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?

Yvette Jackson, Ed.D.
Neurobiological

- RETICULAR ACTIVATING SYSTEM (RAS)
  - FOCUS
  - CULTURALLY RESPONSIVE
  - Can override FRONTAL LOBES
  - THE RECIPROCAL NEUROCOGNITIVE INTERACTION
    - P. 82

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How does culture impact cognition?

CULTURE: -
Influences Language - Structures understanding

LANGUAGE
- Transmits culture
-- Shapes thinking

COGNITION
Interpretation
Inference
Goal Setting
Gifting ALL Students

INTENTION:
Gifting ALL Students for Self-Actualization

ATTENTION:
What
How

Beliefs
Practices
Opportunities
Assessment
Structures

Shared Leadership

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Stances of Fearless Leadership: Legacy

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

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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

Yvette Jackson, Ed.D.
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

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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
CULTURE

LANGUAGE

COGNITION

How you see the world.

How you think the world sees you!
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

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POSITIONAL LANGUAGE=

Power Over v. Power With =

- Aliteracy
- Apathy
- Resistant Behavior
Labeled Learning Issues
Narrating the Lives of Our Students

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Labeled Learning Issues
Narrating the Lives of Our Students

Poor comprehension

Low motivation

Limited attention/Memory

Poor socialization

Lack of Exposure

WHY?

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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

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Structural Cognitive Modifiability

Intelligence $\rightarrow$ DYNAMIC

Potential $\rightarrow$ TRANSEMPirical

"Change the input and the brain changes accordingly."

Yvette Jackson, Ed.D.

Reuven Feuerstein
Engaging Learning & Self-Transcendence

MEDIATION

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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.
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

ECOLOGICAL PERSPECTIVE

• Acknowledge the impact of debilitating realities from outside and inside school.
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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
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.
Gifting All Students

YOU....

Are the one the children are waiting for!

Yvette Jackson, Ed.D.