

# Higher Order Thinking for High Intellectual Performances

## COGNITIVE SKILLS

judge

analyze

compare

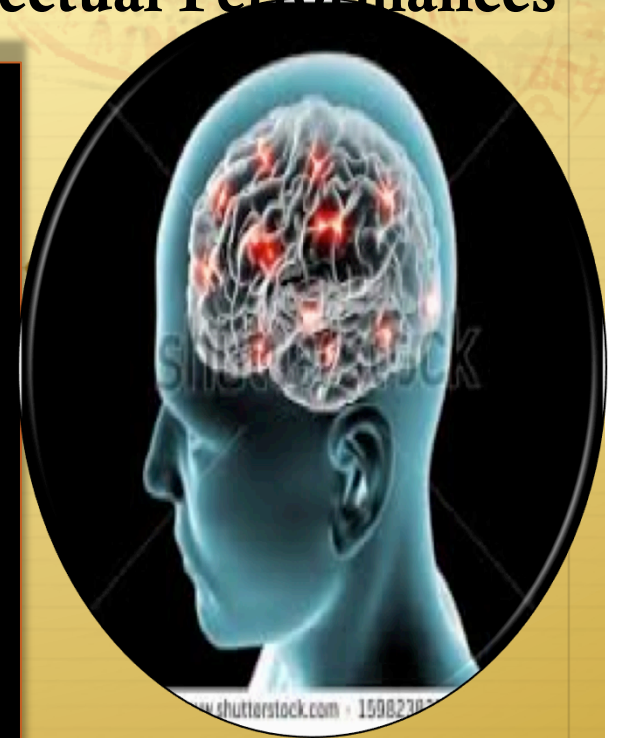
contrast

synthesize

## FORMAL OPERATIONS

Abstractions:

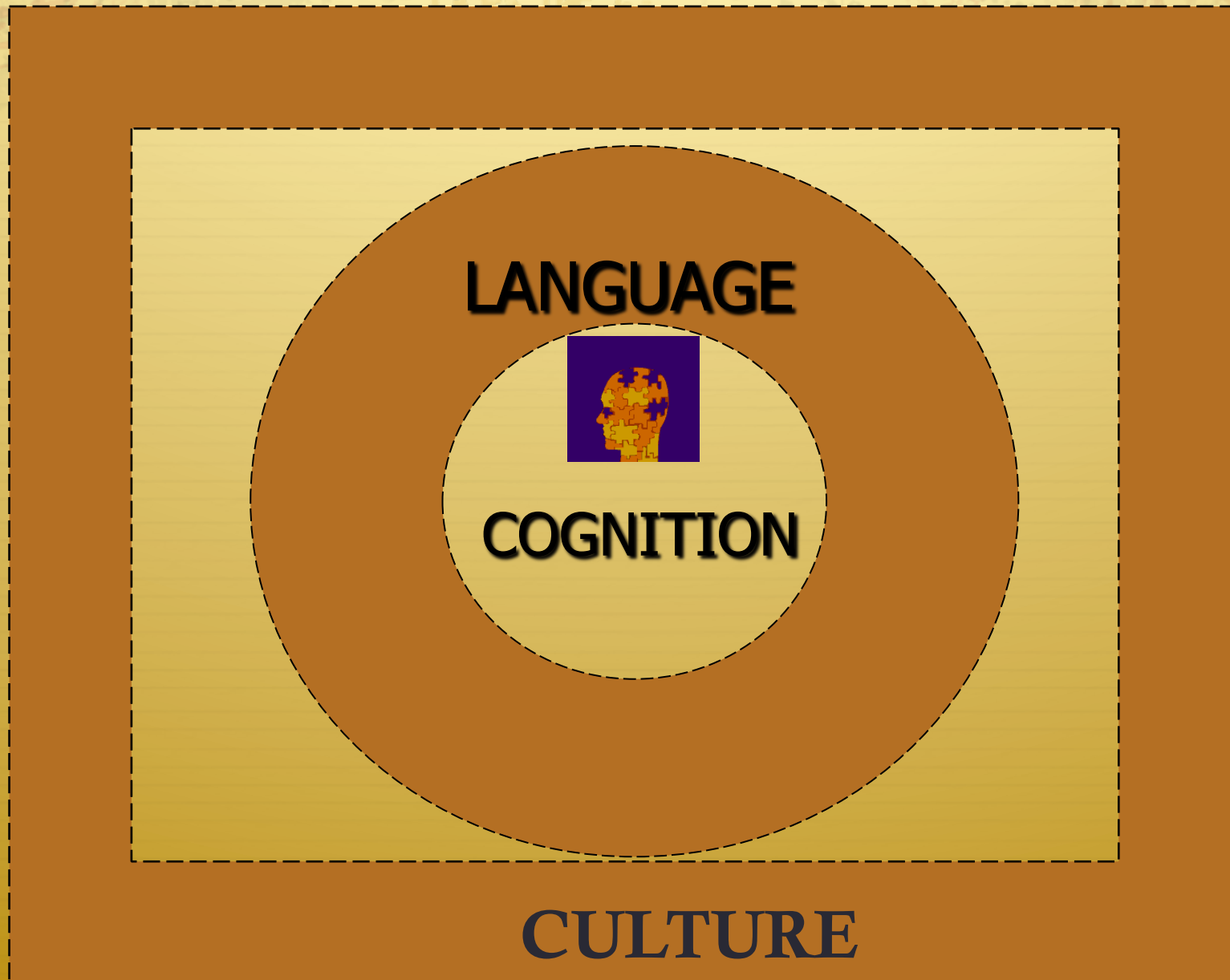
- Critical Analysis
- Comparative Thinking
- Evaluation/Critique
- Forecast
- Dialogical Thinking**



## HIP

Analogous Thinking  
Debate  
Elaborate  
Innovate  
Theorize  
Philosophize

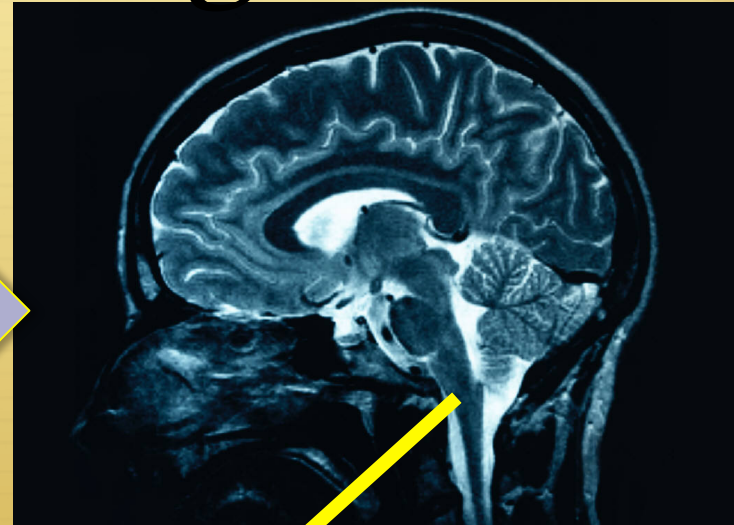
How does culture/ FOR impact cognition?



# Neurobiological

2 MILLION BITS OF DATA

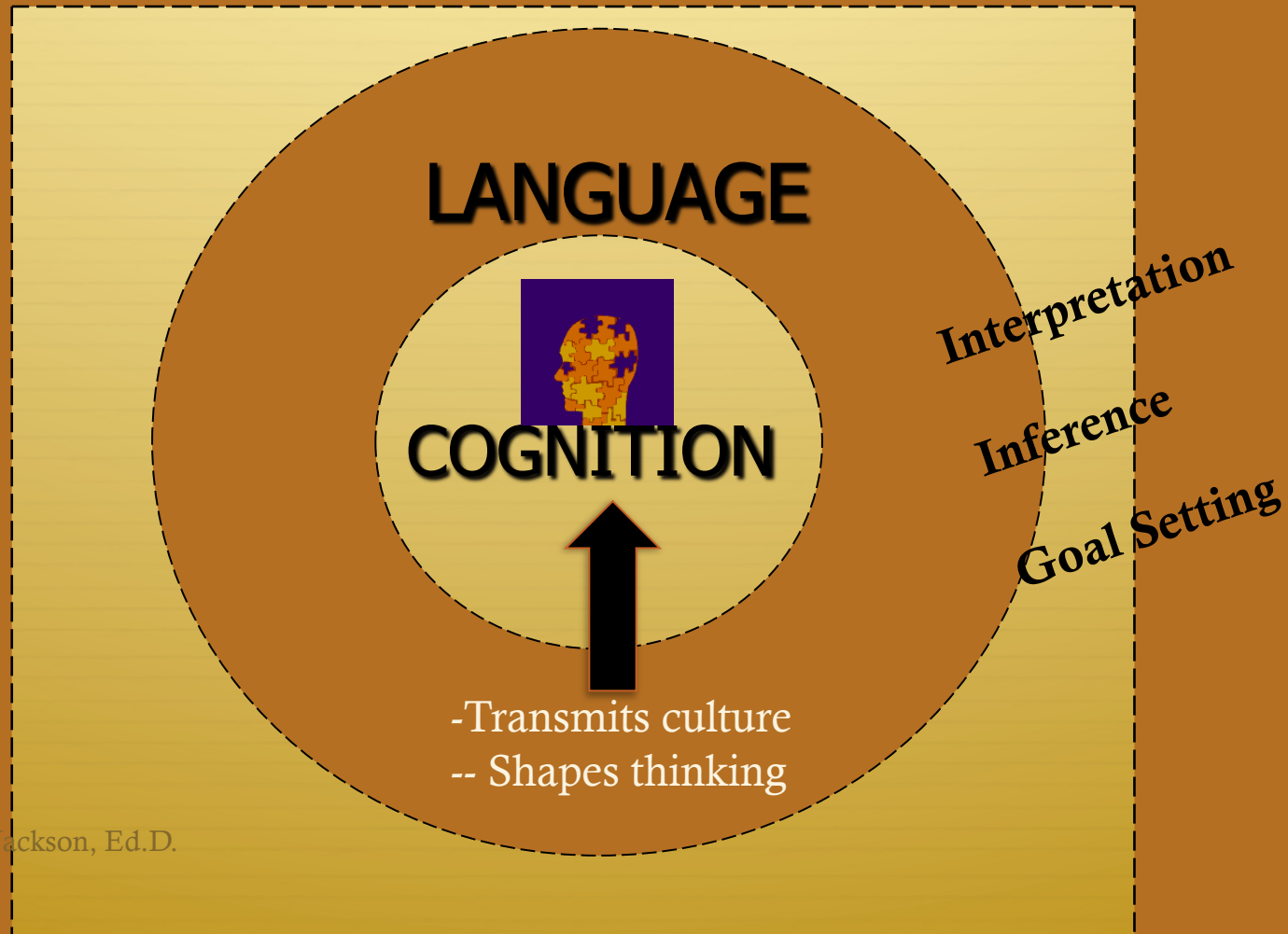
↓  
147 BITS



## RETICULAR ACTIVATING SYSTEM (RAS)

- **FOCUS**
- CULTURALLY RESPONSIVE
- Can override **FRONTAL LOBES**
  - THE RECIPROCAL  
NEUROCOGNITIVE INTERACTION
- P. 82

How does culture/ FOR impact cognition?



Yvette Jackson, Ed.D.

**CULTURE: -**

**Influences Language - Structures understanding**

# *Gift*ing ALL Students

**INTENTION:**  
Gift<sup>ing</sup> ALL Students for  
Self-Actualization

**ATTENTION:**

What

How

Beliefs  
Practices  
Opportunities  
Assessment  
Structures

Shared  
Leadership

# Stances of Fearless Leadership: Legacy

LEADER  
as  
**ARCHITECT:**  
•Structure  
•Moral Compass  
•Shared  
Leadership

If **ALL** students are wired with the potential for high intellectual performances and self-actualization, why are so many students of color underachieving?

# Stances of Fearless Leadership: Legacy

LEADER  
as  
**SOUL FRIEND**



# EQUITY-CONSCIOUSNESS

Insightful Reflection for Action:

## EQUITY-CONSCIOUSNESS

Insightful Reflection for Action:

- What perpetuates the normative narrative regarding students of color?
- What impacts their innate potential (cognitive & neurobiological) ?

# EQUITY-CONSCIOUSNESS

Insightful Reflection for Action:

What perpetuates the normative narrative?

What are the barriers to learning?

## Ecological Perspective:

- **Critical Realities**

# Higher Order Thinking for High Intellectual Performances

## COGNITIVE SKILLS

judge

analyze

compare

contrast

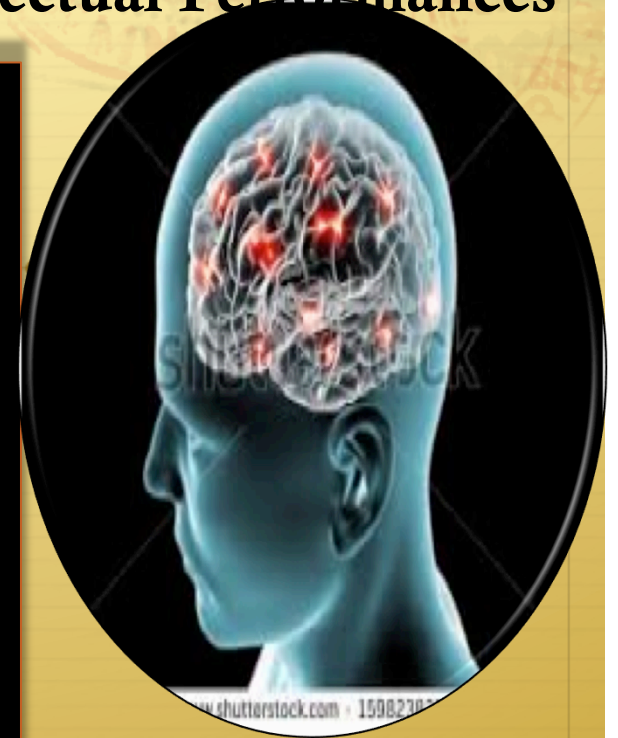
synthesize

## COGNITIVE PROCESSES

## FORMAL OPERATIONS

Abstractions:

- Critical Analysis
- Comparative Thinking
- Evaluation/Critique
- Forecast
- Dialogical Thinking**



## HIP

Analogous Thinking

Debate

Elaborate

Innovate

Theorize

Philosophize

**LANGUAGE**



**COGNITION**

**How you see  
the world.**

**How you  
think the  
world sees  
YOU!**

**CULTURE**



# NARRATING THE LIVES OF STUDENTS

## ✦ MYTHS ↔ BELIEFS

- ✦ Intelligence is fixed and related to race
- ✦ Focus on weakness reverses underachievement
- ✦ IQ and SAT predict potential
- ✦ Gifted education only benefits those labeled as gifted

## MARGINALIZING LANGUAGE:

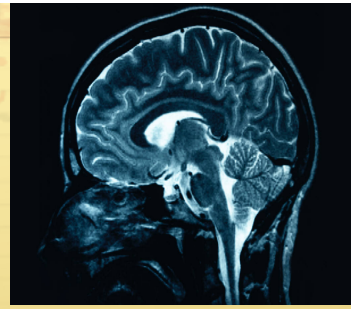
- Minority v. Students of Color
- Disadvantaged v. Underachievers
- Disabilities v. Variable Learners
- Gap v. Enrichment and Support



# **Policies and Practices that Affect Our Schools and Impact Our Children:**

- **Negative labels**
- **Starting with, and focusing on, weaknesses**
- **Permanent ability grouping/Remediation**





✦ **STRESS**



**Reduces blood flow-  
breaking down:**

***PTSD***

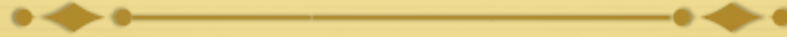
- **Memory**
- **Problem Solving & Decision Making**
- ***Vicious Habits*** – rewires the brain to do the same thing over and over instead of finding new approaches
- **On your feet thinking**



**•INTELLECTUAL  
DEVELOPMENT  
•CREATIVITY  
•CONFIDENCE**



# LANGUAGE



POSITIONAL LANGUAGE=



Power Over v. Power With =

- Aliteracy
  
- Apathy
  
- Resistant Behavior

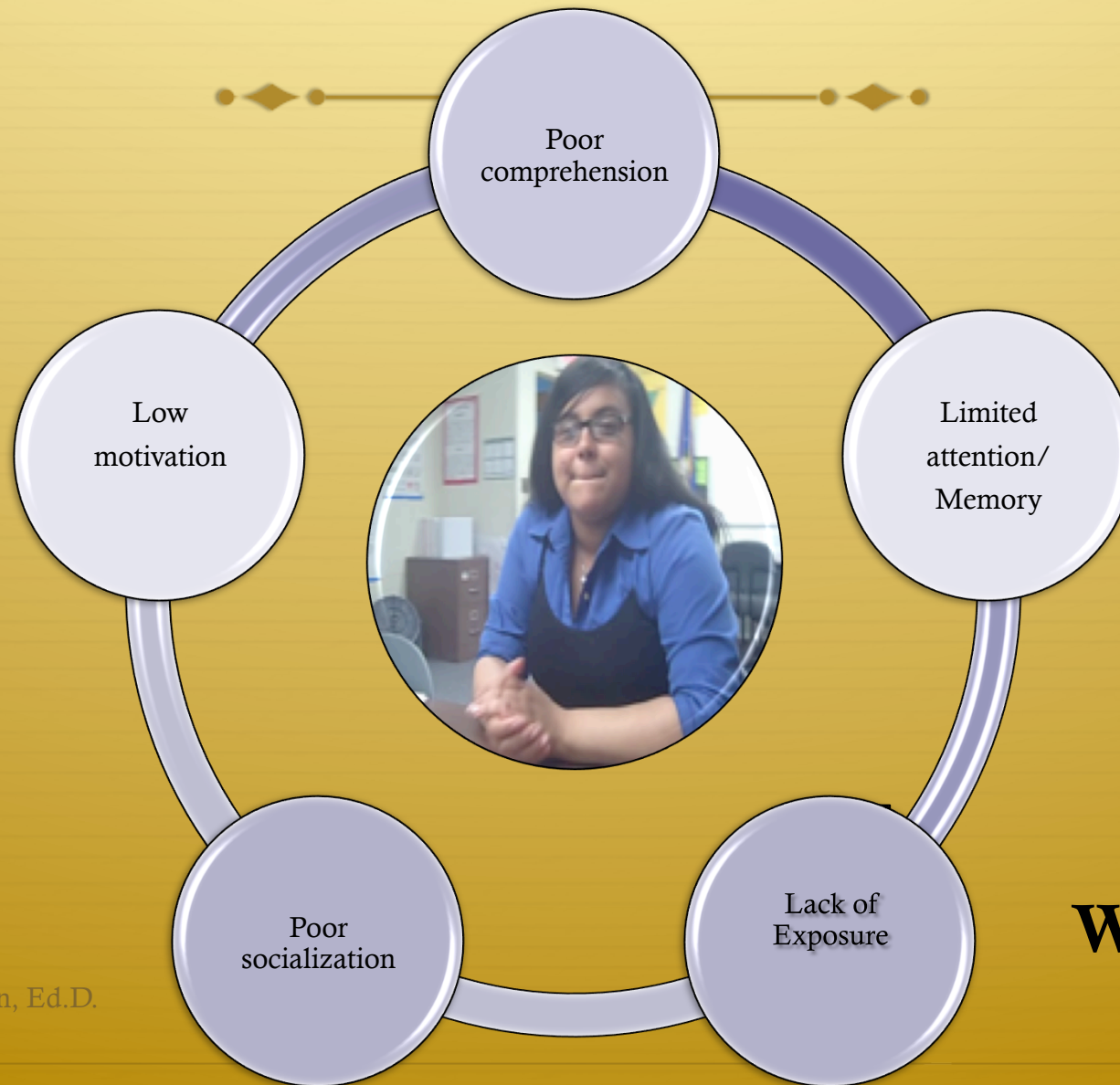
# Labeled Learning Issues

## Narrating the Lives of Our Students



# Labeled Learning Issues

## Narrating the Lives of Our Students



# MEDIATION = MINDFUL AWARENESS



## Cognitive

- Attributional
- Inference
- Stereotype Threat
- Aliteracy
- Entity Theory
- Lack of
- Exposure/  
MEDIATION:SCD

## Neurobiological

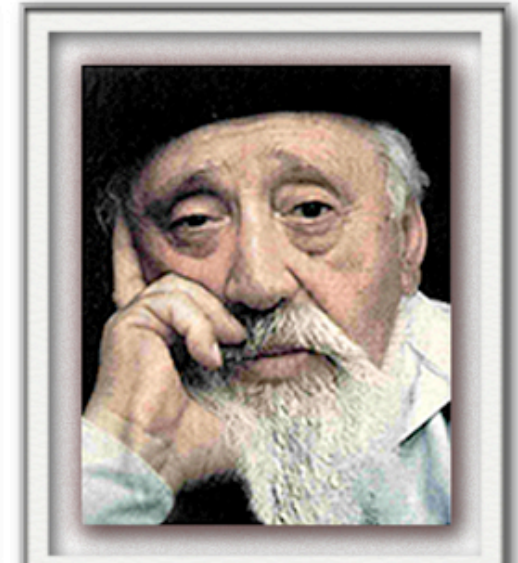
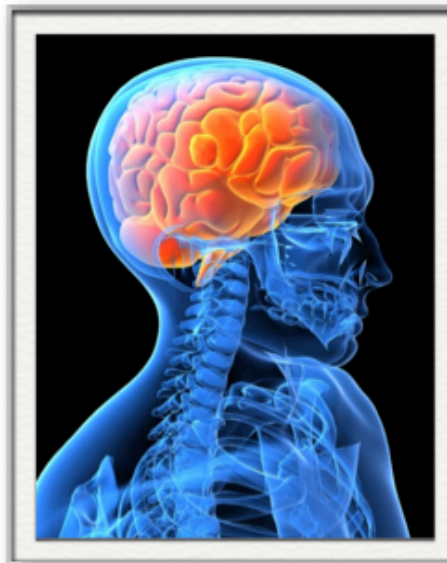
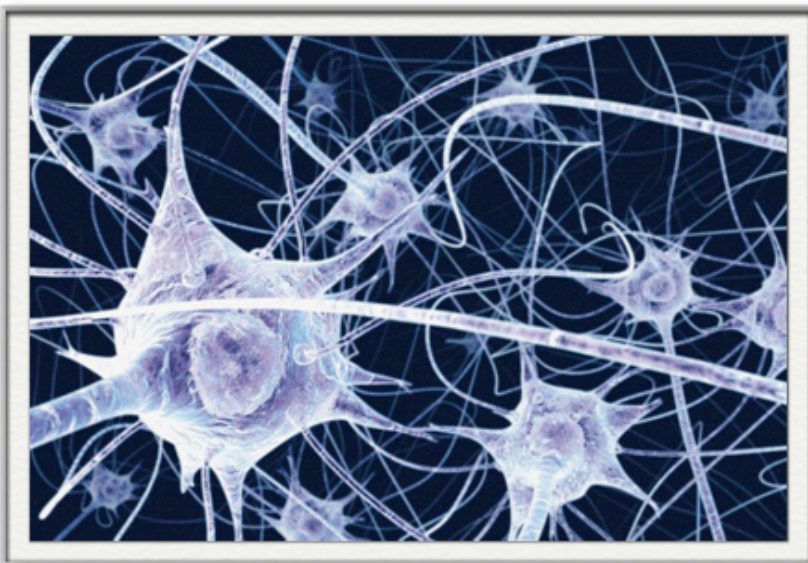
- **Mirror Neurons**
- **Stress/HABITUAL BEHAVIOR**
- **Poverty:**
  - DIET
  - LEAD
  - EYESIGHT
- **Lack of Exposure/  
MEDIATION:**
- **IMPAIRMENTS**

# Structural Cognitive Modifiability

Intelligence → DYNAMIC

Potential → TRANSEMPIRICAL

"Change the input and the brain changes accordingly."

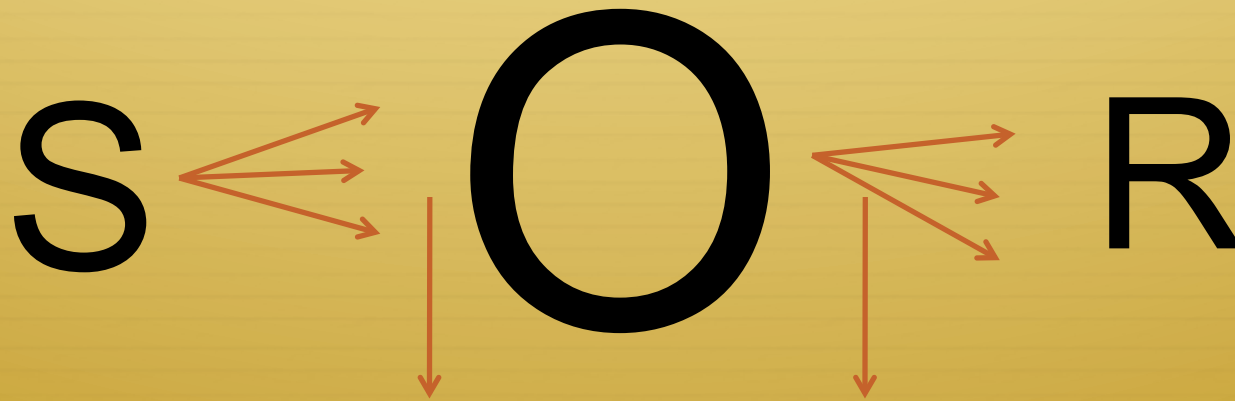


Yvette Jackson, Ed.D.

Reuven Feuerstein

# Engaging Learning & Self-Transcendence

## MEDIATION



# 4 Considerations for POC:

**YET**

## **ECOLOGICAL PERSPECTIVE**

- Acknowledge the impact of debilitating realities from outside and inside school.
- Enriching mediation can correct cognitive dysfunctions and strengthen the connections among the neurons.
- Mediation for HIP can be facilitated through High Operational Practices.

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## I. Three Beliefs:

- **Intelligence is modifiable**
- **All students benefit from a focus on HIP**
- **Learning is influenced by the interaction of culture, language, and cognition**





# EQUITY CONSCIOUSNESS

Create a Sense of Belonging :

- identify strengths & interests
- appreciate culture as a strength
  - connect with similarities  
(share customs, traditions, activities)
- Move from Multicultural to Intercultural

## Culturally Responsive Teaching

# Stances of Fearless Leadership: Legacy

LEADER

as

**SOUL FRIEND**

- **Insightful**
- **Ecological Perspective**
- **Mediation**
- **Create a sense of belonging**



# 2015 NUA 9th Annual SUMMER ACADEMY

July 7-10 Twin Cities, Minnesota

**Join the National Urban Alliance for Effective Education for four fun-filled days of rigorous and collaborative professional learning. Schools are encouraged to send participants as a team to read, study and grow together. You will reignite your belief in the potential of all students to achieve, while restoring confidence in your own ability to inspire and teach effectively. The Summer Academy is tailored for school teams that want to accelerate learning for underperforming students.**



## Participants will...

- Learn practices and strategies that increase a student's reading comprehension, resulting in deeper learning;
- Learn effective student voice techniques that motivate and engage learners;
- Explore critical issues in early childhood learning with a focus on development of the brain's executive function and subsequent social, emotional and academic success for children from birth to age eight;
- Learn collaborative processes that lead to greater community involvement for school readiness;
- Learn key high operational practices to inspire exceptional instructional delivery;
- Learn a wide array of leadership and instructional skills that will improve your chances for success with underperforming students; and
- Learn collaborative practices that reduce school suspensions and expulsions of young Black males.

**For Teachers, Administrators and Professional Development Leaders ■ [www.nuatc.org](http://www.nuatc.org)**

# PEDAGOGY OF CONFIDENCE

YVETTE JACKSON Ed.D.



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

## *Gifting All Students*



**YOU....**  
**Are the one the children are waiting for!**

Yvette Jackson, Ed.D.