



National Urban Alliance for Effective Education

**REVERSING UNDERACHIEVEMENT**




Engaging the Mind for High Intellectual Performance

PEDAGOGY OF CONFIDENCE

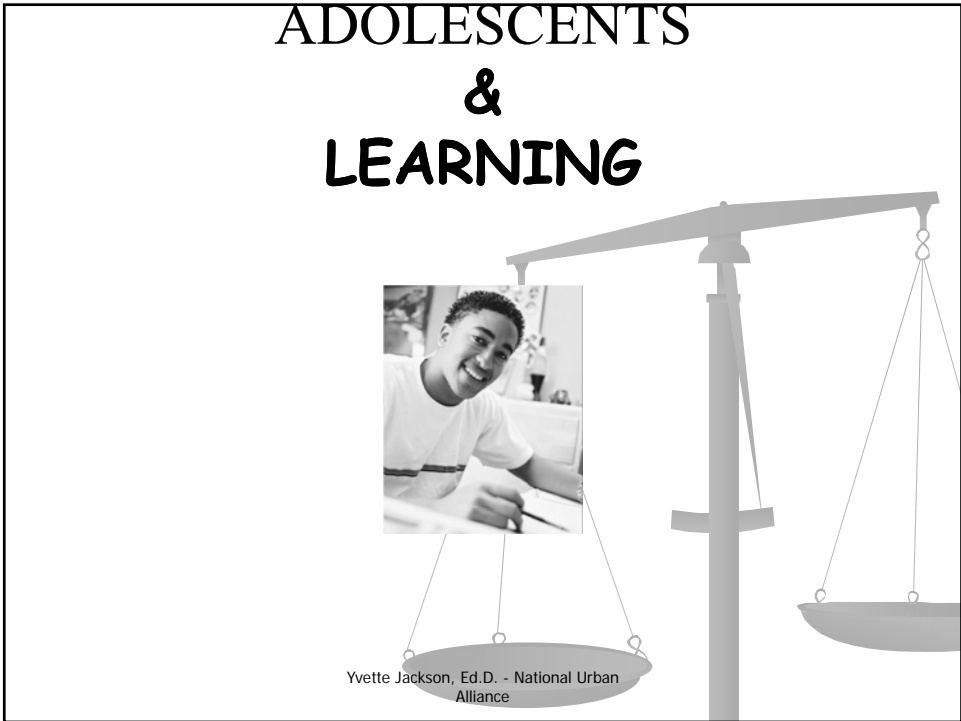
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**ADOLESCENTS  
&  
LEARNING**



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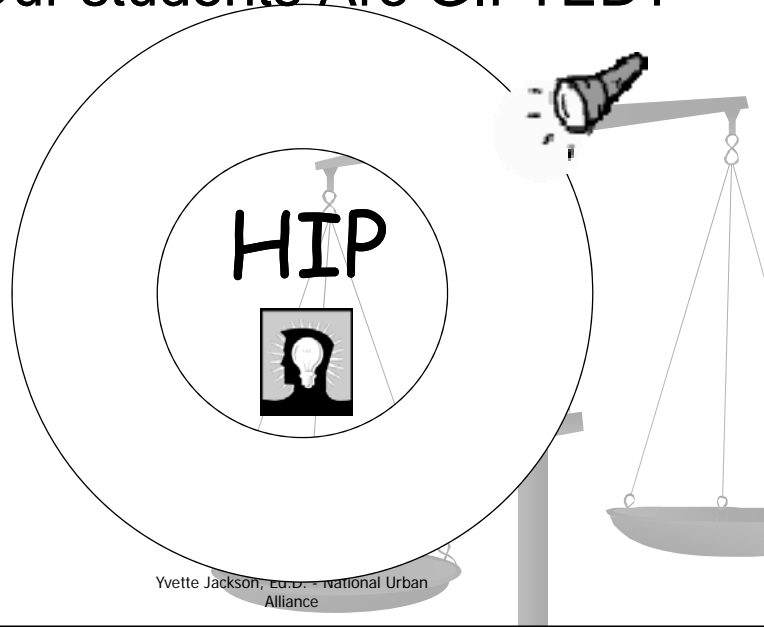
**REMEMBER!!!**

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# ADOLESCENTS

- Relationships
  - Voice
  - Choice

# Our students Are GIFTED?



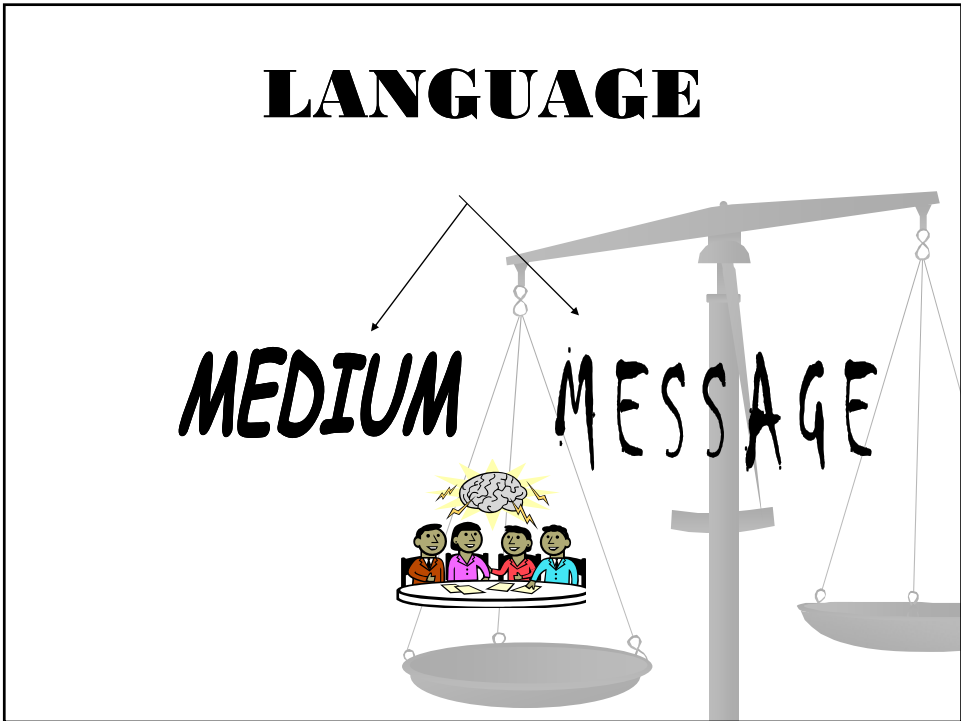
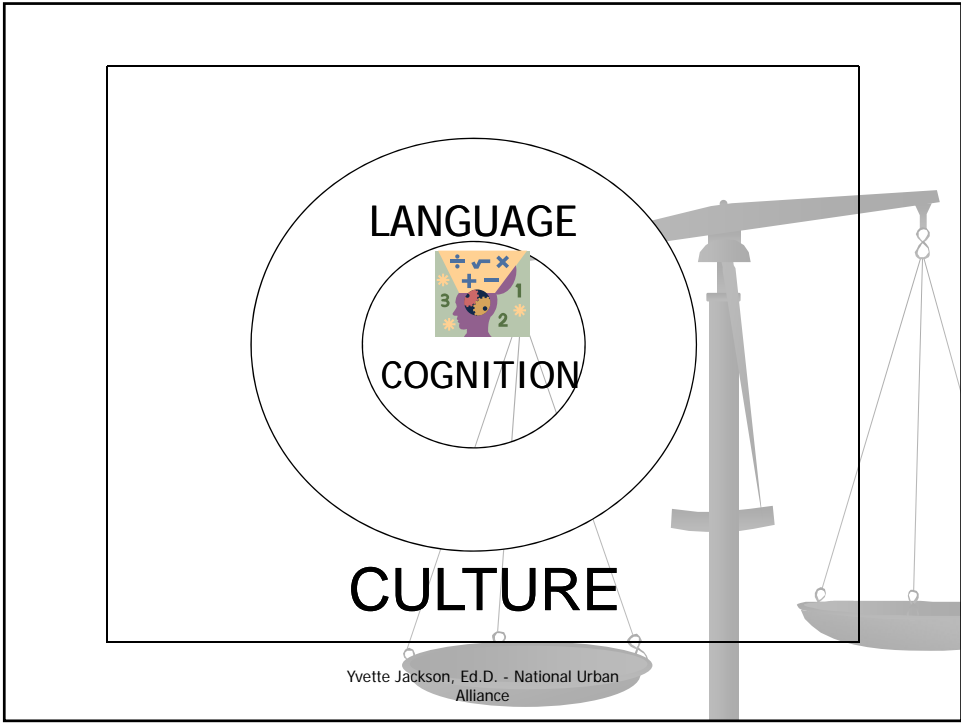
## LOW FOCUS/ HIGH IMPACT

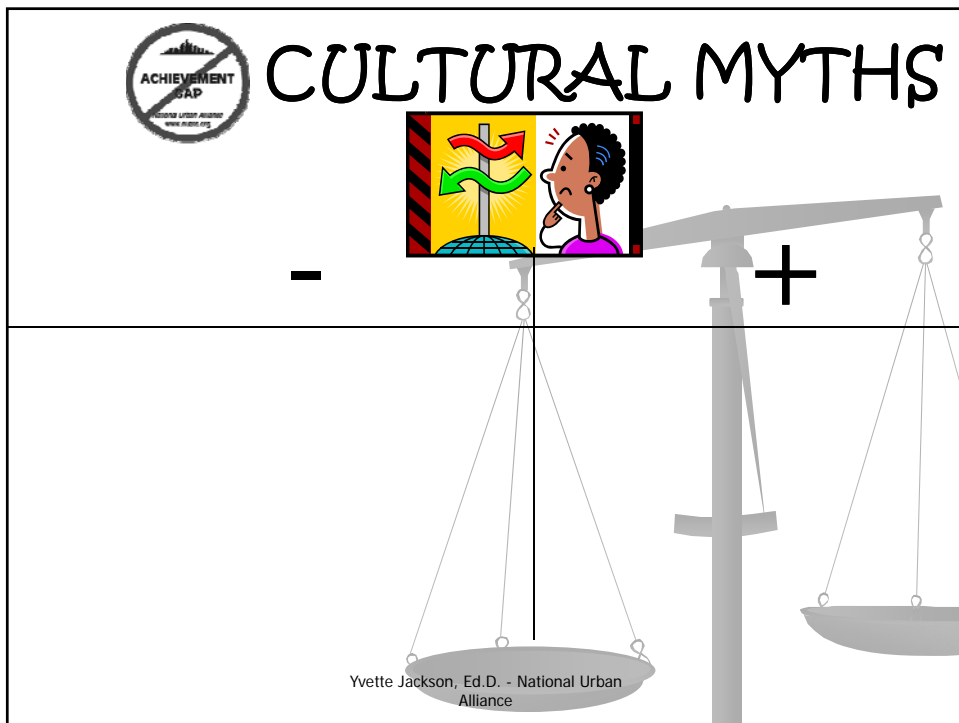
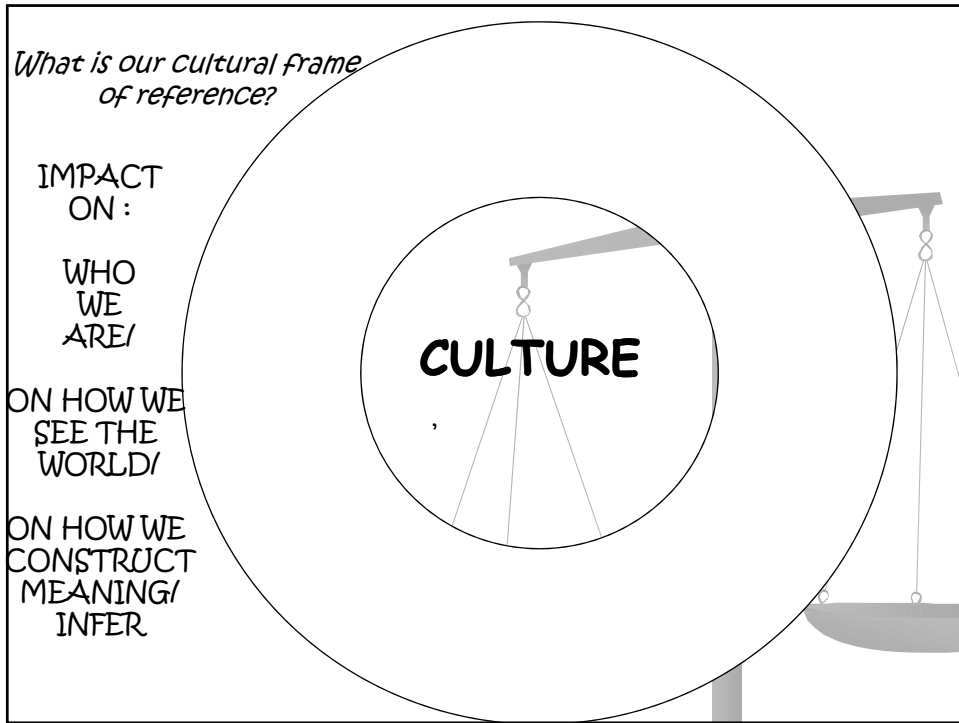
1. Learning Process of Adolescents
2. The Student Perspective:

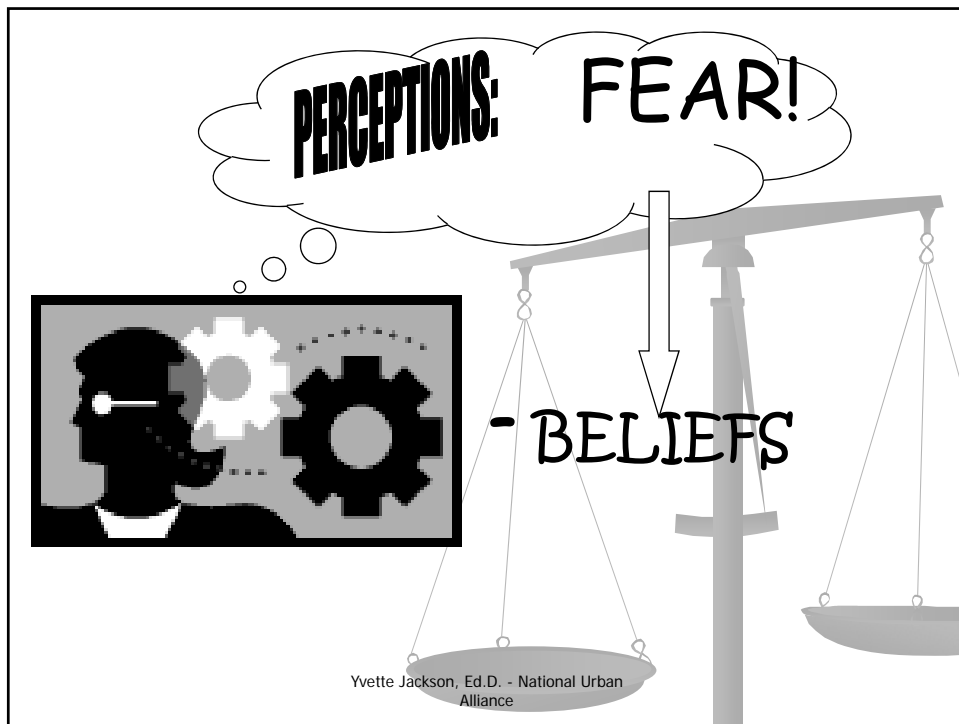


**"ASK THE STUDENTS"**  
*In A Perfect World*

<http://www.youtube.com/watch?v=WkxvL6UoHC>





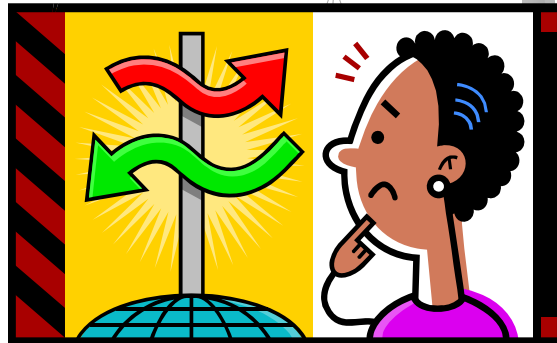


## **MARGINALIZERS of EDUCATORS**

- Minority v. students of color
- Disadvantaged v. school dependent/students put at a disadvantage
- Low achievers v. underachievers
- Disabilities v. variable learners

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**YOUR FOCUS IS YOUR  
REALITY!!!**



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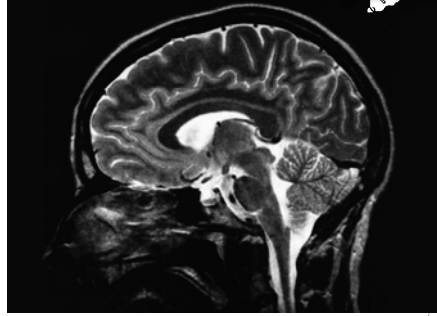
## **LANGUAGE**

**POSITIONAL LANGUAGE =**  
Power Over v. Power With = 

- Aliteracy
- Apathy
- Resistant Behavior

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# FEAR



## Stress

o release hormone cortisol - atrophy of dendrites: impairs cognitive functions

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

- ❖ Kills brain cells
- ❖ Damages hippocampus - memory

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GAP


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

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# PEDAGOGY of CONFIDENCE

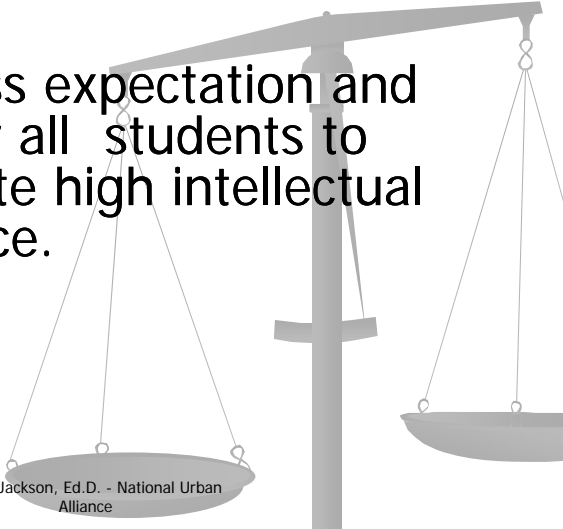
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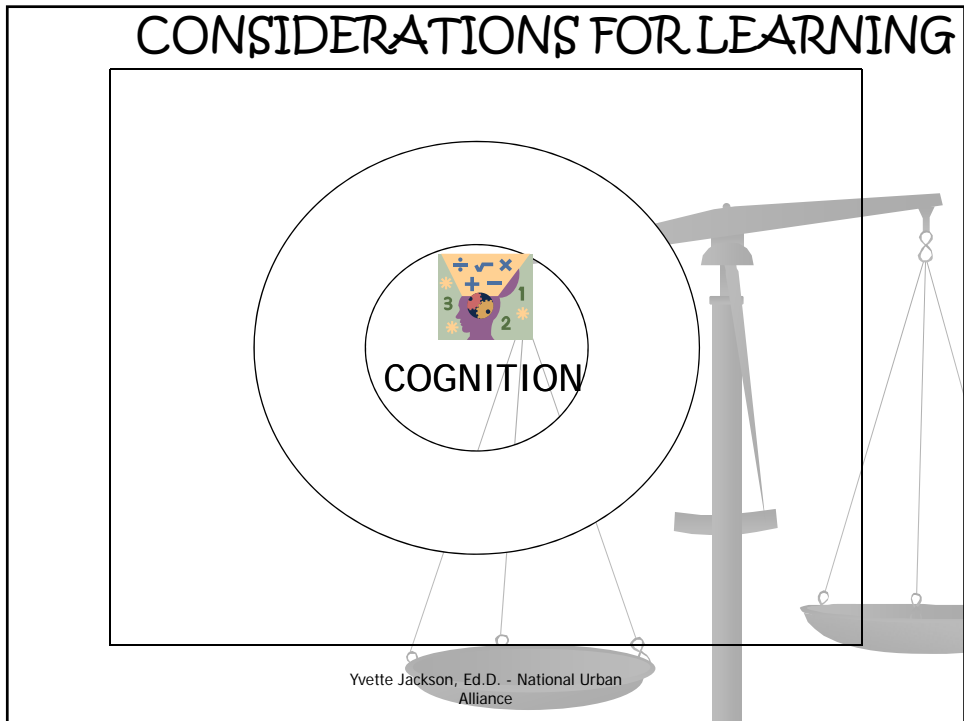
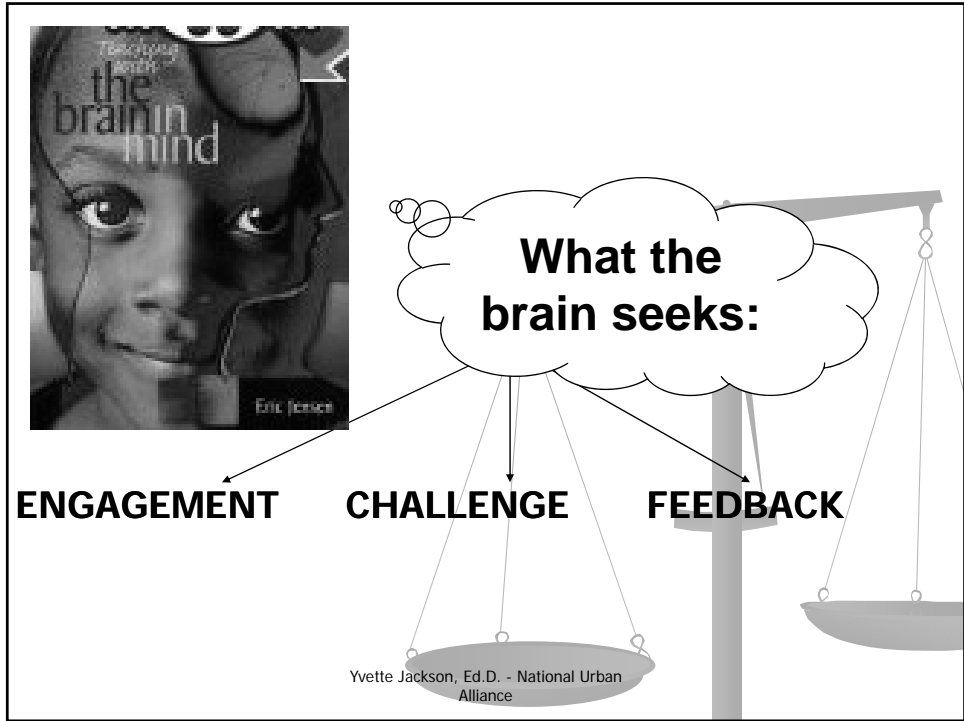


# PEDAGOGY of CONFIDENCE

- The fearless expectation and support for all students to demonstrate high intellectual performance.

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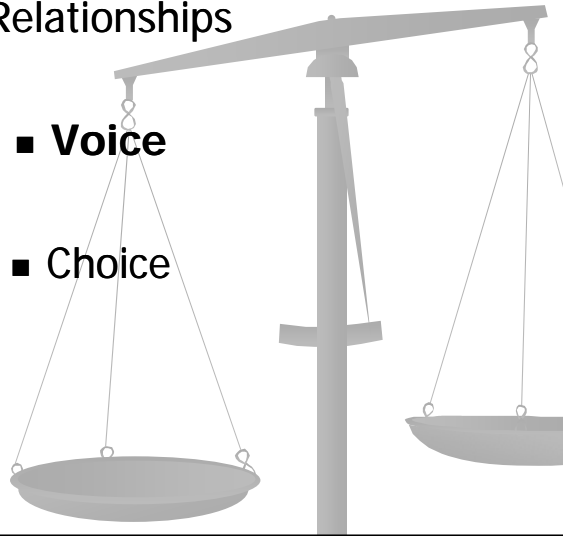


# ADOLESCENTS

- Relationships

- Voice

- Choice



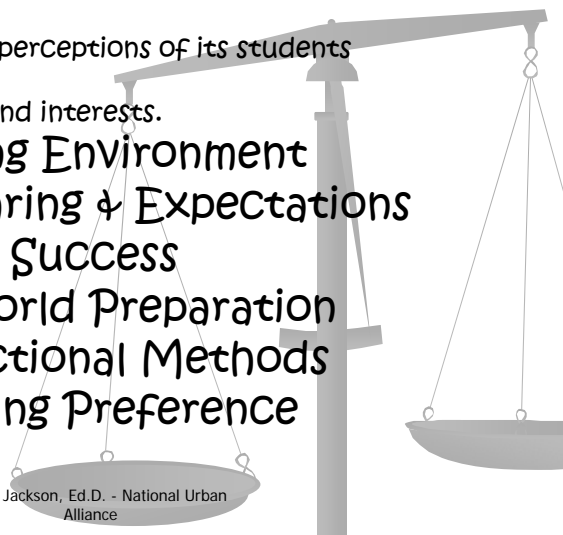
## Middle-Level Student Survey

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

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

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# ADOLESCENTS & LEARNING



motivation

comprehension

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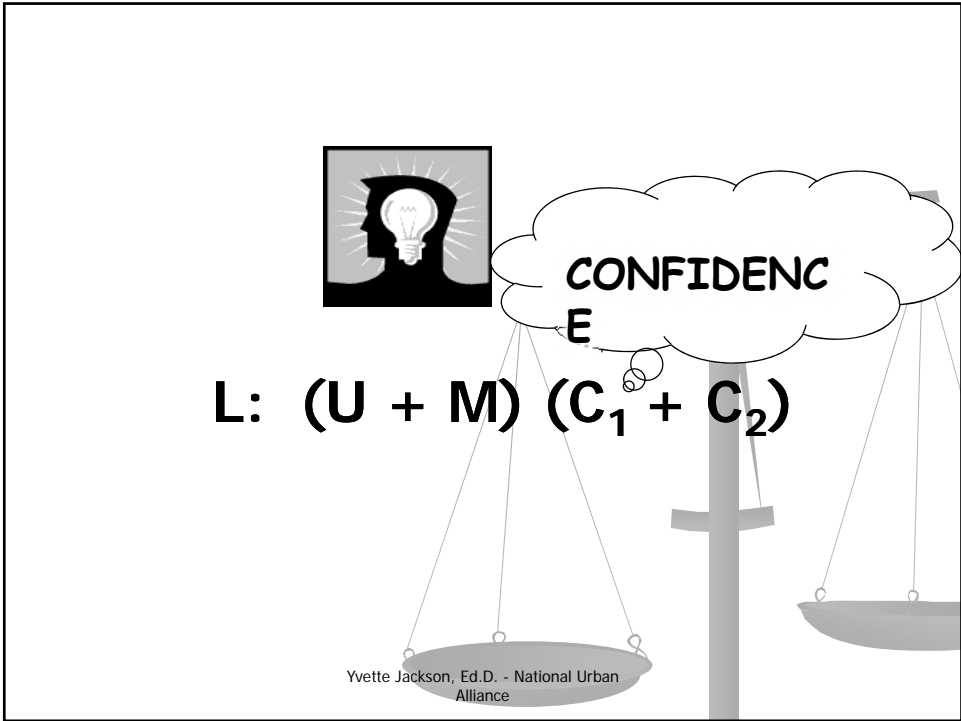
## Mediated Learning Experience

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

- Organizes experiences by framing and filtering
- Determines relevant v. irrelevant experiences



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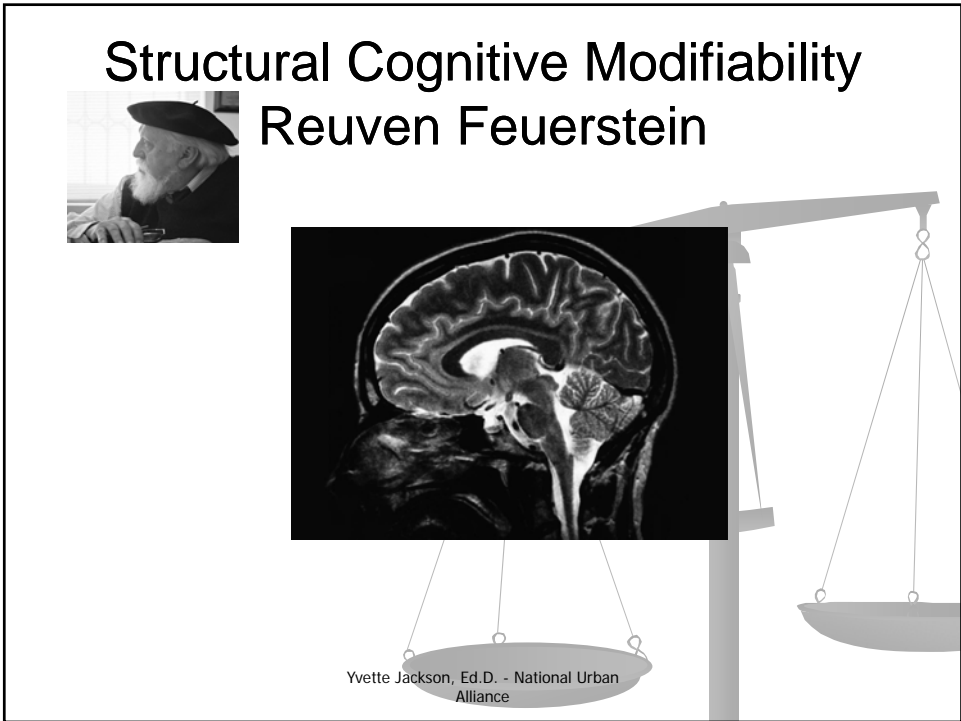
**CONFIDENCE**

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

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## Structural Cognitive Modifiability

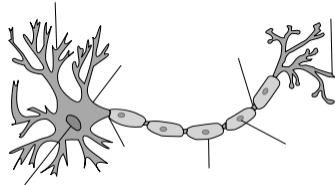
Reuven Feuerstein



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# Structural Cognitive Modifiability

## Reuven Feuerstein



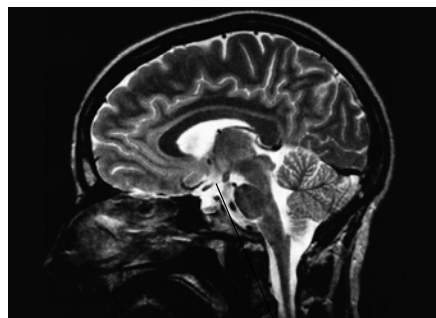
- 90 % **Glia** – transport nutrients, regulate immune system

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

Info processing & connect info

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

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Hypothalamus  
Reward System –  
Opiates, e.g. dopamine

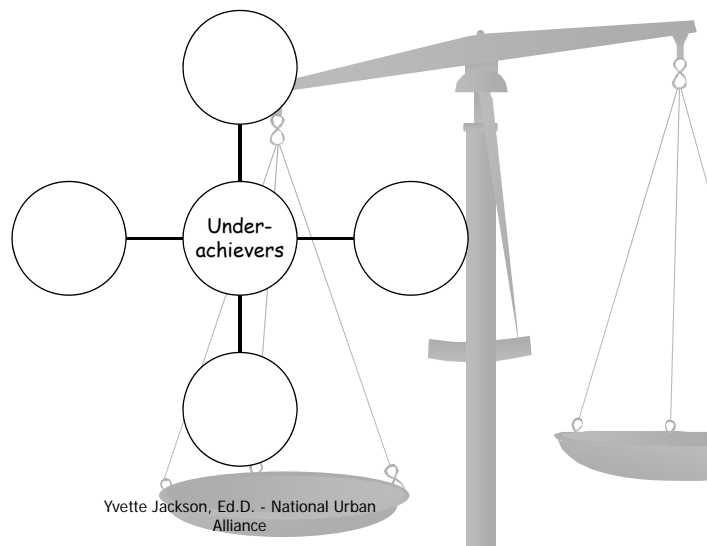
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# LOW FOCUS/ HIGH IMPACT

1. The Learning Process
2. Student Strengths

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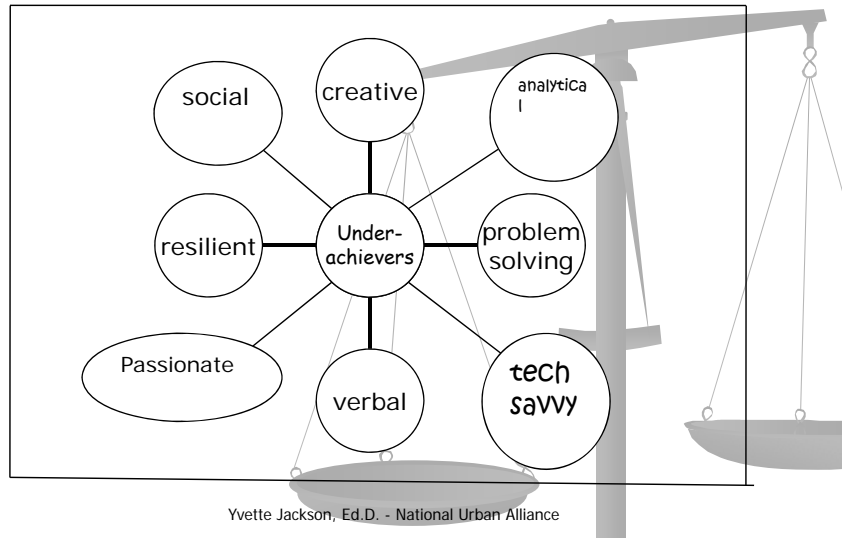
# ENGAGEMENTS FOR LEARNING Strengths of Urban Underachievers



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## ENGAGEMENTS FOR LEARNING Strengths of Underachievers



## PEDAGOGY OF CONFIDENCE

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

Perspectives & Relationships

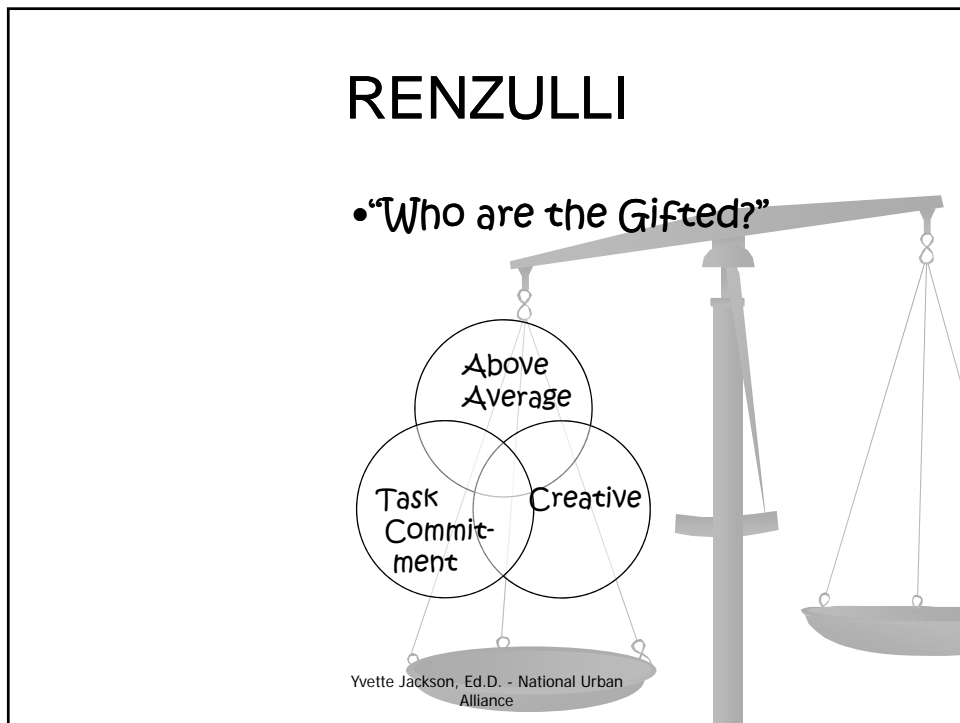
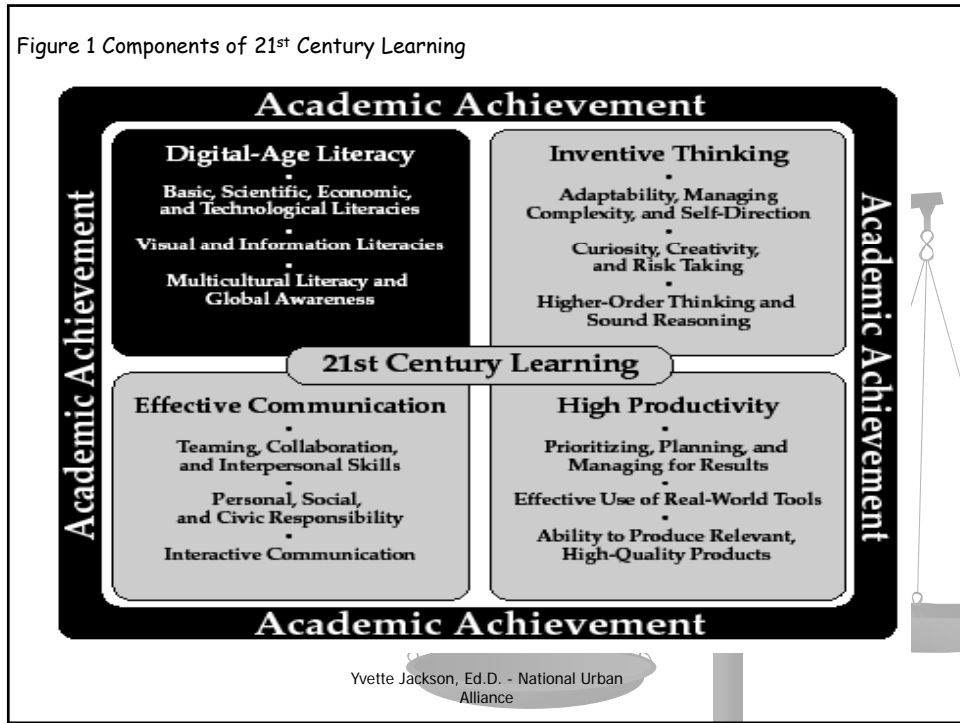


When you change the way you look at things,  
the things you look at change!

- Wayne Dyer

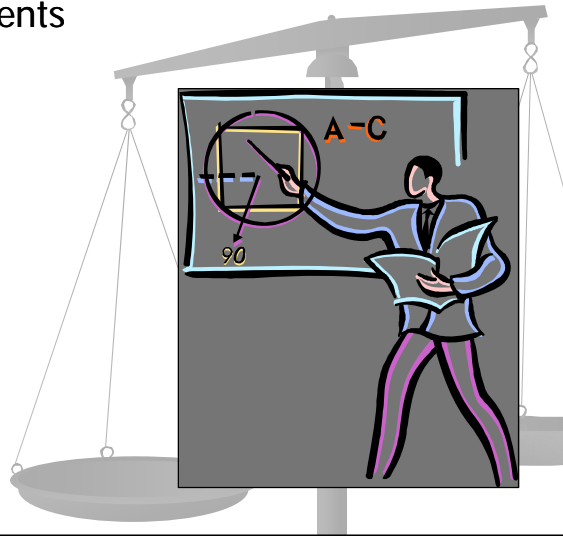
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Figure 1 Components of 21<sup>st</sup> Century Learning



- 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*

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

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## DIFFERENT CONSIDERATIONS FOR ENGAGING UNDERACHIEVING URBAN STUDENTS

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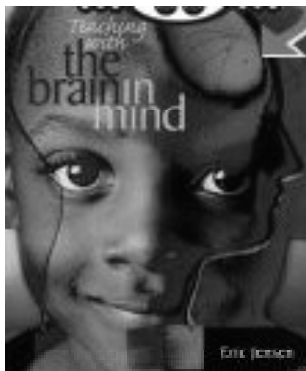
# DIFFERENT CONSIDERATIONS FOR ENGAGING UNDERACHIEVING URBAN STUDENTS



- Relevance
- Patterns
- Emotional Connections

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# WHAT AFFECTS HOW PEOPLE CONSTRUCT MEANING?



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

FRAME OF REFERENCE

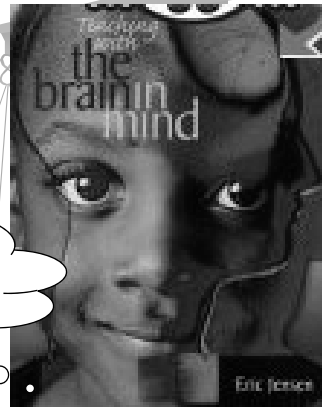
CULTURE

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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:

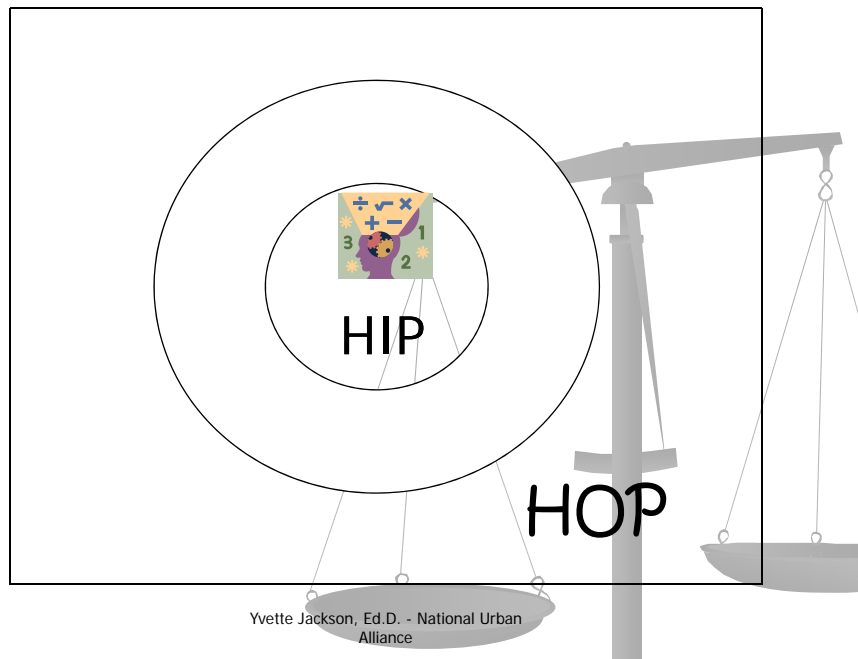
High  
Intellectual  
Performance  
?

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evaluate  
judge understand  
synthesize High Intellectual Performance critical thinking  
communicate

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## CONSIDERATIONS FOR LEARNING



## 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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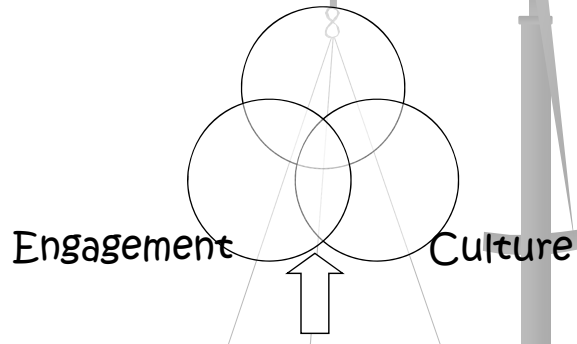
**REMEMBER!!!**



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# MEDIATION

High Intellectual Performance



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## LOW FOCUS/ HIGH IMPACT

1. The Learning Process
2. Student Strengths
3. Culture/Frame of Reference

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# what do we know about our students 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=ZTN--C3AhVw&feature=related>

# PROCESSING

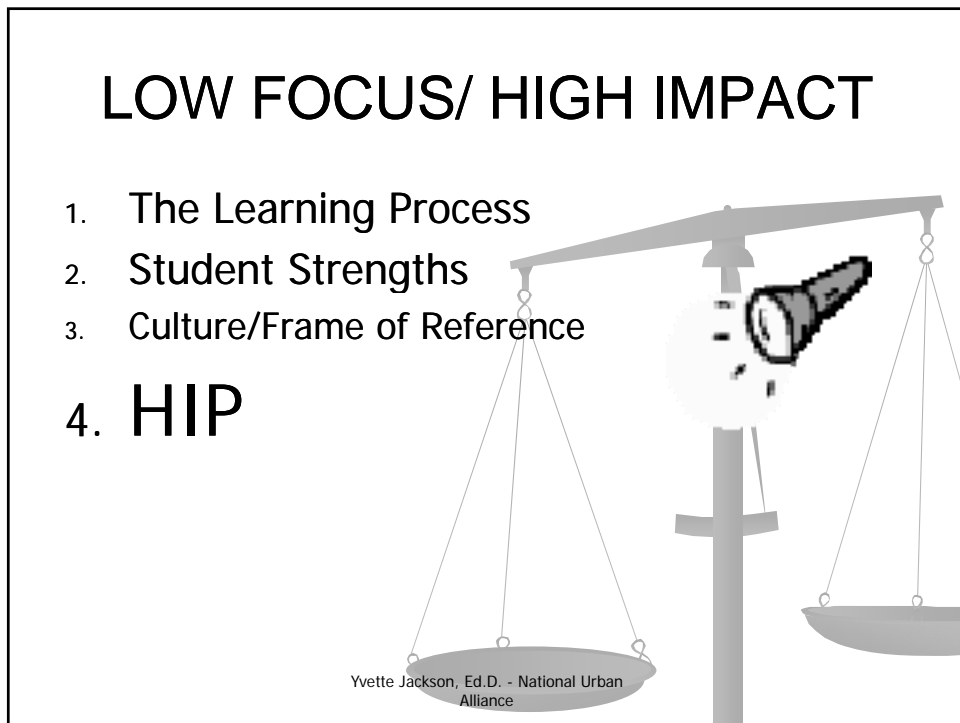
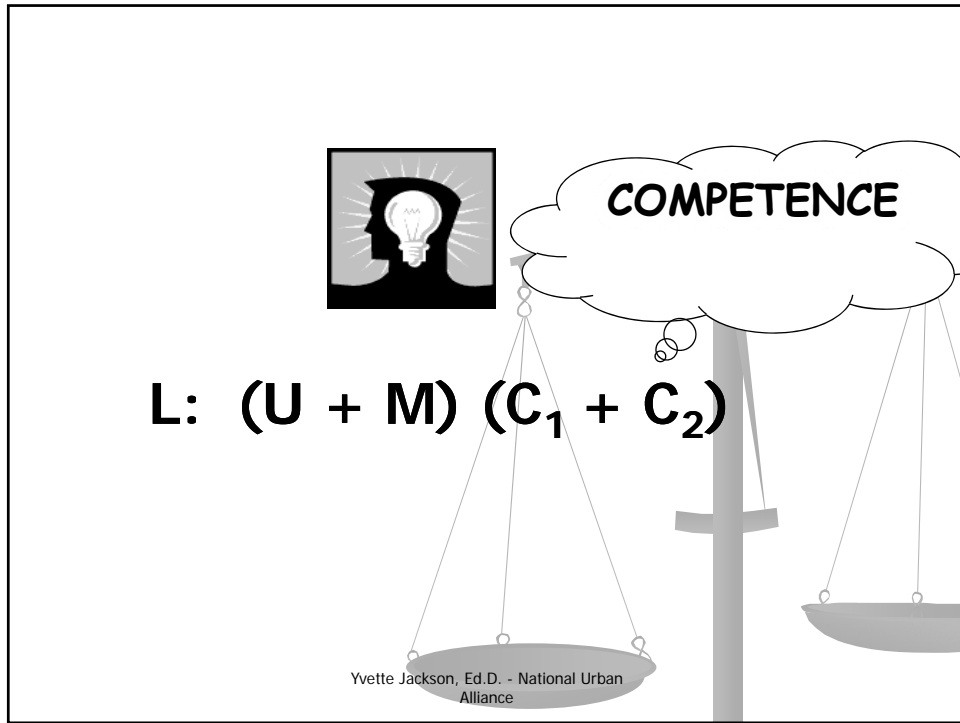


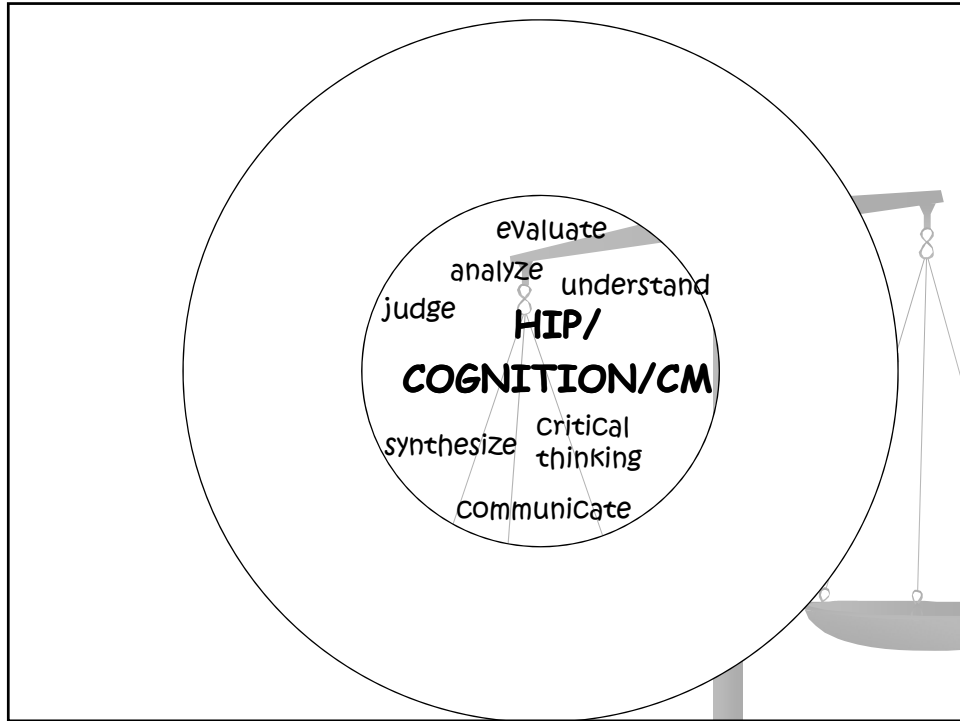
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## Key Word Notes




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What does high intellectual performance look like?

3. *MEDIATION and*

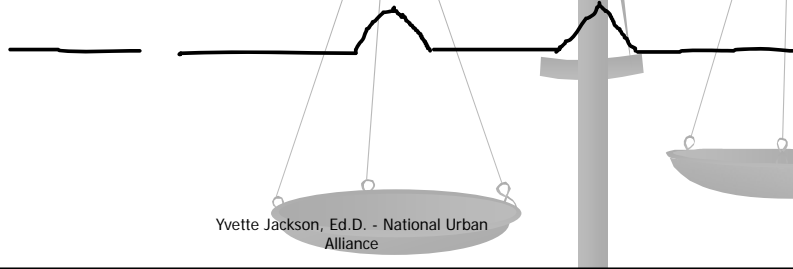


4. *DYNAMIC ASSESSMENT !*

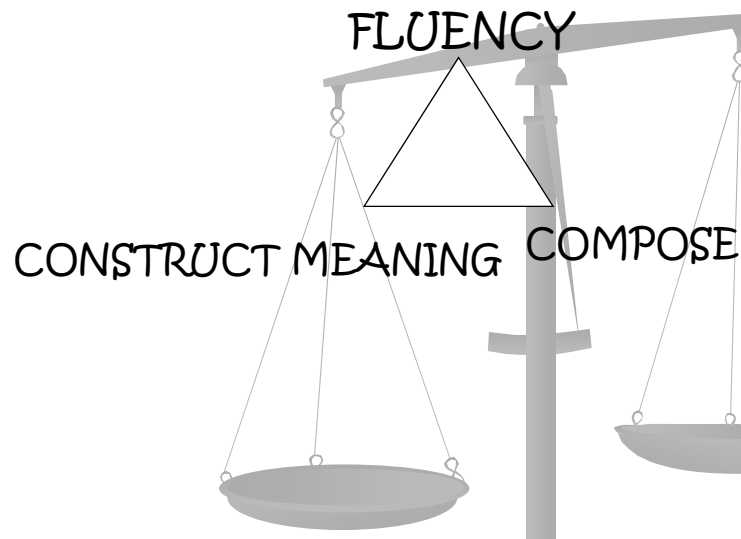
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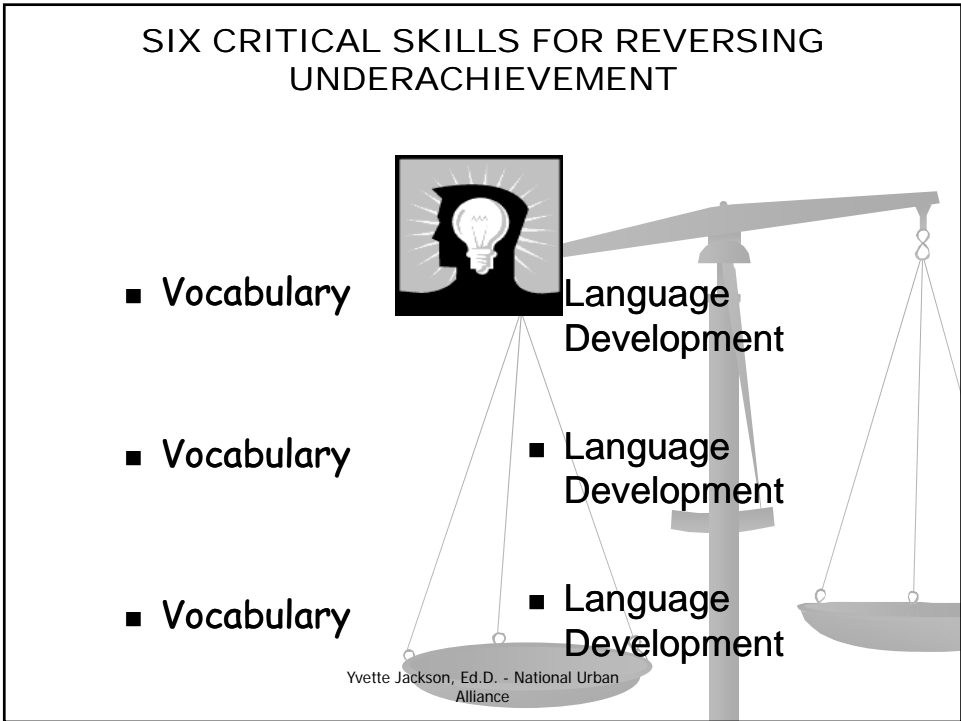
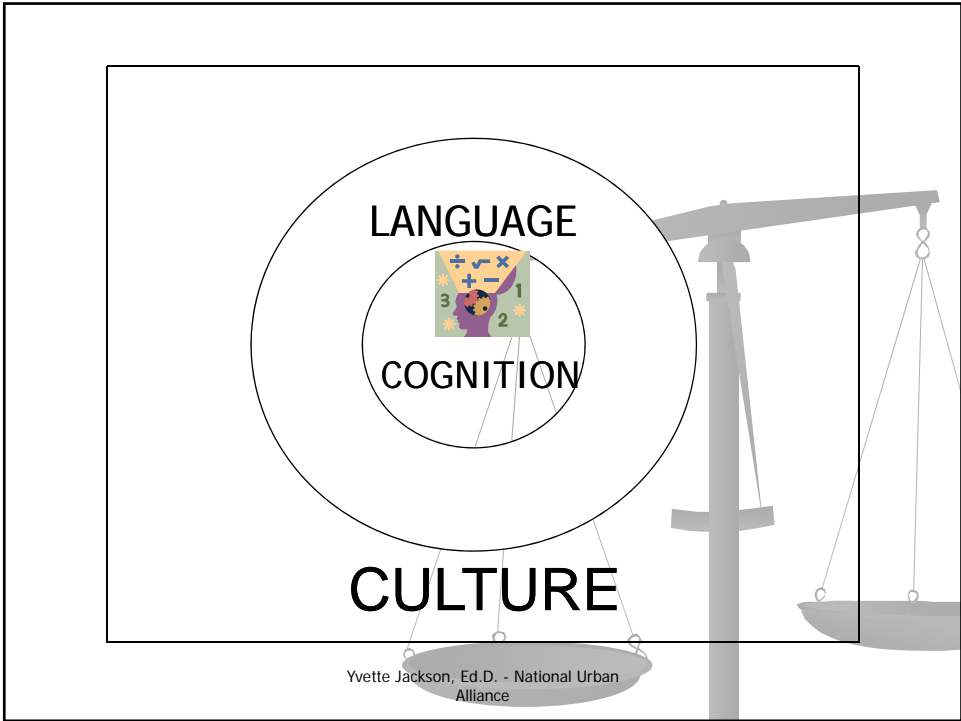
## ANALOGIES

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



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







# what do we know about our students

## FRAME OF REFERENCE



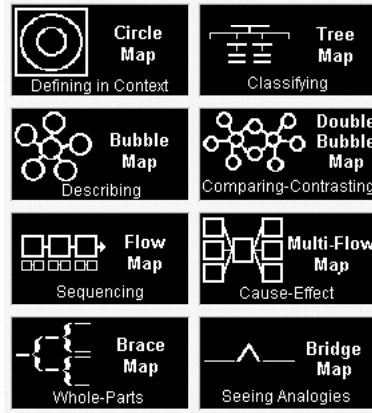
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## ANALOGIES

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

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# THINKING MAPS



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# PROCESSING



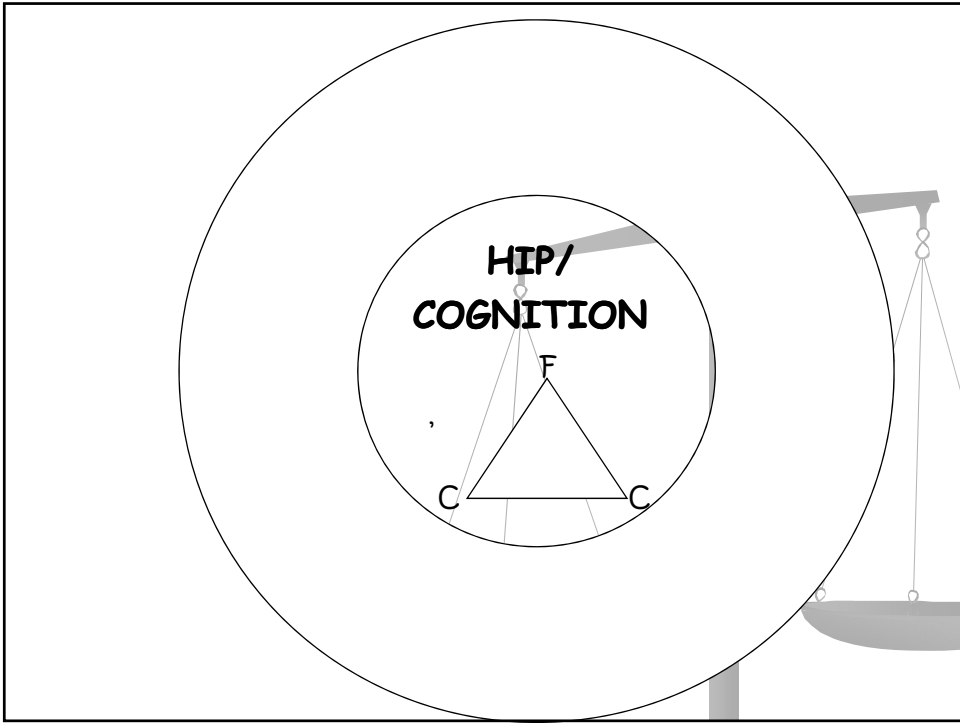
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# Key Word Notes


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Leader	Recorder	Reporter	Time Keeper	Material Manager
C	B	D	A	
A	D	B	C	
B	C	A	D	
D	A			

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# LITERACY

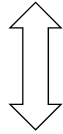
- Constructing, Communicating, and Creating meaning in many forms of representation.  
(Elliot Eisner).

*Of what?*  
*Who decides?*

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# BLOCKERS in Constructing Meaning?

■ INFERENCEING....



■ VOCABULARY.....



*Comprehension and Discipline Literacy, P.5*

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LANGUAGE



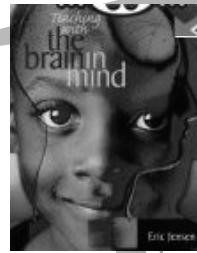
COGNITION

CULTURE

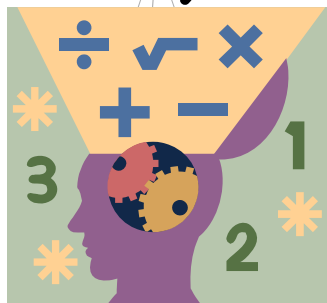
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# Constructing Meaning from Text

## ■ 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

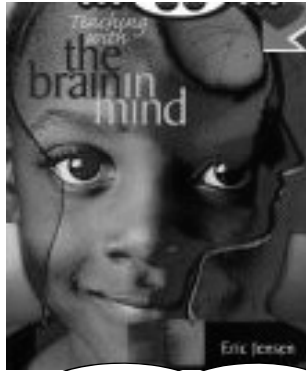
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## READING IS: unlocking frozen thought

- Unlocking
- Frozen
- Thought

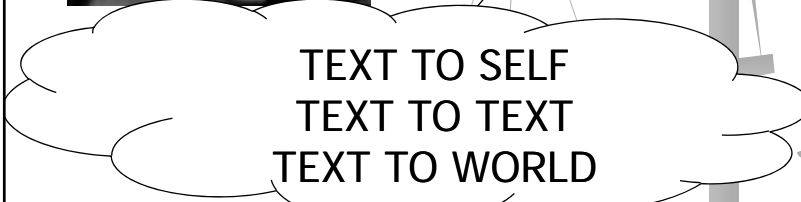


# WHAT AFFECTS HOW PEOPLE CONSTRUCT MEANING?

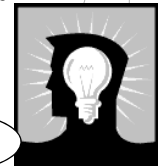


- **Relevance**
- **Patterns**
- **Emotional Connection**

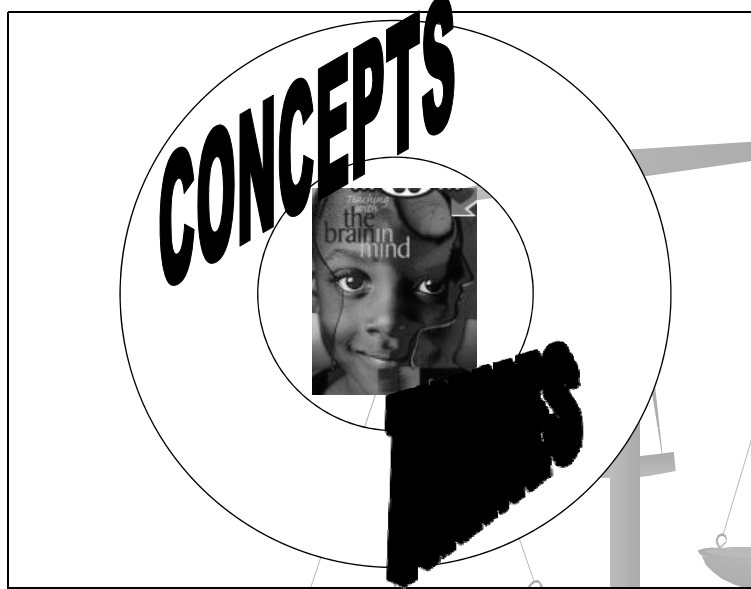
FRAME OF REFERENCE



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# SITUATE LEARNING IN THE LIVES OF THE STUDENT





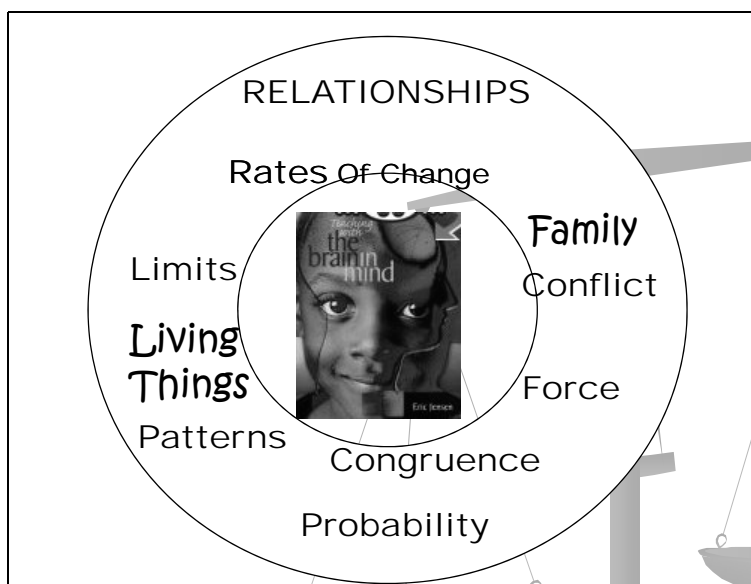
# MAKING TEXT ACCESSIBLE

## MOST POWERFUL LINKS:

**CONCEPTS** **THEMES**

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

## SITUATE LEARNING IN THE LIVES OF THE STUDENT



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**■ The Associated Press 4:37 PM EDT,  
September 23, 2008 TALLAHASSEE**

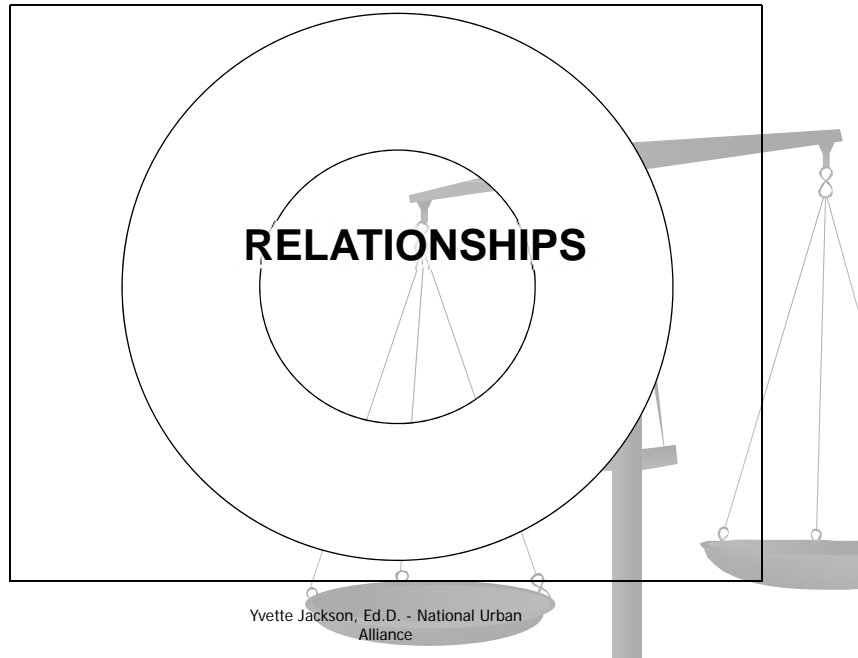
- **FCAT analysis finds misconceptions about science - Florida students have misconceptions about science, and they need more practice demonstrating its concepts and relating them to the real world, according to an analysis of the state's standardized test.**
- The report also recommends more practice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

what do we know about our students  
**FRAME OF REFERENCE**



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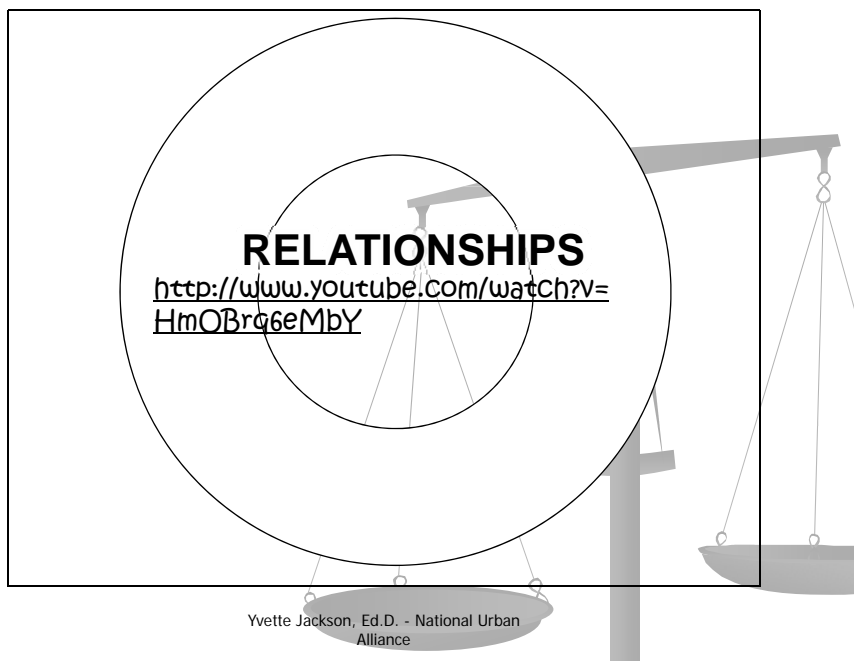
## SITUATE LEARNING IN THE LIVES OF THE STUDENT



## Taxonomy of Relationships

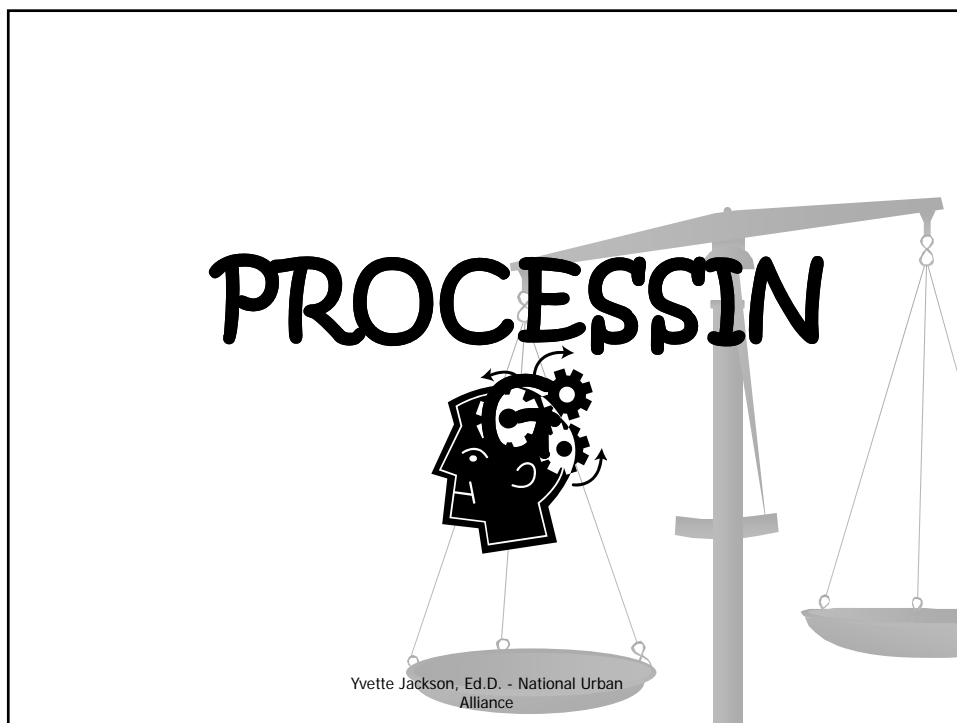
A	K	U
B	L	V
C	M	W
D	N	X
E	O	Y
F	P	Z
G	Q	
H	R	
I	S	
J	T	

## SITUATE LEARNING IN THE LIVES OF THE STUDENT



**RELATIONSHIPS**  
<http://www.youtube.com/watch?v=HmOBrc6eMby>

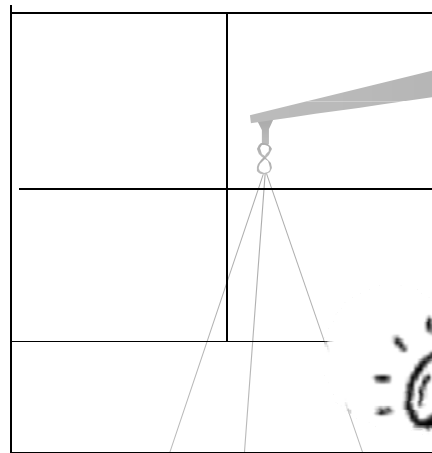
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**PROCESSING**

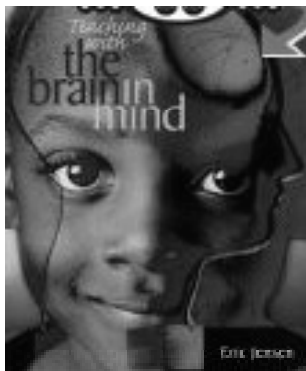
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# Key Word Notes



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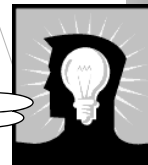
## WHAT AFFECTS HOW PEOPLE CONSTRUCT MEANING?



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

FRAME OF REFERENCE

CULTURE



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