National Urban Alliance for Effective Education

REVERSING UNDERACHIEVEMENT

Engaging the Mind for
High Intellectual Performance:

PEDAGOGY OF CONFIDENCE

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Key Word Notes

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BELIEF

REMEMBER!

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LOW FOCUS/ HIGH IMPACT

1. Learning Process
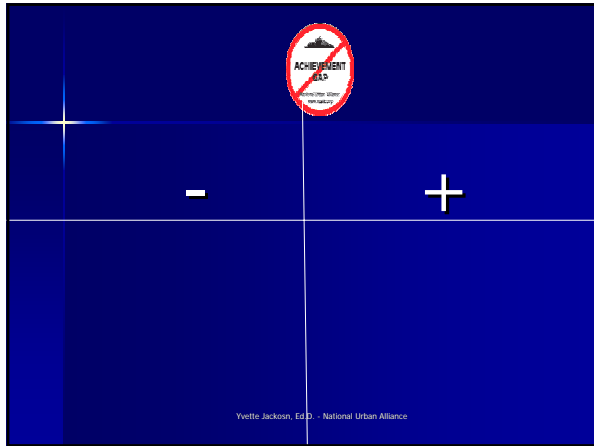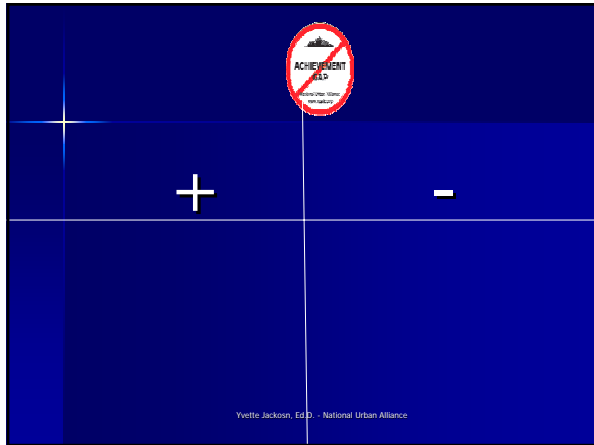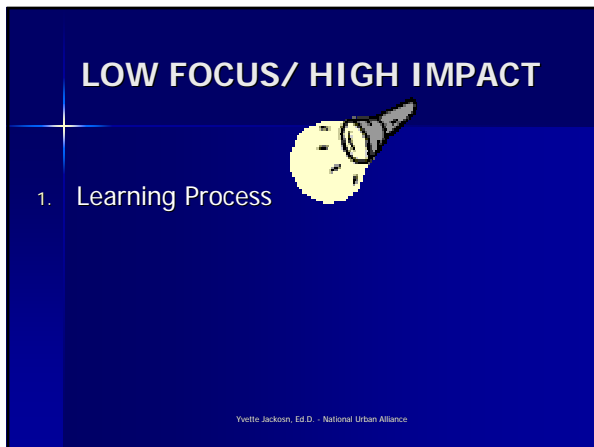
■L + T v. T + L

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

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PEDAGOGY OF CONFIDENCE

- Demonstrate **Enabling Beliefs** and **Expectations**

- **Mediate Learning**

- Create **Relationship**s as Focus
  respect, recognition, success and sharing

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

- *Enrichment*

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LOW FOCUS/ HIGH IMPACT

1. Learning Process
2. Strengths

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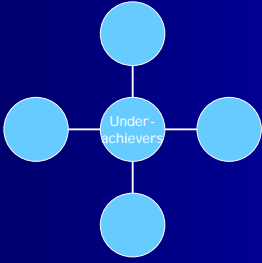
Strengths of Urban Underachievers

Under-achievers

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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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■ *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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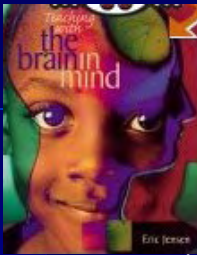**What the brain seeks:**

ENGAGEMENT   **CHALLENGE**   **FEEDBACK**

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Key Word Notes

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Slide 1

■ *My Stream of Consciousness*

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Slide 2

LANGUAGE

MEDIUM   MESSAGE

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Slide 3

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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GAP

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

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YOUR FOCUS IS YOUR REALITY!!!

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Key Word Notes

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SHOOTING FOR EXCELLENCE

African American and Youth Culture in New Century Schools

A
U   I
C
S   C
T

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Culture   Language

L: (U + M) (C1 + C2)

Cognition

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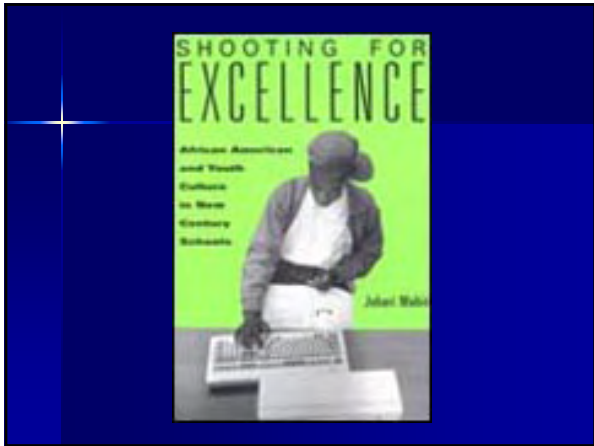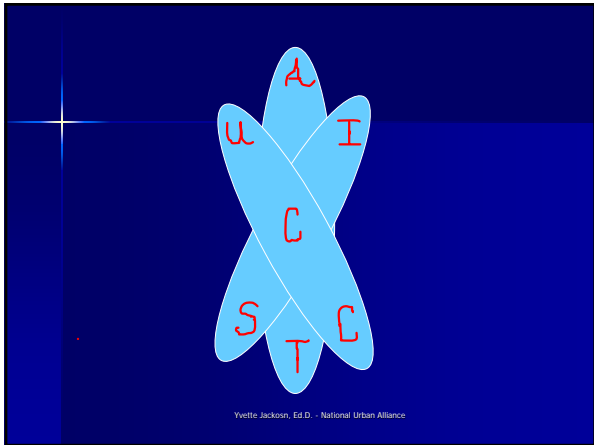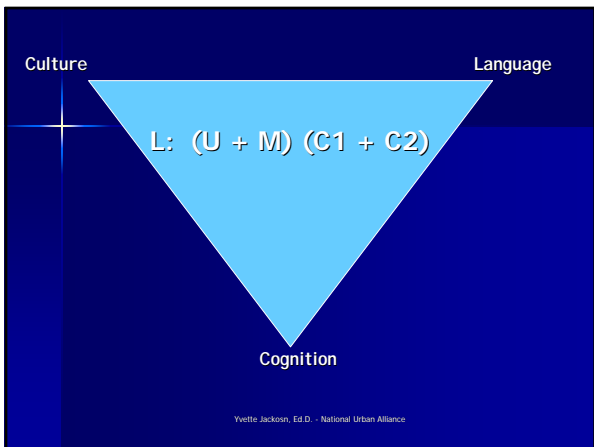
LOW FOCUS/ HIGH IMPACT

1. Learning Process
2. Strengths
3. The Student Perspective: "Ask the Students"
4. HIP

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STRENGTHS

HIP

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What does high intellectual performance look like?

3. *MEDIATION and*

4. *DYNAMIC ASSESSMENT !*

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ANALOGIES

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

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ANALOGIES

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DAB
QUANTITY

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STRENGTHS

HIP

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MINNESOTA STANDARDS

LA/Comp gr.9-12:

2-Comprehend and *evaluate* purpose of info material

3-*Analyze* and draw accurate conclusions

8-*Evaluate* clarity and accuracy of info

10- *Synthesize* info from Multiple texts

Math/Data Analysis, Statistics, and Probability gr. 9-12:

1-Construct and *analyze* graphs

5- *Understand* relationships between correlations and causation

6- *Interpret* data credibility

7- *Compare* outcomes
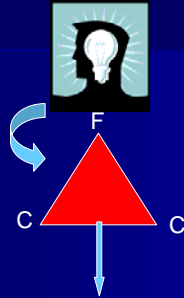
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High Intellectual Performance

F

C   C

Challenge, Rigor & Enrichment

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SIX CRITICAL SKILLS FOR REVERSING UNDERACHIEVEMENT

- Vocabulary
- Language Development

- Vocabulary
- Language Development

- Vocabulary
- Language Development

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Key Word Notes

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STRENGTHS

HIP

MEDIATION

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MEDIATION:

- **Focus on learning process;**

- **Connections and applications to personal experiences;**

- Verbal tools and cognitive skills necessary to master learning.
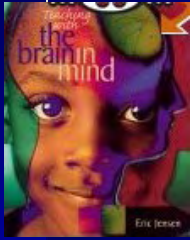
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Slide 1

L: (U+M) (C1 +C2)

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

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Slide 2

Culture   Language

L: (U + M) (C1 + C2)

Cognition

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Slide 3

Reuven Feuerstein

- Perceptions of self: affected by perceptions of others

Socio-cultural Deprivation

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LOW FOCUS/ HIGH IMPACT

1. Learning Process
2. Strengths
3. The Student Perspective: "Ask the Students"
4. HIP
5. Situate Learning in the Lives of the Students

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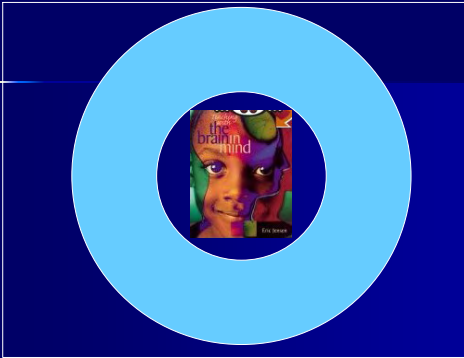## SITUATE LEARNING IN THE LIVES OF THE STUDENTS

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SITUATE LEARNING IN THE LIVES OF THE STUDENTS

ENGLISH
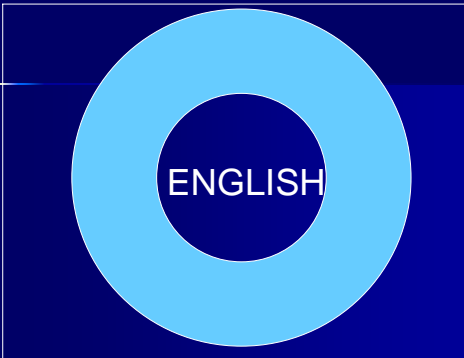
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CULTURALLY RESPONSIVE TEACHING

■ CULTURE : relevant and meaningful

CULTURALLY RESPONSIVE TEACHING

■ Connections/bridges between the cultural experiences of the students and the skills and knowledge to be learned and mastered.

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Key Word Notes

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Culture   **Language**

$$L: (U + M) (C1 + C2)$$

F

C   C

Cognition

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Key Word Notes

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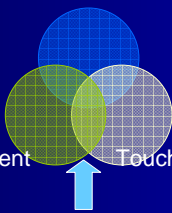

MEDIATION

High Intellectual Performance

Engagement   Touching the Spirit

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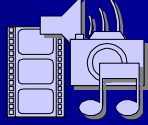## LITERACY

- Constructing, Communicating, and Creating meaning in many forms of representation.

(Elliot Eisner).

Of what?
Who decides?

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Constructing Meaning from the Message

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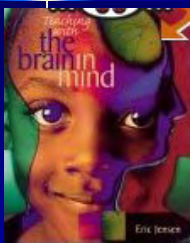
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- Relevance
- Patterns
- Emotional Connection

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blockers

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BLOCKERS to Constructing Meaning?

- INFERENCING....

- VOCABULARY.......

Comprehension and Discipline Literacy , P.5

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Step 3: Deciding on Lesson Strategies
(HOW will I teach - PEDAGOGY)
Refer to Thinking/Learning Process Model

PRIMING
BEFORE LEARNING
strategies

PROCESSING
DURING LEARNING
strategies

CONNECT TO LEARNERS'
FRAMES OF REFERENCE
(STUDENT CULTURE)

**RETAINING FOR
MASTERY**
AFTER LEARNING
strategies

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MEDIATION
A STRATEGY IS A SKILL IN USE:

CONTEXT BUILDING
(morning)
- Bubble Map
- Circle Map
- Bridge Map
- Key Word Notes

MEDIATION
(afternoon)
- Circle Map
- Taxonomy
- Tree Map
- Genre Switch
  - Similes
  - Metaphor
  - Poem
  - Short Story

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REFLECTION

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Culture   Language

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- *Enrichment*

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- relationship

- Lang and cult

- Situating learning
- Sanctioned literacy

- Writing is frozen thought
- See reading as a writer
  - Writing to fit the setting

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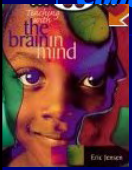## The Brain, Language, *Code Switching*, and Writing

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

Eric Jensen

- **ACCENT**
  Sounds of first language transfer to new language

- **CONTRASTIVE ANALYSIS**
  Patterns from the first language transfer into talking and writing of new language

- **GRAMMATICAL ECHO**
  Grammar of the first language transfers into second language expression

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CONTRASTIVE ANALYSIS

- Patterns from the first
- language transfer into talking and writing of new language

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WHAT THE BRAIN NEEDS TO CONSTRUCT MEANING

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

- Focused attention
- Memory
- Meaning

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GRAMMATICAL ECHO

- Oh! I very good fellow! Because I Cossack. I very big Cossack...I be big mans. And women's. They love me lots. Nastia Alexanderovna- she big ballet dancer in Czar ballet – Countess Irene Balushkovna, she love me. (qtd. In Odlin, 1989, pp. 1-2.)

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Reversing Underachievement:
LOW FOCUS, HIGH IMPACT

Language

- Message
  - Devaluing Labels
  - Sanctioned Literacy

- Medium
  - Text Difficulty Deviation
  - Linguistic Patterns: Accent and Grammatical Echo
  - Figurative Language
  - Punctuation
  - Blockers

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Reversing Underachievement:
LOW FOCUS, HIGH IMPACT

LANGUAGE

Message

- Devaluing Labels Undermining
- Sanctioned Literacy v. Personal Literacy

Medium

- Primary & Secondary Discourse
- Linguistic Patterns: Accent and Grammatical Echo
- Text Difficulty Deviation
- Figurative Language
- Punctuation

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