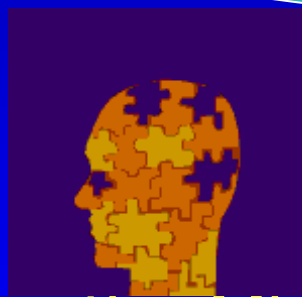




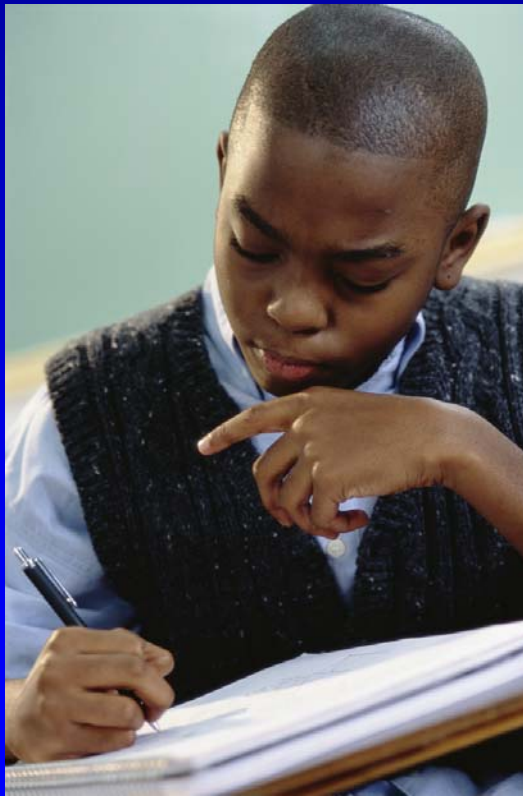
# PEDAGOGY OF CONFIDENCE®

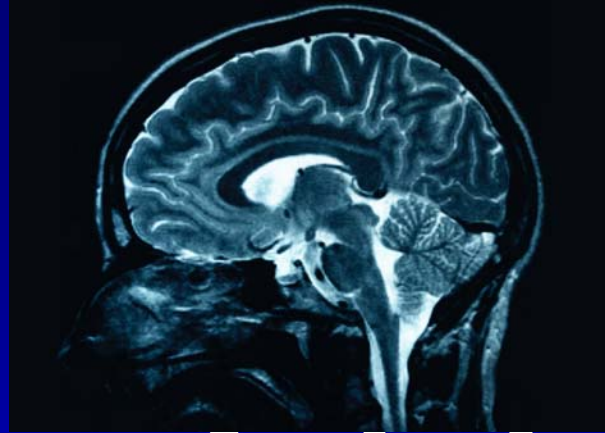


Engaging the Mind for  
High Intellectual Performance

Yvette Jackson, Ed.D. -  
National Urban Alliance

# How are the children?

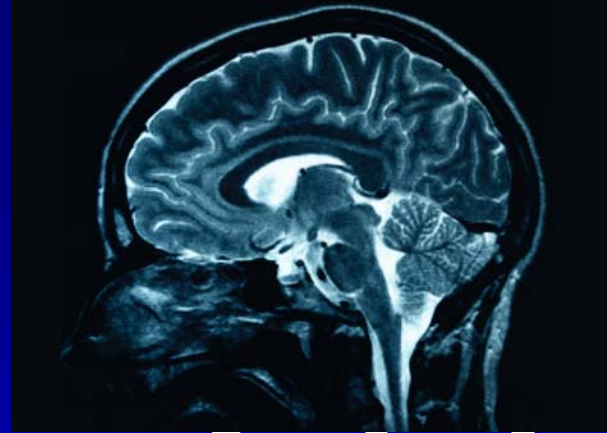




# NEUROSCIENCE

## **Implications for Pedagogy**

Yvette Jackson, Ed.D. -  
National Urban Alliance



# NEUROSCIENCE

PLASTICITY OF THE BRAIN

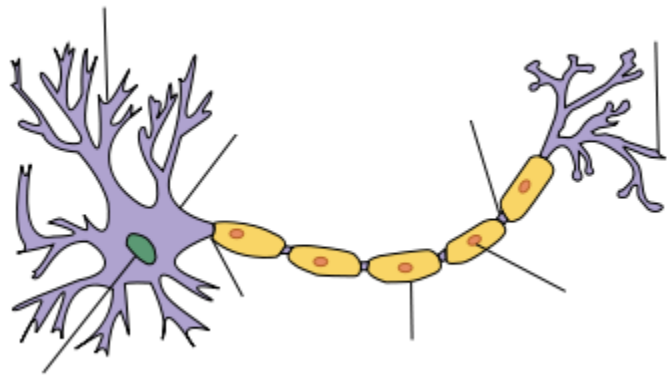
+

**POC**

Yvette Jackson, Ed.D. -  
National Urban Alliance

# 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

Piaget

Vygotsky

# Cultural Myth – Weakness Focus

How are their lives narrated in school?



Yvette Jackson, Ed.D. -  
National Urban Alliance

# Cultural Myth – Weakness Focus



Yvette Jackson, Ed.D. -  
National Urban Alliance

# CAUSES



**Poverty**

**Diet**

**Lead**

**Eye  
sight**

▫ **Lack of  
Exposure**

Poor language development

Low  
motivation



Limited  
attention/  
memory

Poor comprehension

Poor socialization

**POLICIES**

**Poverty**

Poor language development

Low motivation

Limited attention/  
memory

Poor comprehension

Poor socialization



**Diet**

**Lead**

**Eye  
sight**

▫ **Lack of  
Exposure**

# *MARGINALIZERS* of POLICIES

- 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**

**Cognitive**

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**POC**

# MEDIATING ENGAGEMENT AND LEARNING

*How you see the world!*

*How you think  
the world sees you!!*

**LANGUAGE**



**COGNITION**

relevant

**CULTURE**

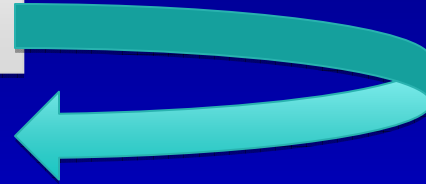
meaningful

**Negative Beliefs – Wired Responses**

# FEAR



Stress



- o release hormone cortisol  
– impairs cognitive functions
- o Reduce blood flow in top frontal lobes: area activates on your feet thinking

**YOUR STUDENTS!!**

~~CREATIVITY + CONFIDENCE~~

Yvette Jackson, Ed.D. -  
National Urban Alliance

**YOU!!!**

**POLICIES**

**Entity Theory**

**Poverty**

Poor language development

Low motivation

Limited attention/  
memory

**Diet**  
**Lead**

**Aliteracy**

Poor comprehension

Poor socialization

**Eye**  
**sight**

Attributional  
Inference

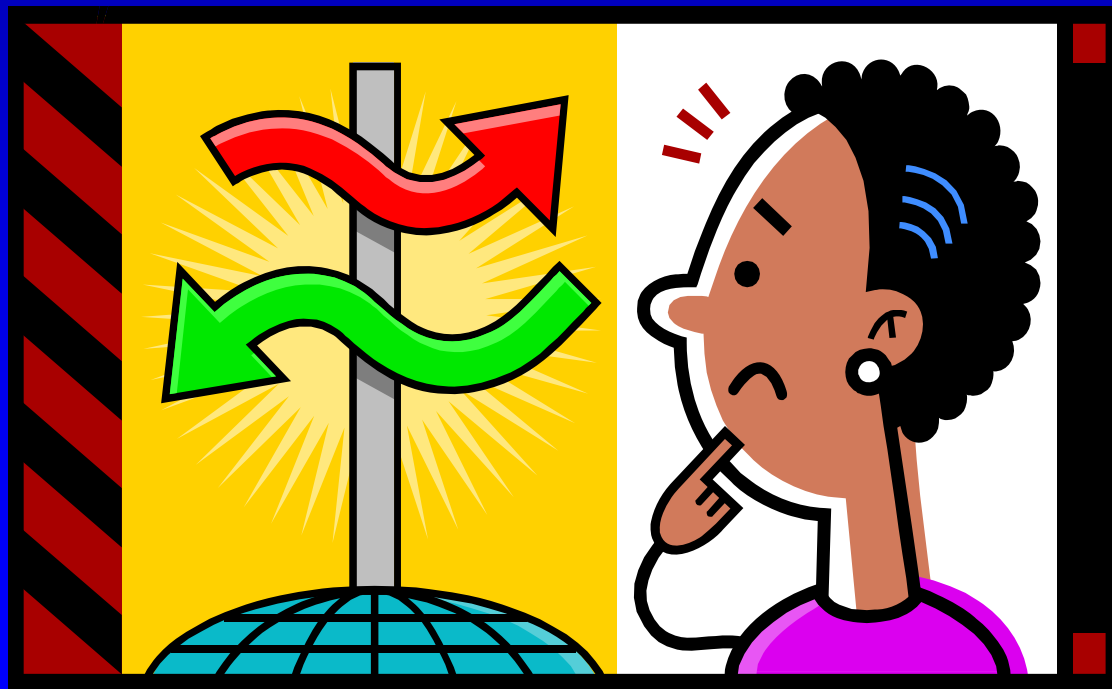
**Stereotype**  
**Threat**

▫ **Lack of**  
**Exposure**

**Weakness**  
**Focus**



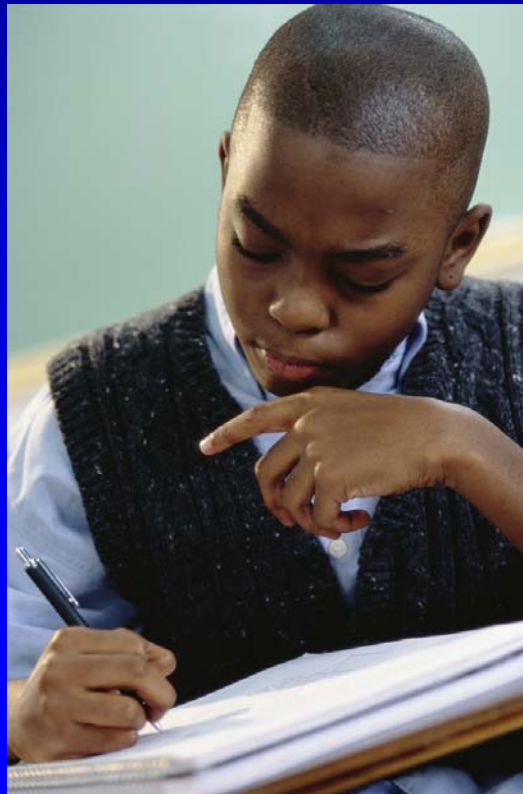
YOUR FOCUS IS YOUR  
REALITY!!!



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National Urban Alliance

# IMPLICATIONS

How are the children?

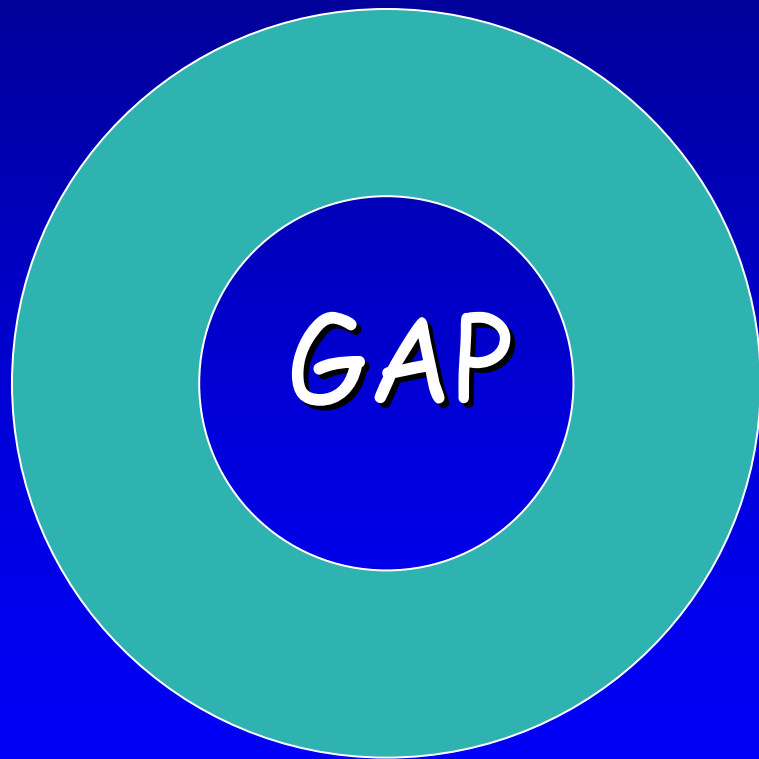


# *Reuven Feuerstein*

- Perceptions of self:  
affected by  
perceptions of others

Socio-cultural  
Deprivation





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

Yvette Jackson, Ed.D. -  
National Urban Alliance

# PEDAGOGY of CONFIDENCE

- The fearless expectation and support for all students to demonstrate **high intellectual performance**.
- The **artful** use of the **science of learning** to create practices that nurture high intellectual performances.
- VOICE and Leadership for **self-directed learning and self-actualization**.

Yvette Jackson, Ed.D. -  
National Urban Alliance



# High Operational Practices

## PEDAGOGY of CONFIDENCE

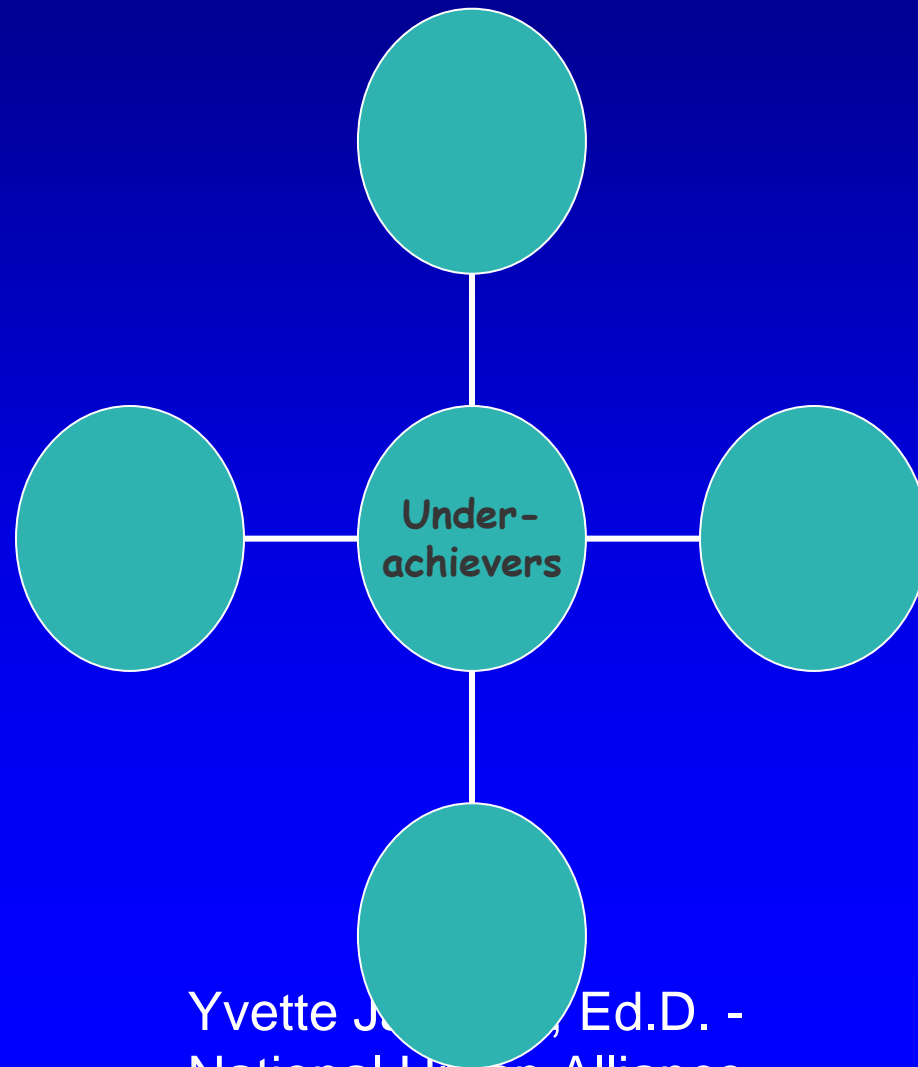


1. Identifying and Activating Strengths
2. Building Relationships
3. Nurturing High Intellectual Performances
4. Providing Enrichment Experiences
5. Incorporating Prerequisites for Learning
6. SITUATING LEARNING IN THE LIVES OF STUDENTS
7. AMPLIFYING STUDENT VOICE

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National Urban Alliance

# ENGAGEMENTS FOR LEARNING

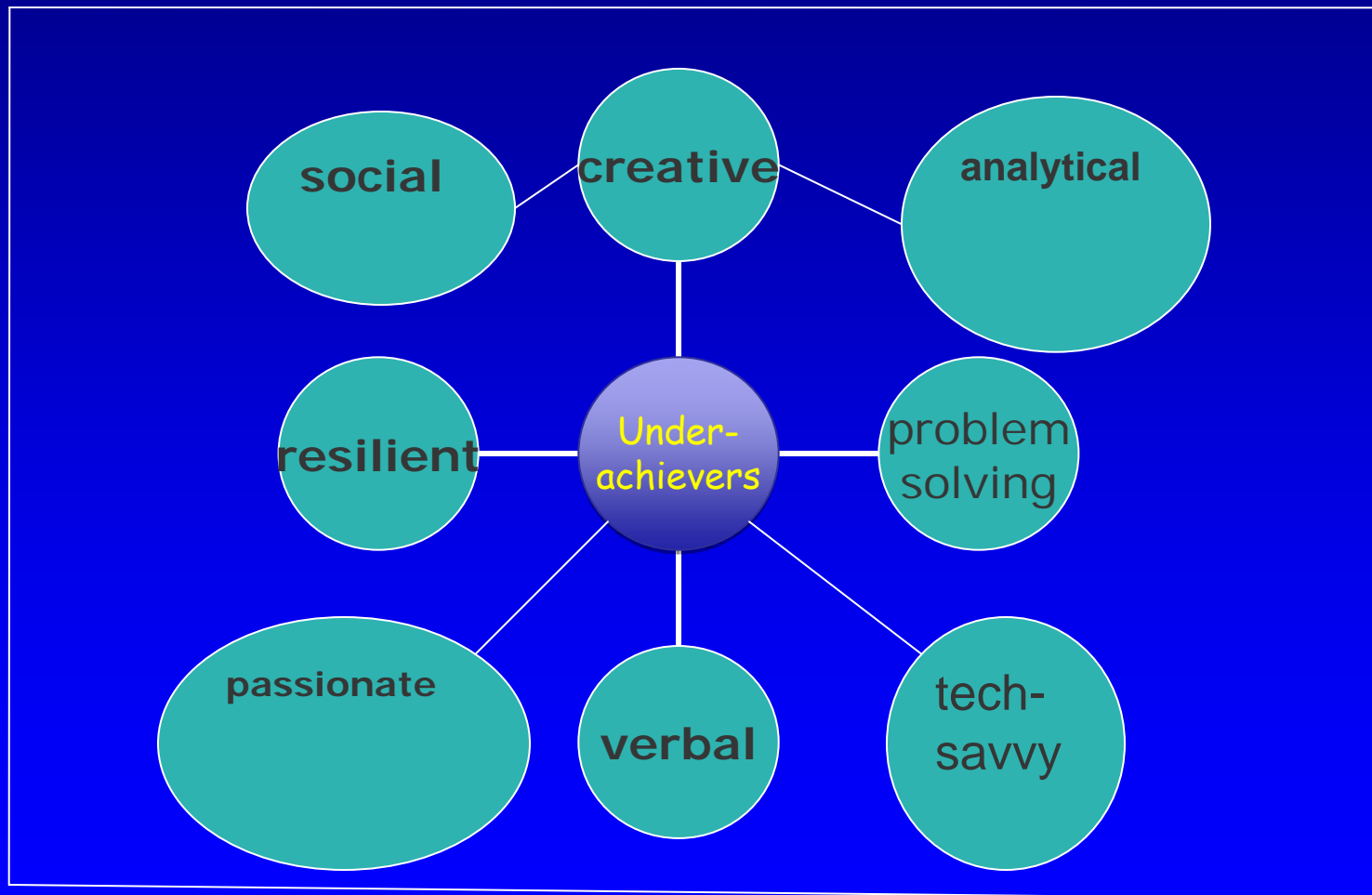
## Strengths of Urban Underachievers



Yvette J. ... Ed.D. -  
National Urban Alliance

# ENGAGEMENTS FOR LEARNING

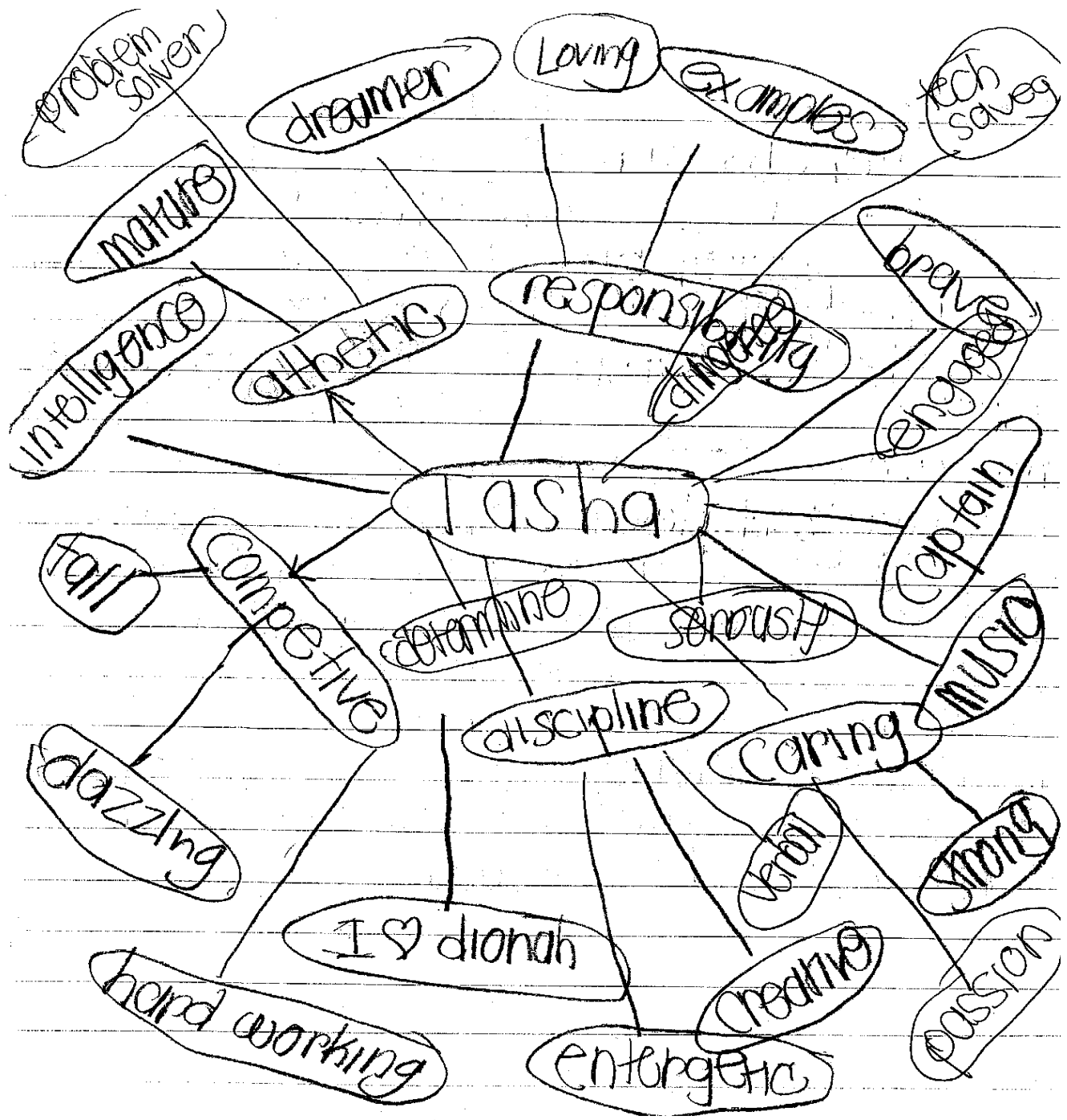
## Strengths of Underachievers



Yvette Jackson, Ed.D. - National  
Urban Alliance

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





Basketball player

Tasha Kellam      Leadership

My strengths can help me be a leader because when I was little I was shy and very quiet, but as I grow older and I gained <sup>some</sup> strengths. These ~~of~~ top 5 strengths are athletic, competitive, mature, responsibility, intelligence. They are going to help me grow <sup>as a person</sup> because as a basketball player you need discipline, you need to be competitive and mainly you have to be mature. They help me as a leader because I share these things with my friends, teachers and family members. I give them great advice, and as a leader you have to make sure that you lead other people to being a leader someday.

# IMPLICATIONS

## How are the children?



**Structural Cognitive Modifiability:**  
REUVEN FEUERSTEIN

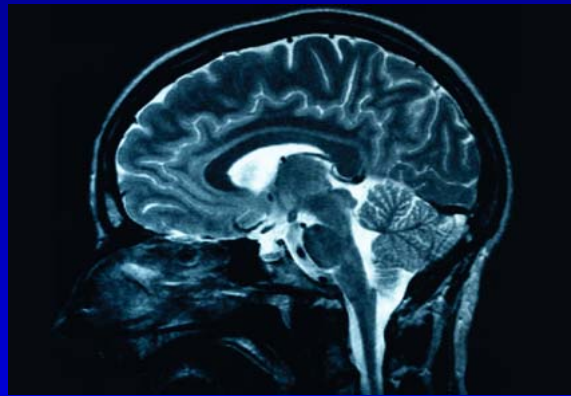


- Change the input and the brain changes accordingly.

• ***MEDIATION***

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National Urban Alliance

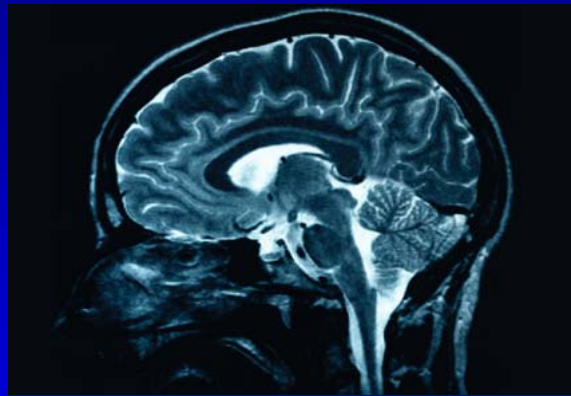
# The Cognitive Science of Engaging **Learning** and **HIP**



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

Yvette Jackson, Ed.D. -  
National Urban Alliance

# The Cognitive Science of Engaging **Learning** and **HIP**



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

Understanding + Motivation

**Confidence** + Competence

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National Urban Alliance

**LANGUAGE**



**COGNITION**

**CULTURE**

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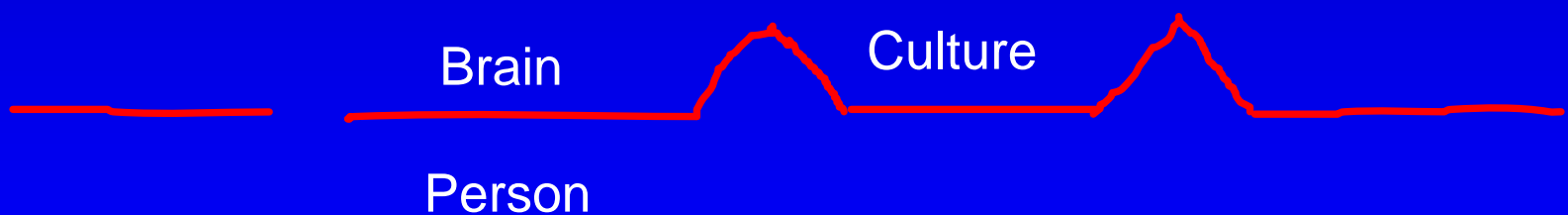
# Culturally Responsive Teaching is .....

Validating  
Comprehensive  
Multidimensional  
Empowerment  
Transformative  
Emancipatory



# ANALOGIES

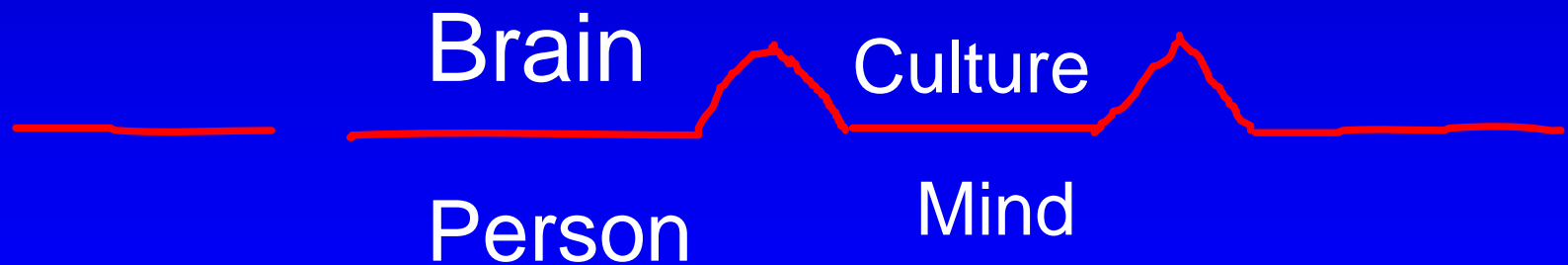
- Brain: Person :: Culture:



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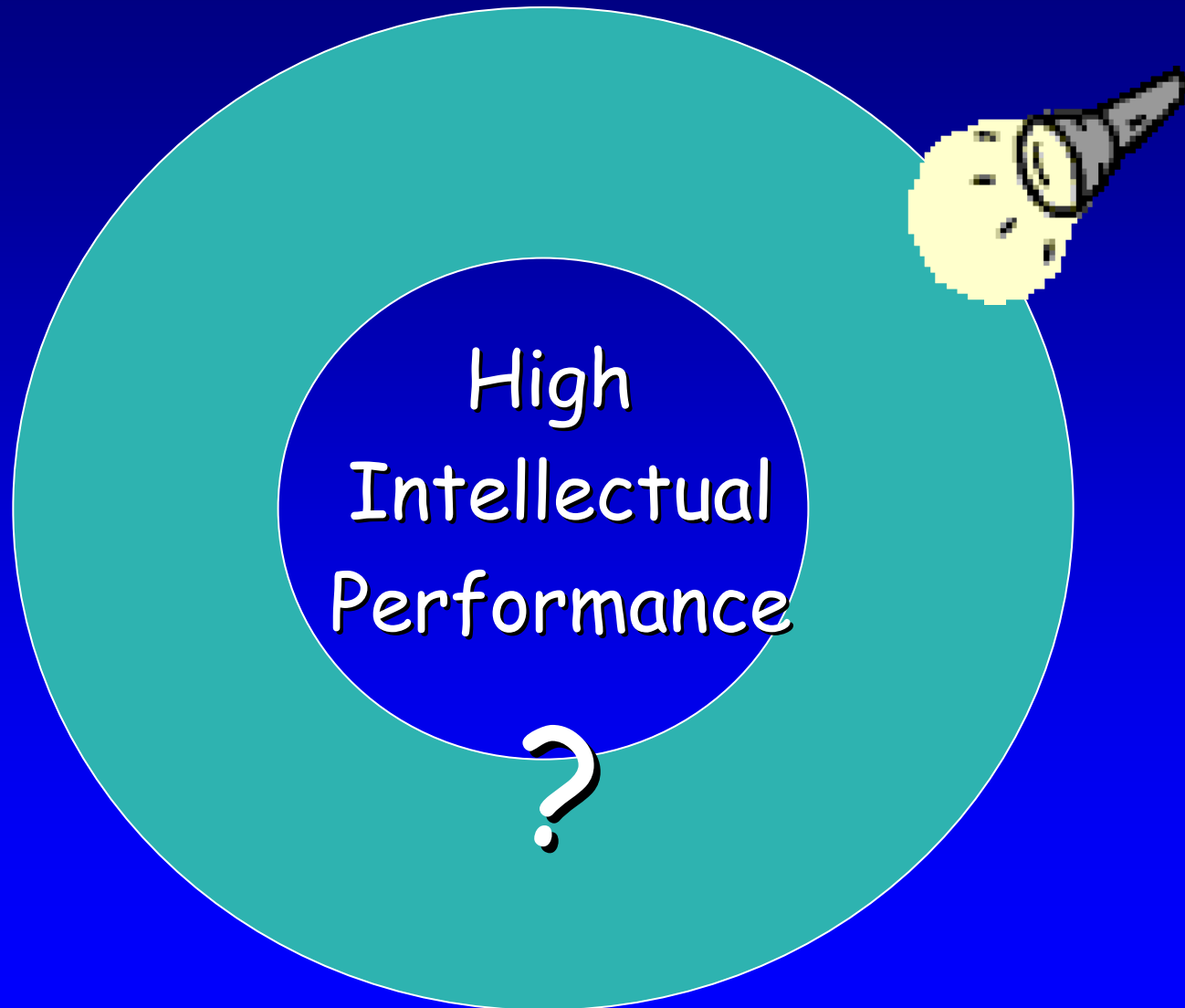
# ANALOGIES

Brain: Person :: Culture:

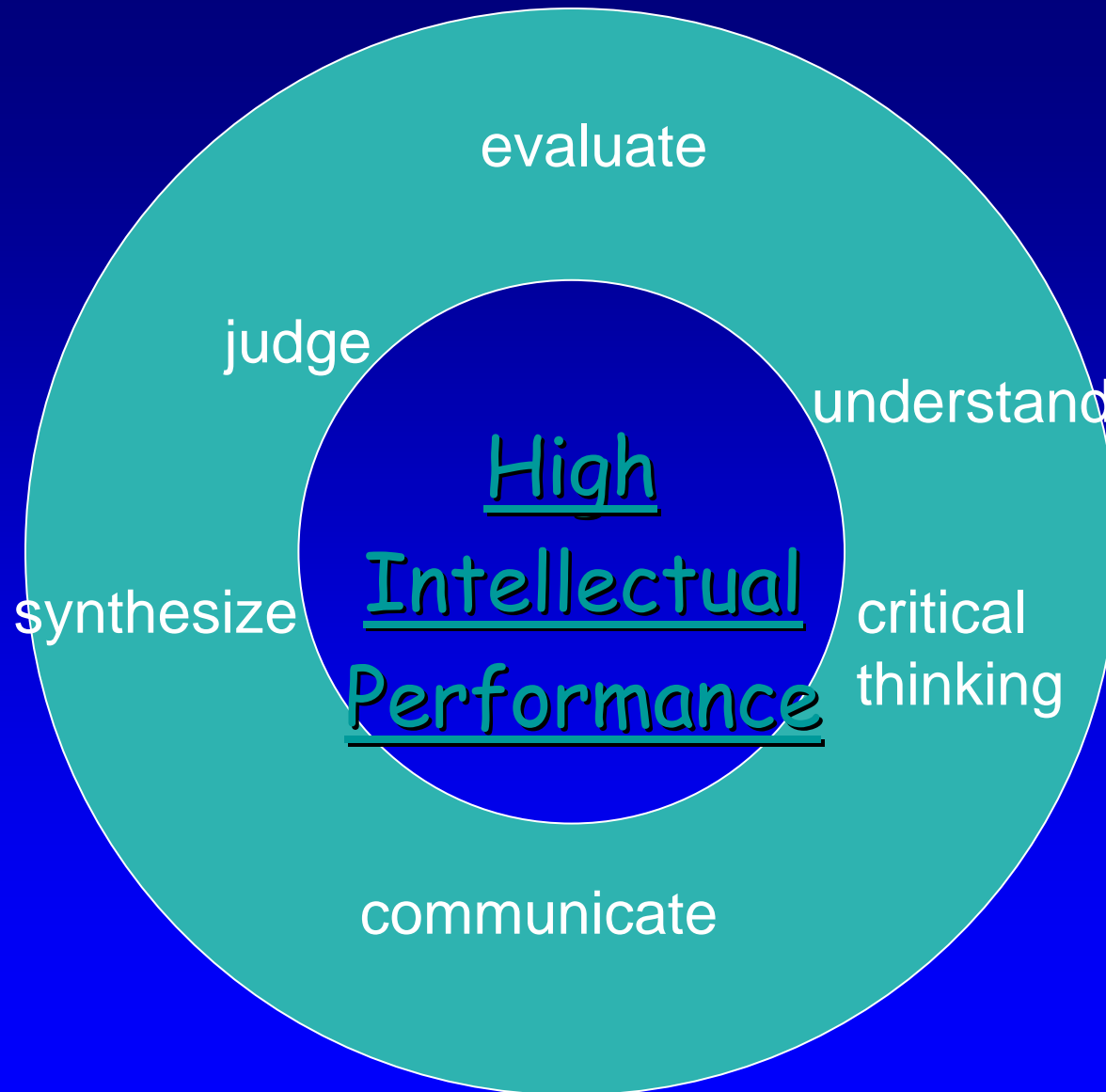


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*“High level activities increase intellectual development.”* Jean Piaget



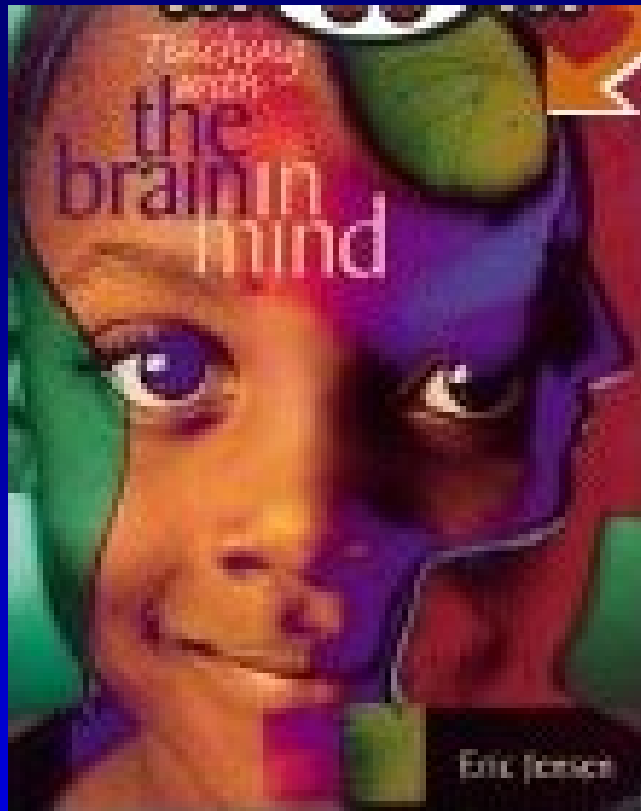
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Yvette Jackson, Ed.D. -  
National Urban Alliance

# In English Language Arts, students...

- **Express** individual perspectives through analysis and personal response.
- **Refine** understanding and use of argument.
- **Critically analyze** print and non-print communication.
- **Use** effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- **Interpret and evaluate** a wide range of literature.
- **Interact** in group activities and/or seminars.
- **Make connections** to related topics/information.
- **Draw inferences** and/or conclusions.
- **Generate** questions.



**What the  
brain seeks:**

**ENGAGEMENT**

**CHALLENGE**

**FEEDBACK**

Yvette Jackson, Ed.D. -  
NUA

Evaluate  
**Theorize**  
Politicize  
Particularize

Judge  
**Philosophize**  
Criticize  
Phenomenalize

Understand  
Crystallize  
Realize  
Specialize

Synthesize  
Physicalize  
Novelize  
Revolutionize  
Extemporize

**HIP**

Critical thinking  
**Hypothesize**  
Formulize  
Phenomenize

Communicate  
Poeticize  
Romaniticize  
**Mobilize**

**HOP**

What does high intellectual performance look like?



**DYNAMIC ASSESSMENT !**

Yvette Jackson, Ed.D. -  
National Urban Alliance

Dionah Berry

DEC. 17, 2010

Brain -fitness.	Brain, Neurons, Neuroscience, neuro- genius, connections with the brain, exercise.	massive amounts of physical change, synapse, brain located wires. New brain cells being born in the brain, new brain cells only age
Keep ur brain alive	Pavlov, Get info. from people or their body language.	Sensation
Neuroscience is the study of the brain through science. Neurons is the thinking cell in the brain. Neurogenius is the birth of the brain cells.		

Jane Berry

Dionah Berry ♡  
Dionah Berry ♡

Jasha Kellman

Chelsea Anyaegbu 12-11-2010

Learning is a way to expand your brain with information!

I believe in order for students to learn and reach their highest abilities is with support.

I believe this because support gives you confidence. and with confidence you can do anything.

I know that if you guys will stop judging us you can see how smart we are.

I feel this way because everyone this Newark kids and the environment is bad.

## My theory of Learning

Tasha Kellam DEC. 17, 2010  
Learning is the way that children gained  
knowledge.

I believe in order for students to learn  
and reach their highest abilities is to  
believe in yourself and don't fall in the  
wrong crowd.

I believe this because I know plenty of  
people who's very smart, but started hanging  
with the wrong crowd

I know if all the children went in the  
wrong direction there will not be any  
shining stars.

I feel this way because people all over  
the world need to stop bringing new  
kids down, we are intelligence kids

# IMPLICATIONS


## How are the children?



# NUA Junior Teachers

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 [Sign In](#) or [Register](#)

## Recent Blog Entries

*No recent entries*

## Upcoming Events

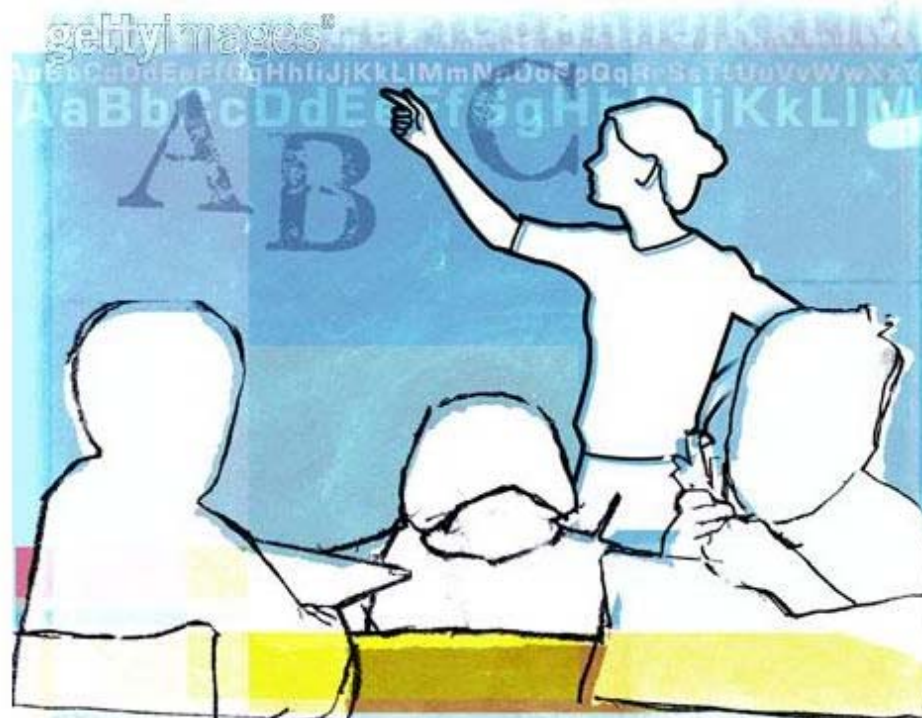


### Meeting

Thursday, Mar 17 at 7:00 PM -  
8:00 PM

## NUA Jr. Teachers

Hello we are bright students who believe that we know many different strategies to teach your class. These strategies are fun and make the students more interested in the lesson and show them more than one way of learning.



Copyright ©2011


# Bragaw Jr. Teachers



# NUA Junior Teachers

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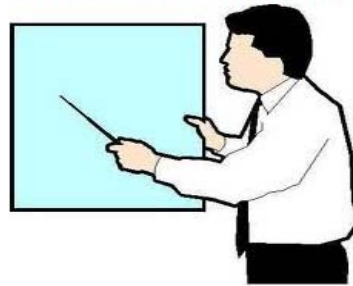
*No recent entries*

## Upcoming Events

 [Meeting](#)  
Thursday, Mar 17 at 7:00 PM –  
8:00 PM

## About Us

We are students who want to show different classes strategies to make them more interested in learning. This focuses their attention on what they enjoy doing and it put no limit to teaching. Many students complain about how they do the same thing over and over and we want to show them something different.



### List Of Strategies

Double Bubble  
Tree Map  
Flow Map  
Bubble  
A-Z taxonomy  
Sentence Structures  
I have who has  
Colors of my world picture the meaning  
Key words notes  
Math puzzle  
List group label  
Scrambled senetences  
4 Square vocabulary  
Multi flow map  
Bridge map  
Brace map  
Mystery circle  
Vocabulary whirlwind



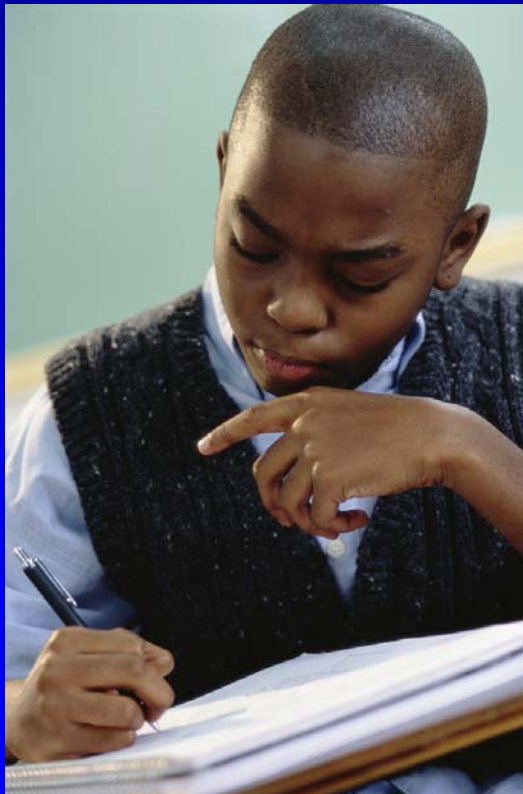
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On Feb 24, 2011, at 4:51 PM, amos wrote:

Hello Ms.Alexis today was great. Me Harry and Deyona taught a first grade class. Then we got Deshawn to teach Kindergarten with us. Also we put Tamara Tamir Lamonte and LeAndre in the same group to teach the other first grade class. After that me Harry Deyona and Deshawn went to a 4th grade class they were disrespectful when we taught them math. Then Deyona had a great idea - teach them about manners. They enjoyed this much more because they acted out bullying scenes. If you want to teach a class you must show them something they like and are interested in. The first grade class was so wonderful. We made it seem like they were on a game show. We did Picture the meaning with them. They loved doing the actions. We saved all of their work it is with their teacher. Also the kindergarten was good as well. We taught them about manners also they promised us they will be polite and have manners. We need more brochures because only one is left. For some reason the teachers do not want us to print. We also do not have a calendar. Your idea was brilliant to add Deyona and Deshawn because they really want to teach and show different strategies. Our day was great and we all loved teaching. Being a teacher is so much fun.

# IMPLICATIONS

How are the children?



# PEDAGOGY OF CONFIDENCE

YVETTE JACKSON Ed.D.



REKINDLING OUR COMPETENCE & CONFIDENCE TO  
INSPIRE HIGH INTELLECTUAL PERFORMANCES FROM OUR  
URBAN ADOLESCENT SCHOOL DEPENDENT STUDENTS

# Touching the Spirit, Tapping the Soul

4

tweets

I just spent a week at the National Urban Alliance (NUA) Summer Academy in San Francisco, substantiating, as NUA's mission states, "an irrefutable belief in the capacity of all public school children to achieve the high intellectual performances demanded by our ever changing global community."

Substantiate. *To solidify, firm, or strengthen*, is the definition I'm going to go with. Taking place at the perfect point in my summer, the academy was framed around [Yvette Jackson's Pedagogy of Confidence](#) and was four days of learning how to create mediative classroom environments that support all students' high intellectual performance. Not only did it reaffirm my belief that even my Special Ed. students can perform at an intellectually high level, but, perhaps more importantly, it also firmed the belief that I am capable of leading them to such great heights. Besides plenty of good feelings, I took away from the week valuable instructional strategy frameworks that really give me the kick of confidence I needed to get my planning rear in gear for next year.

Katey Basye joined Teach for America after graduating college, and now she lives in San Francisco and teaches.



## 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.



Yvette Jackson, Ed.D. -  
National Urban Alliance