ORG](http://WWW.NUATC.ORG)

TEACHING FOR INTELLIGENCE



Believe to Achieve!

March 28-30  
Albany, NY

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