



## Engaging the Mind for High Intellectual Performance



***"Principle of Possibilities"*** - Reuven Feuerstein

# PEDAGOGY OF CONFIDENCE

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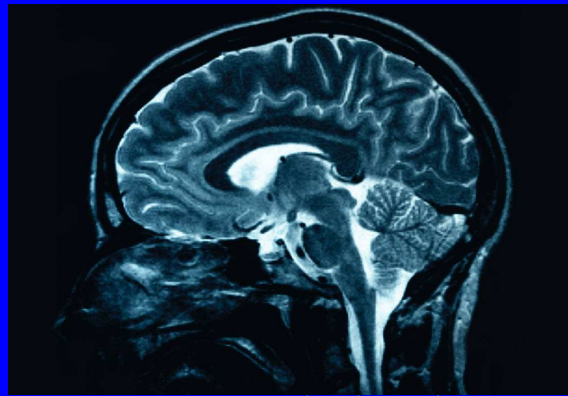
# Our students Are GIFTED!

## Belief!



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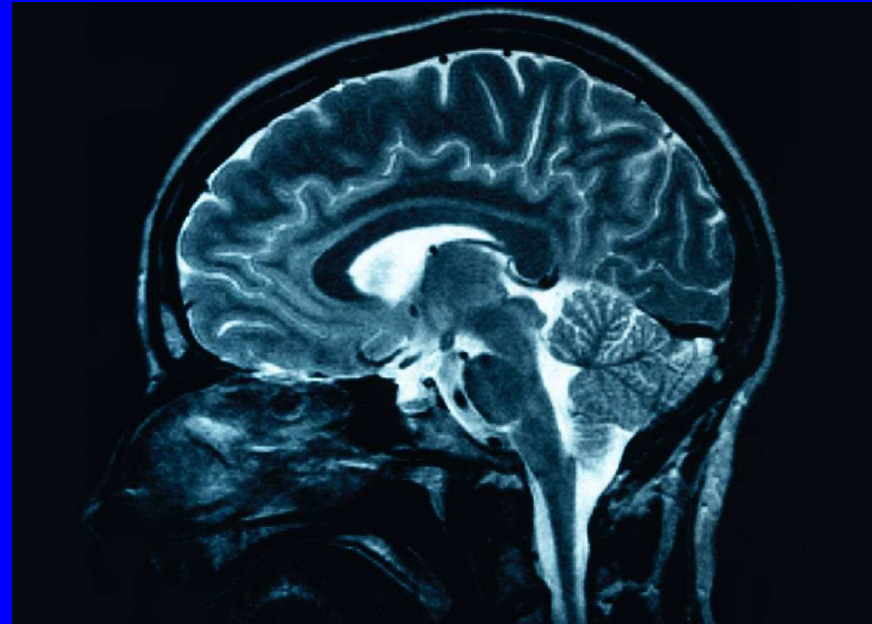
# The Science of Learning and **HIP**



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

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# Plasticity, or Neuroplasticity

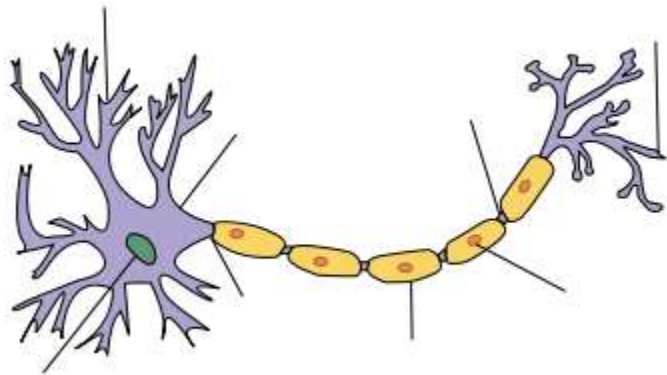


**Structural Cognitive Modifiability:**

REUVEN FEUERSTEIN

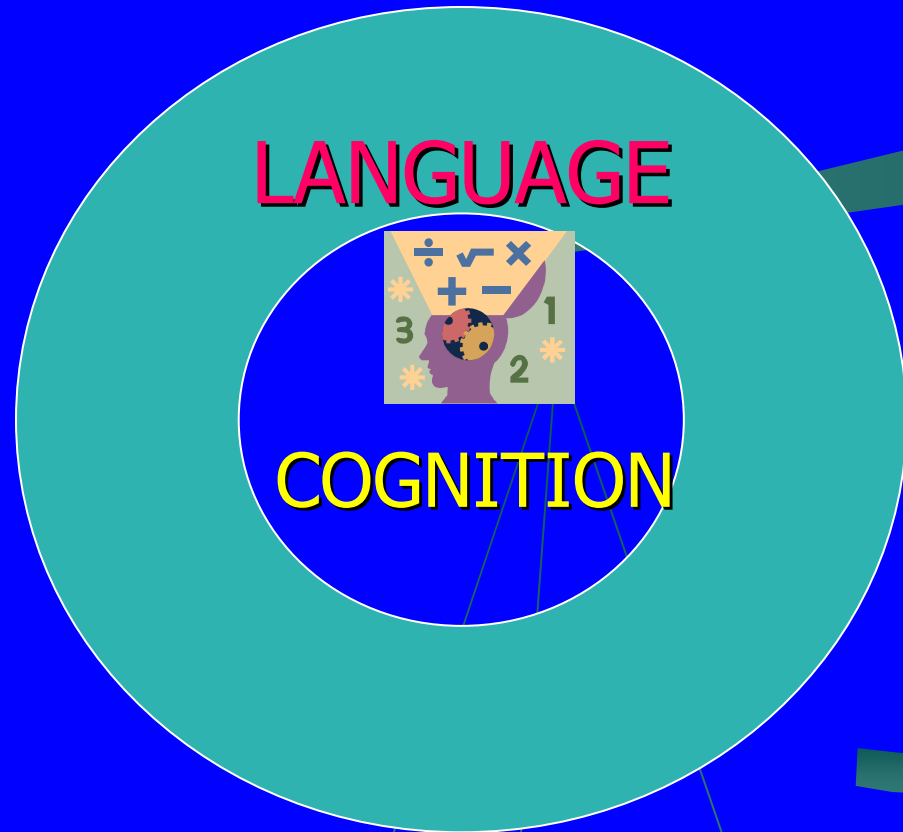


# SCM PLASTICITY of the BRAIN



- Brain can be remodeled throughout life
- PLASTICITY of the synapse (where neurons communicate via neurotransmitters) can change.
- **LEARNING** –entails strengthening connections between the neurons.

*High level activities increase intellectual development. Jean Piaget*

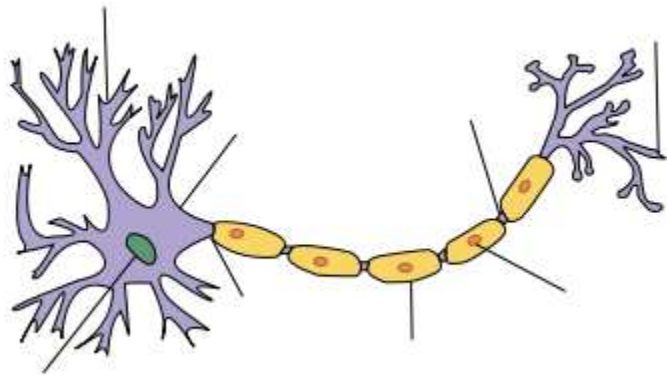


**CULTURE**

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# Structural Cognitive Modifiability

## Reuven Feuerstein



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

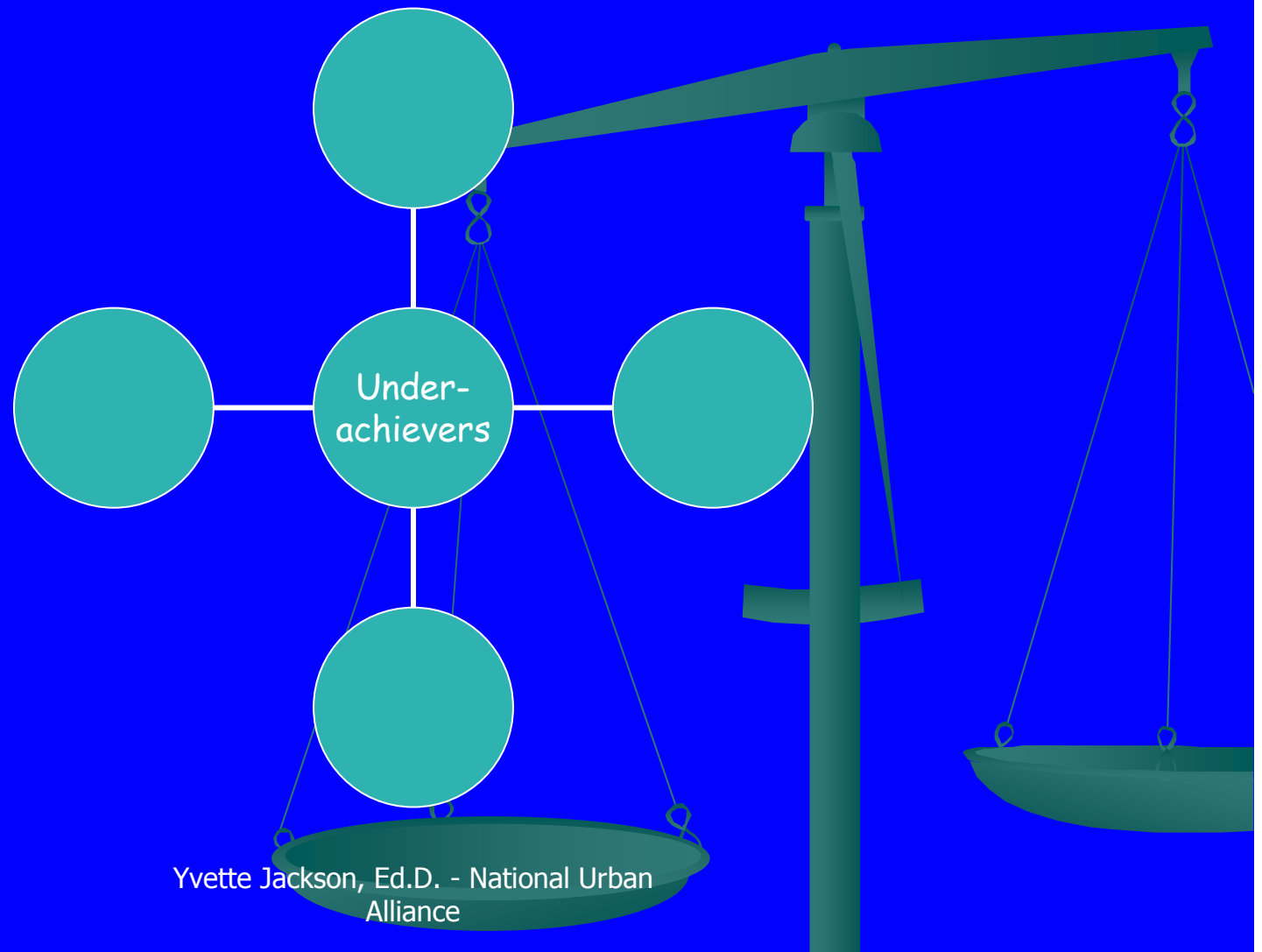
- 10% **Neurons** – (dendrites & axons)

Info processing & connect info

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

# ENGAGEMENTS FOR LEARNING

## Strengths of Urban Underachievers



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# ENGAGEMENTS FOR LEARNING

## Strengths of Underachievers



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



**COGNITIVE AGE: Innovation; >Absorbing, Processing and Combining Info**

# How are their lives narrated in school?



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# What affects their intellectual development and achievement?



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# *MARGINALIZERS* of EDUCATORS

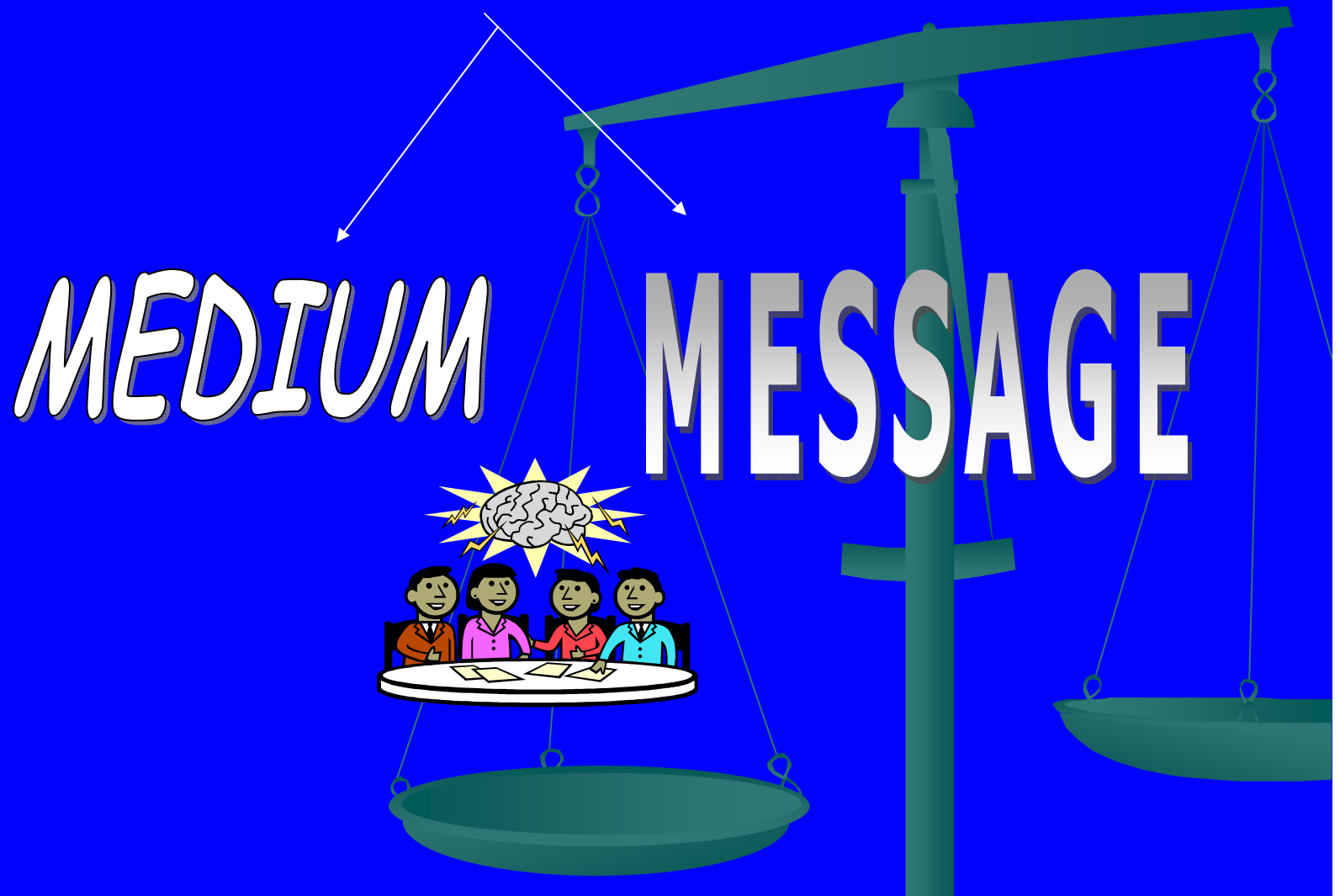
- Minority v. students of color
- Disadvantaged v. school dependent/  
students put at a disadvantage
- Low achievers v. underachievers
- **Disabilities v. variable learners**
- **Gap v. enrichment and support**



**Cognitive Binding**

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# LANGUAGE



*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

A large teal circle is centered on the page. Inside this circle is a smaller blue circle. In the center of the blue circle, the word "CULTURE" is written in bold, yellow, sans-serif capital letters. To the right of the teal circle, a portion of a scale of justice is visible. The scale has a horizontal beam with a hook on the left and a pan on the right. The pan is currently empty and is positioned lower than the hook, suggesting it is heavier. The background of the entire image is a solid blue color.

**CULTURE**

# what do we know about our students

## FRAME OF REFERENCE



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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.



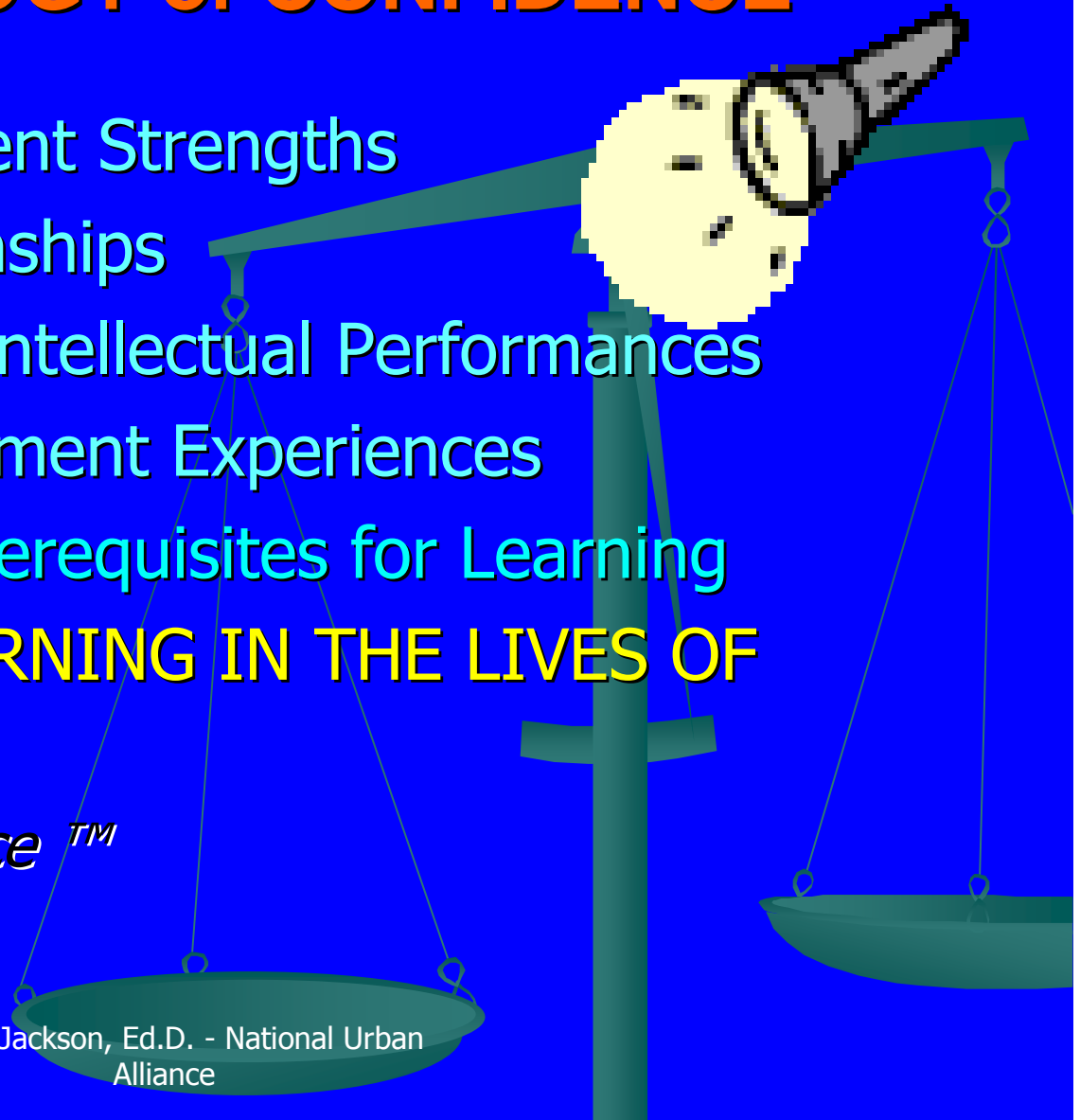
# THE HIGH OPERATIONAL PRACTICE the **PEDAGOGY** of **CONFIDENCE**

G/T

1. Amplifying Student 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**

*Pedagogy of Confidence* <sup>TM</sup>

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# NUIA MENTORING

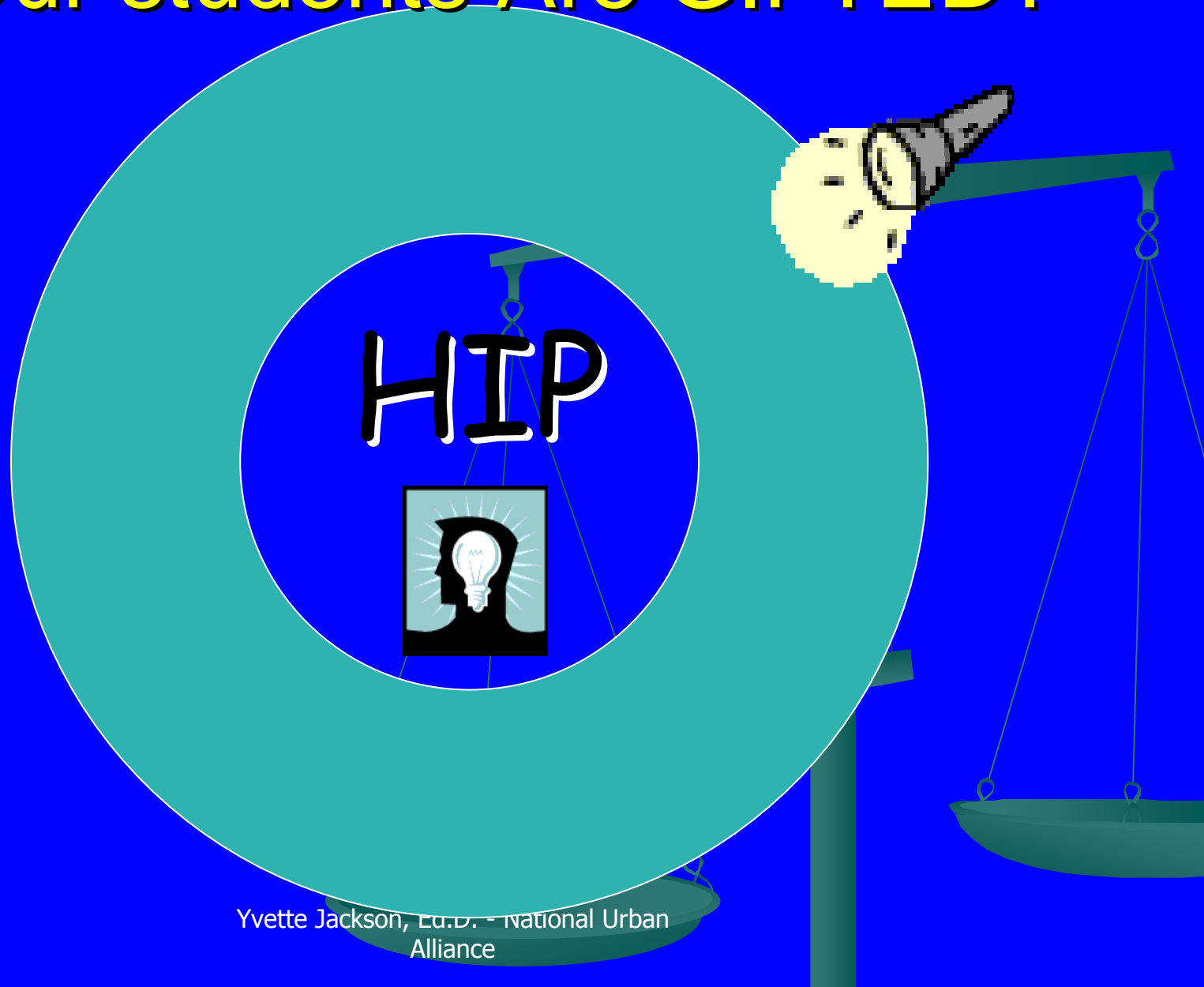
## NUA MENTOR

TEACHER



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# Our students Are GIFTED?



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# MEDIATIVE LEARNING COMMUNITY

TRANSFORMING BELIEFS

TRANSFORM CULTURE

**Transform Practice**

SCHOOL DEPENDENT  
STUDENTS:  
Strengths &  
Intellectual Capacity-

**HIP**



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“When teachers are trained to provide the learning context for using respect of cultural and racial difference as student **STRENGTHS**, they also improve student **SELF WORTH** and **MOTIVATION** as well.”

—Dr. Eric J. Cooper  
*President of National Urban Alliance*



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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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