

PEDAGOGY OF CONFIDENCE

YVETTE JACKSON Ed.D.

1



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



Your Personal Philosophy

- Identify what fuels your philosophy about teaching and how that connects to your role.
- A personal philosophy is a way of life, a frame of mind which sets your perspective on all things in life.
(WikiAnswer)

• VISUAL METAPHOR

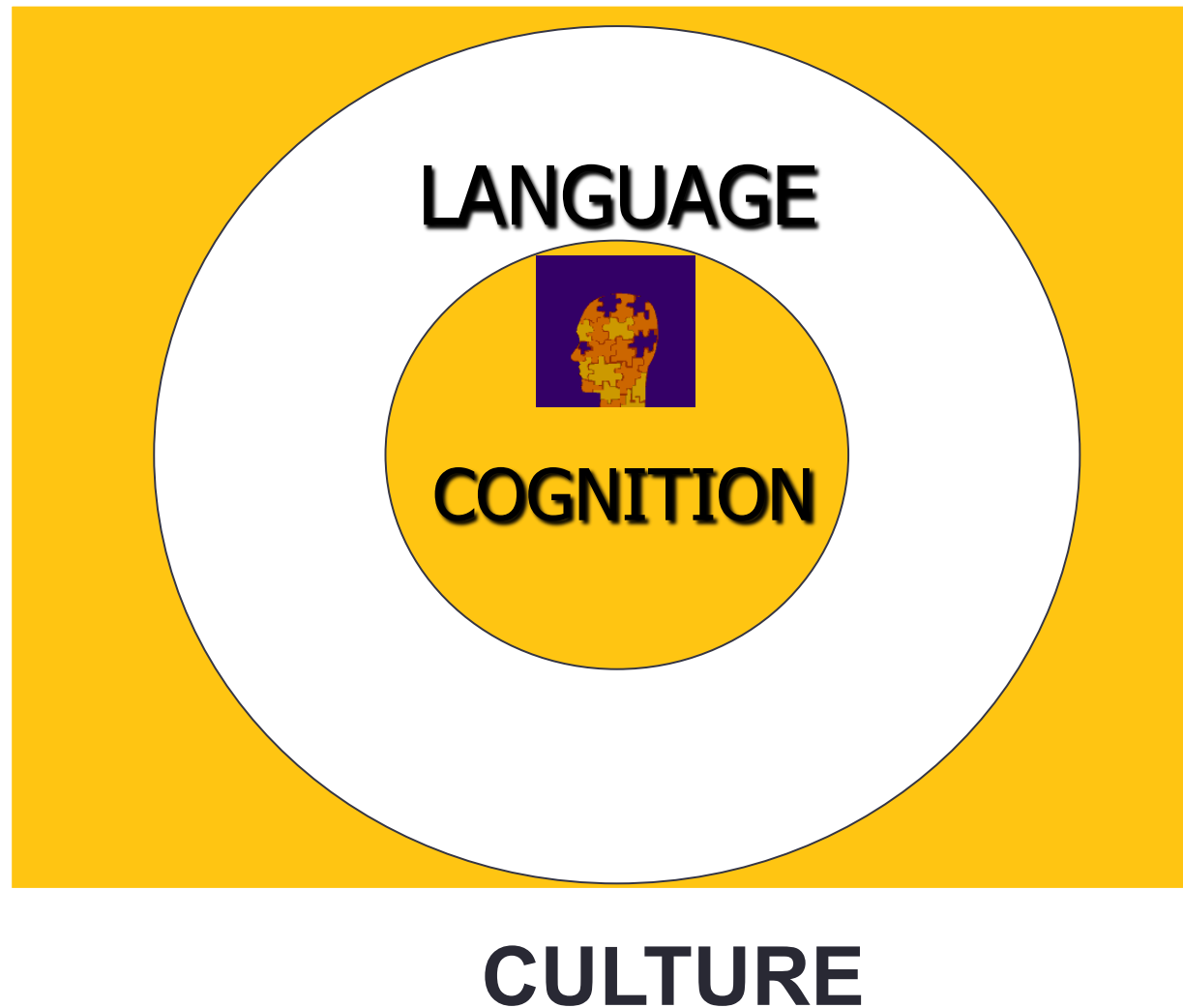
FRAME OF REFERENCE

What affects our philosophy and perceptions about learning and teaching?

Moral Compass??



**Your
Beliefs - Practices - Structures**

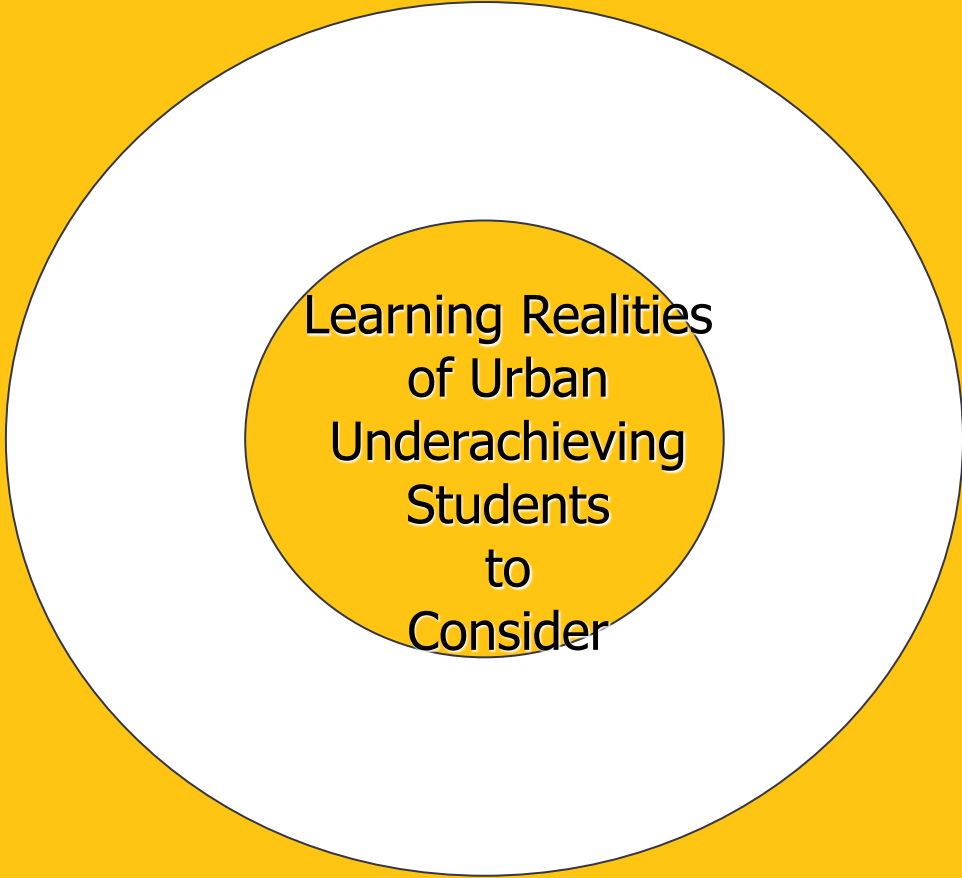


MY Philosophy

- When students are afforded the practices provided through gifted education, they are enabled to demonstrate gifted behaviors.

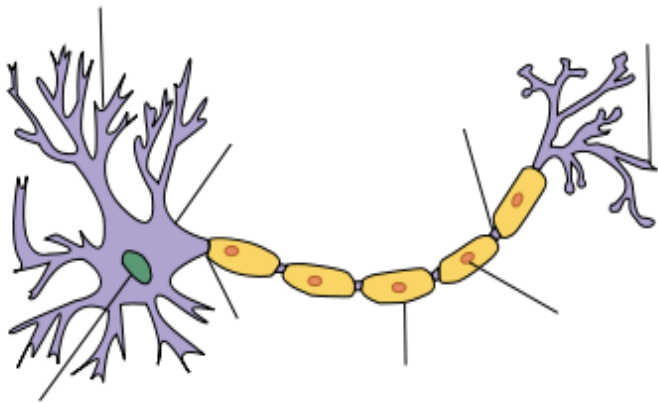
Leader	Recorder	Reporter	Time Keeper	Material Manager

COOPERATIVE LEARNING GRID



Learning Realities
of Urban
Underachieving
Students
to
Consider

Structural Cognitive Modifiability/ Neuroscience



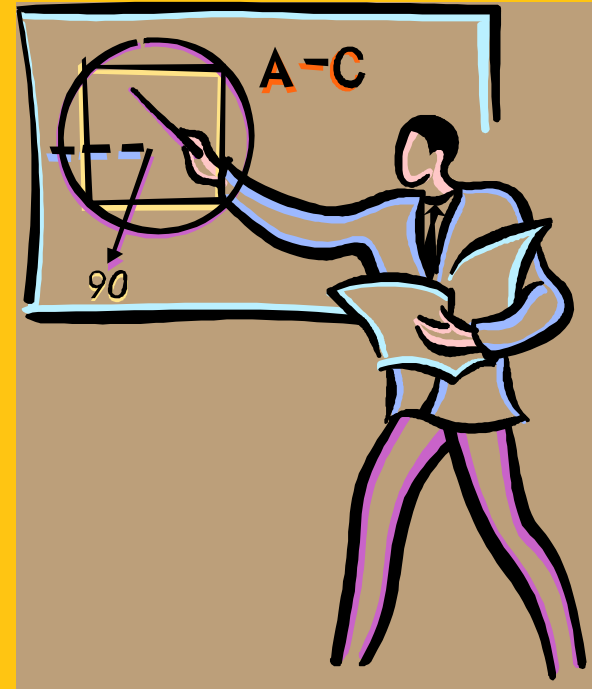
- 90 % **Glia** – transport nutrients, regulate immune system
- 10% **Neurons** – (dendrites & axons)

- Thicker axon faster conduction of information
- Building on past info/
STRENGTHS>
thickness > efficiency

LEARNING:
Connections among Neurons

The PEDAGOGY of CONFIDENCE

***Gifting Our Students:
Apprenticing in
Giftedness***



Extraordinary Performance
requires

EXTRA ORDINARY TEACHING

The PEDAGOGY of CONFIDENCE

***Gifting Our Students
to Apprentice in
Giftedness***

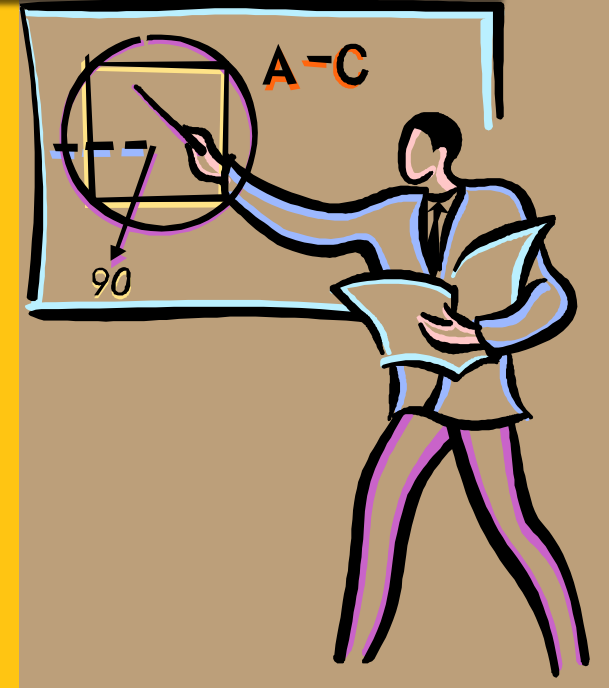


Master Teacher



Master Coach

Strengths-Based



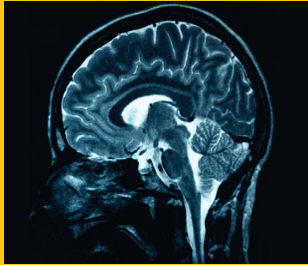
Extraordinary Performance
requires

EXTRA ORDINARY TEACHING

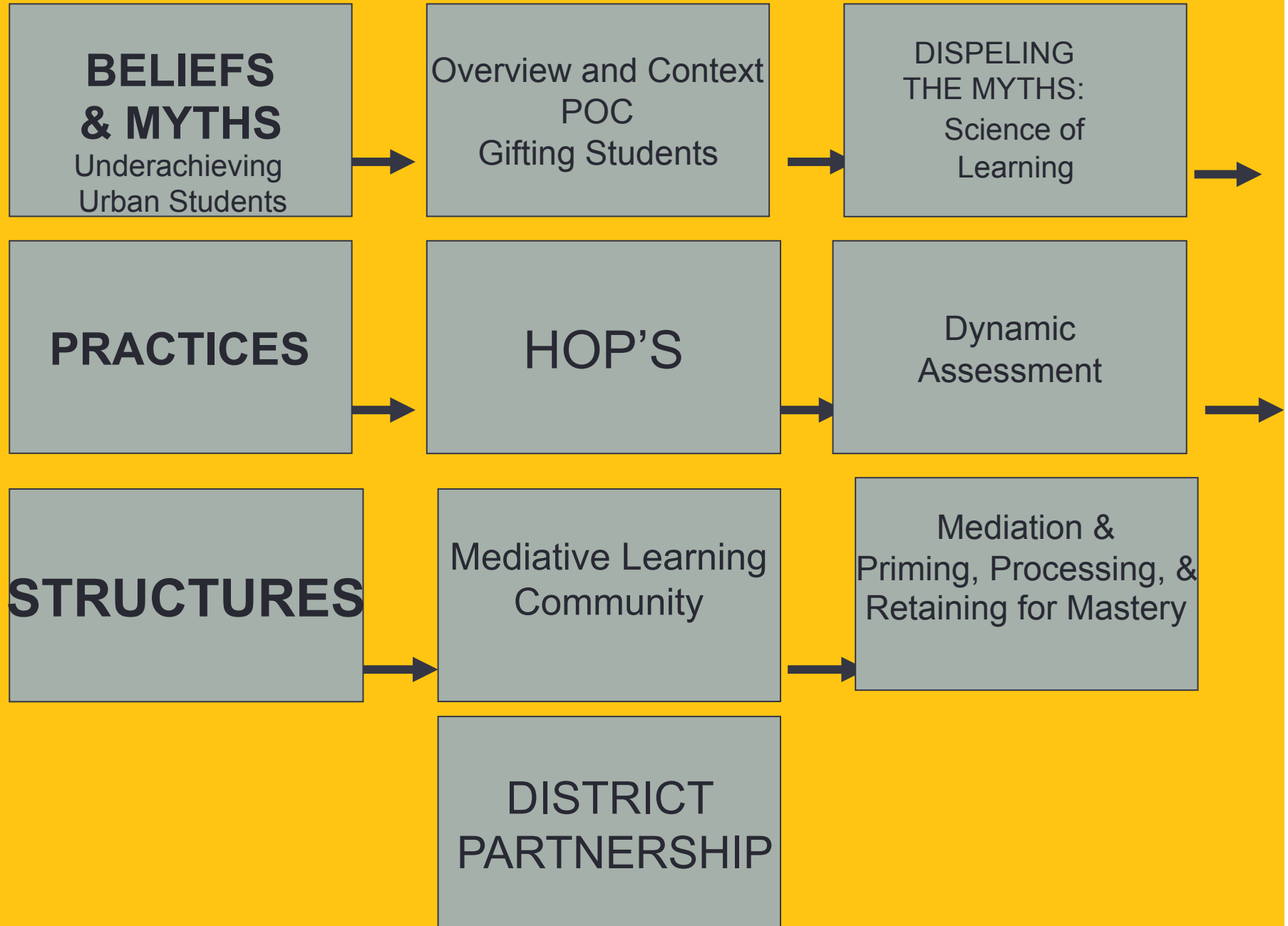
Key Word Notes

REFLECTION & FEEDBACK

CONSIDERATIONS FOR YOUR ROLE



Today's Flow



What Staff Identify as PD Needs

What Staff Identify as PD Needs

- Discipline
- Motivation
- Ownership
- Comprehension

Teachers

S

A

T

FEAR

certainty.” “There is no possibility when there is

D. Copra

Narrating the Lives of Our Students



Learning Realities
of Urban
Underachieving
Students
to
Consider

FRAME OF REFERENCE

What affects our perceptions about learning and
what depresses it?
Moral Compass??



Your
Beliefs - Practices - Structures

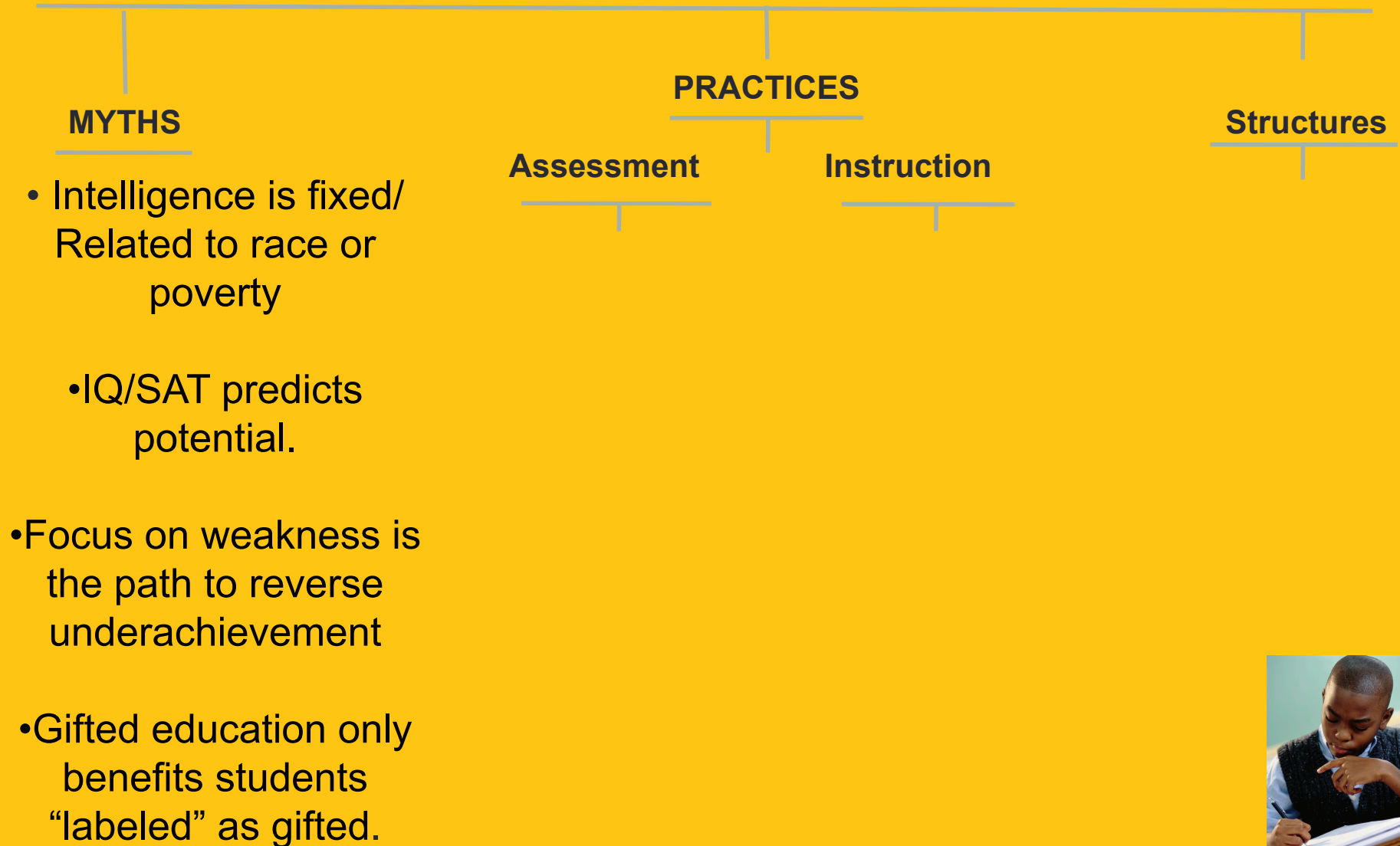
4 Myths of Prejudging



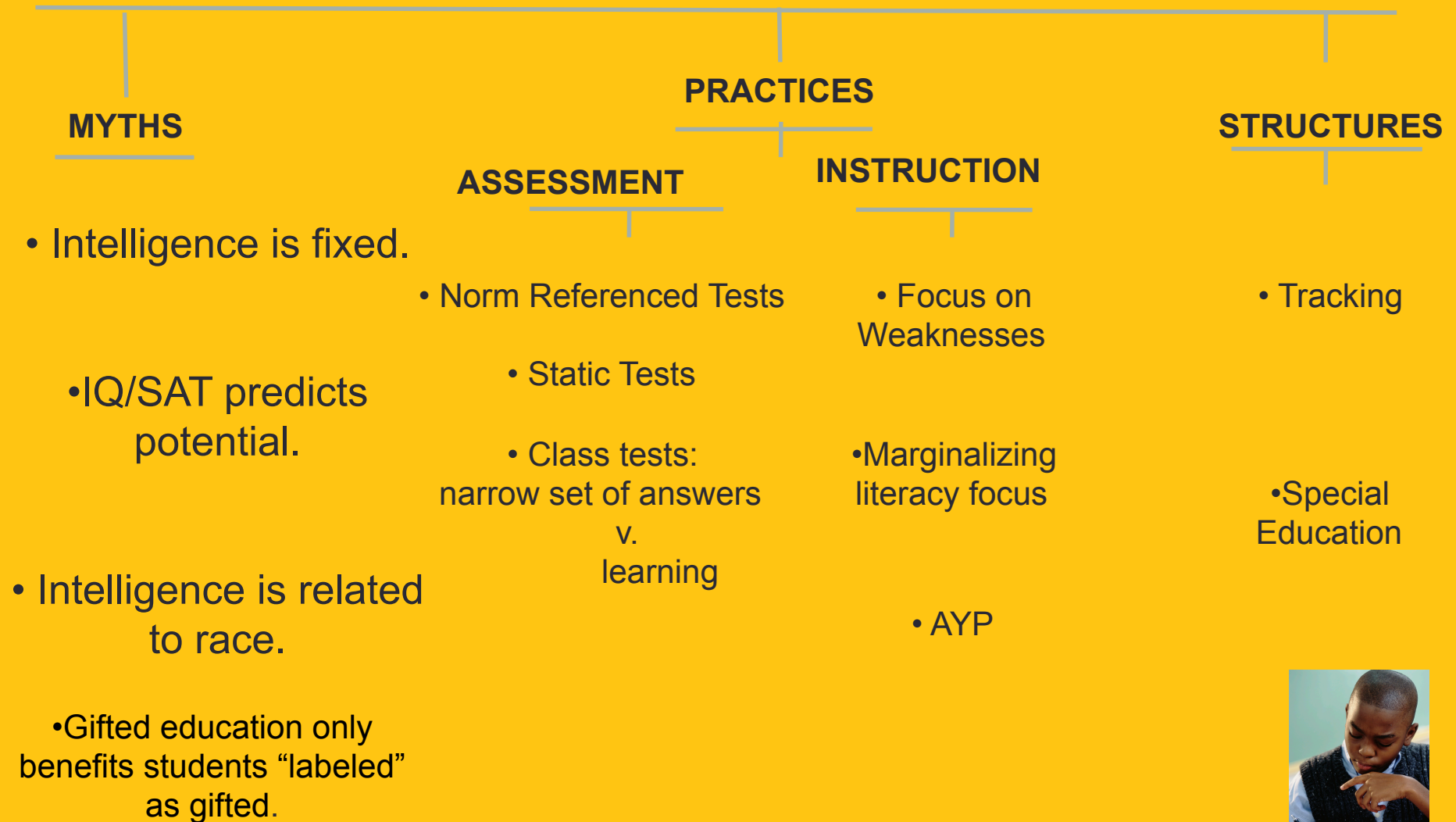
- Intelligence is fixed and related to race and/or poverty.
- Focus on weakness is the path for reversing underachievement.
- IQ/Standardized Achievement Tests predict potential.
- Gifted education only benefits students “labeled” as gifted.

Effects of lived experiences outside and inside school.

NARRATING THE LIVES OF OUR STUDENTS- DISREGARDED REALITIES



PERCEPTIONS AND MORAL COMPASS: *DISREGARDED REALITIES*



Traditional Assessment

GAP

- Static tests don't focus on intellectual development or dynamic features of learning potential and experience
- Not normed on the group to be tested
- Language variation



LANGUAGE MARGNIALIZERS from EDUCATION POLICIES

- 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

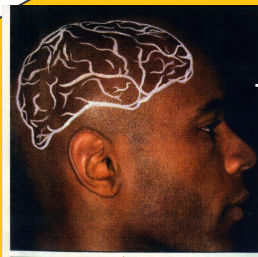
Cognitive Binding

Yvette Jackson, Ed.D. - National Urban
Alliance

How YOU
See the
World

How the
World Sees
YOU!

LANGUAGE



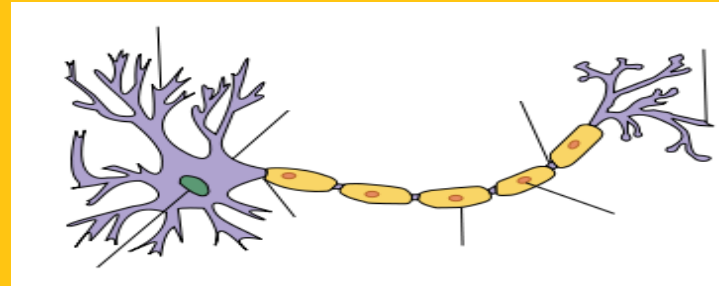
COGNITION

**FRONTAL
LOBES
?**

CULTURE

COGNITION & EMOTIONS: Fear + Stress

• CORTISOL



NEUROINHIBITOR

- impairs cognitive functions

- reduce blood flow in top frontal lobes: area activates on your feet thinking

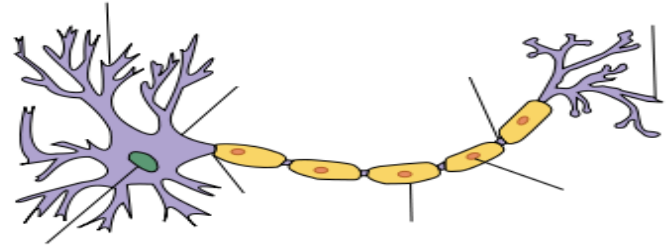


~~CREATIVITY~~ ≠

~~CONFIDENCE~~

COGNITION & EMOTIONS: Fear + Stress

PTSD



Continuous, prolonged release of Cortisol:

- Lesions on the brain
- ***Vicious Restrictive Habits*** –
 - rewiring part of brain
 - nonproductive patterns
 - executive functions and goal oriented behaviors (shrink of dendrites) – doing the same thing over and over instead of seeking new approach (cognitive predisposition)
- Under nutrition



LANGUAGE

POSITIONAL LANGUAGE=

Power Over v. Power With =

☐ Aliteracy

☐ Apathy

☐ Resistant Behavior



THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release July 26, 2012

EXECUTIVE ORDER

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR AFRICAN AMERICANS

By the authority vested in me as President by the Constitution and the laws of the United States of America, to restore the country to its role as the global leader in education, to strengthen the Nation by improving educational outcomes for African Americans of all ages, and to help ensure that all African Americans receive an education that properly prepares them for college, productive careers, and satisfying lives.

This new Initiative's focus on improving all the sequential levels of education will produce a more effective educational continuum for all African American students.

BARACK OBAMA

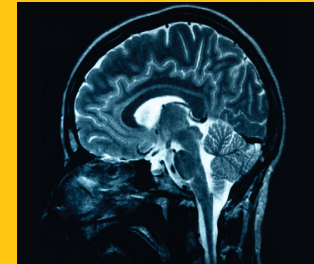
THE WHITE HOUSE,

July 26, 2012.

Objectives:

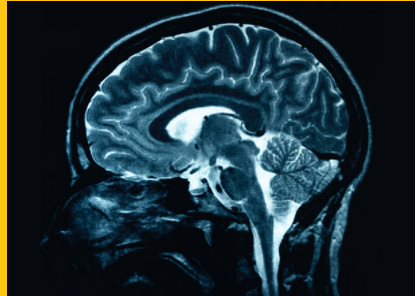
- (i) increasing general understanding of the causes of the educational challenges faced by African American students, whether they are in urban, suburban, or rural learning environments;
- (ii) increasing the percentage of African American children who enter kindergarten ready for success by improving their access to high-quality programs and services that enable early learning and development of children from birth through age 5;
- (iii) decreasing the disproportionate number of referrals of African American children from general education to special education by addressing the root causes of the referrals and eradicating discriminatory referrals;
- (iv) implementing successful and innovative education reform strategies and practices in America's public schools to ensure that African American students receive a rigorous and well-rounded education in safe and healthy environments, and have access to high-level, rigorous course work and support services that will prepare them for college, a career, and civic participation;
- (v) ensuring that all African American students have comparable access to the resources necessary to obtain a high-quality education, including effective teachers and school leaders,

REFLECTION & FEEDBACK





Reuven Feuerstein



Structural Cognitive Modifiability

- Intelligence is not a stable and fixed set of traits. It is a current state of being: **DYNAMIC**.

- Larry P. v. Riles, 1972 – "All ability tests (whether called intelligence, aptitude or achievement tests) measure a student's current performance on skills introduced. There are no measures of innate **POTENTIAL**." –

- Potential is **TRANSEMPIRICAL**

Labeled Learning Issues

Narrating the Lives of Our Students



FRAME OF REFERENCE



Marginalizing
Terms

FRAME OF REFERENCE

Parental
Belief

Learning
Strategies

Language
Difference

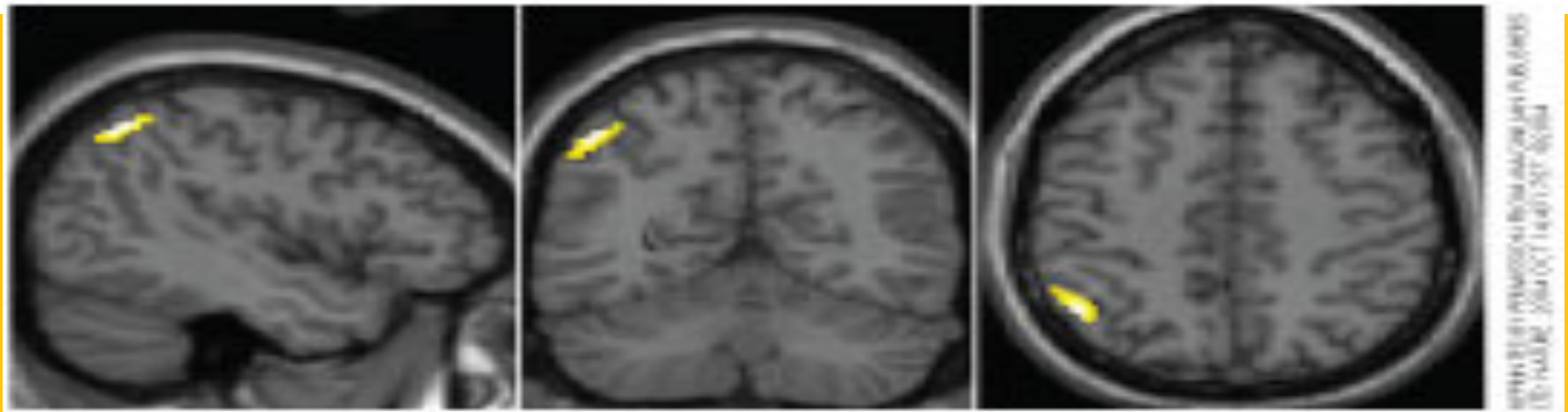


Narrow
Assessment

Attributional Theory/Sterotype Threat

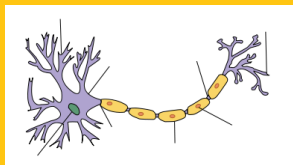
Power of the
Teacher -/+

Entity Theory



Pre-verbal, 12-month-old, bilingual infants - more flexible at learning speech structures than monolinguals.

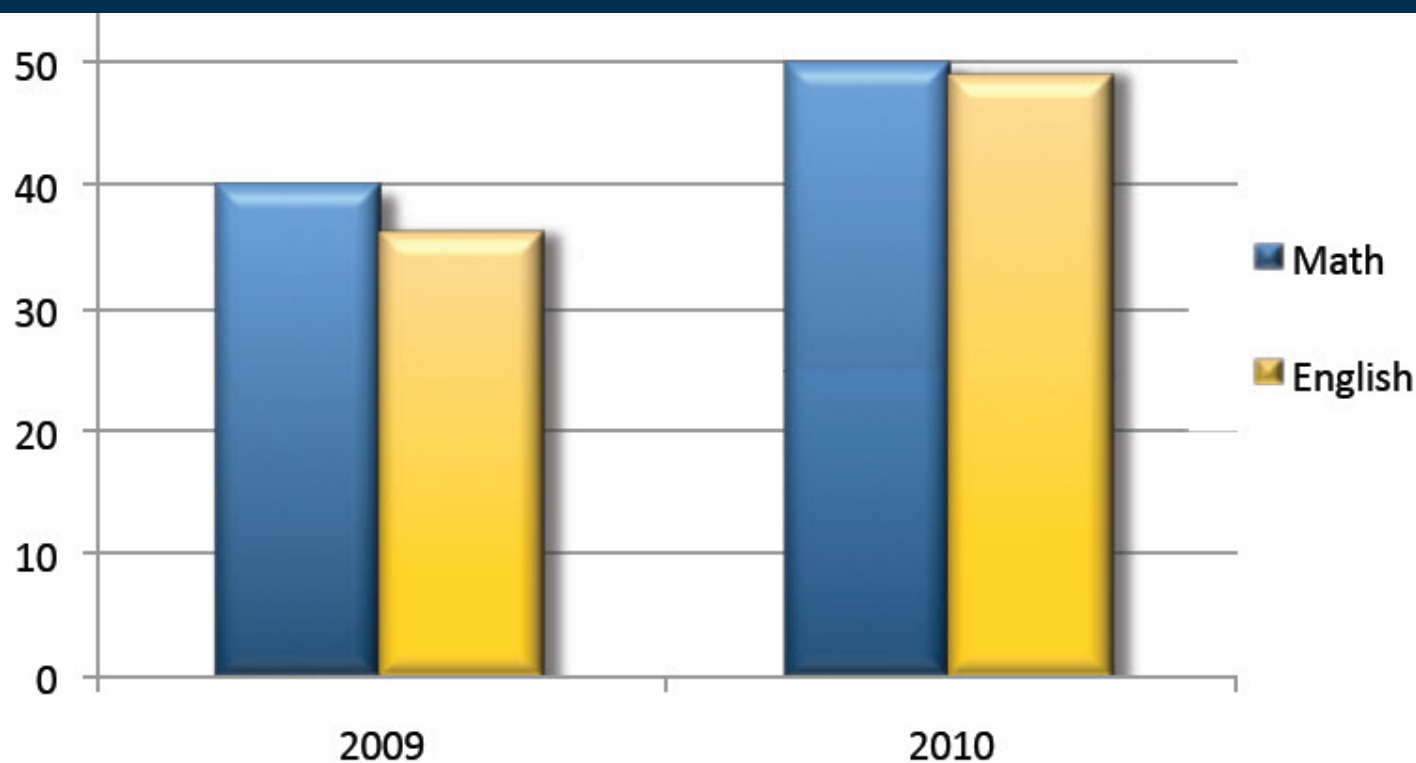
Cognitive pathways developed during the learning of two languages - might make bilingual children more efficient in acquiring new information.



Dyslexia?

Reprinted by permission from Macmillan Publishers Ltd: Nature. 2004 Oct 14;431:757. ©2004.

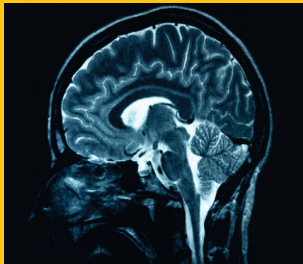
Bridgeport reached a milestone in 2010. For the first time in a decade, the district demonstrated near uniform improvement in grades 3-8 on the Connecticut Mastery Tests in reading and mathematics. For example, 50 percent of 6th graders met state standards in mathematics, moving from 40 percent in 2009. In English, 49 percent of 6th graders met state standards, moving from 36 percent in 2009.



Key Word Notes

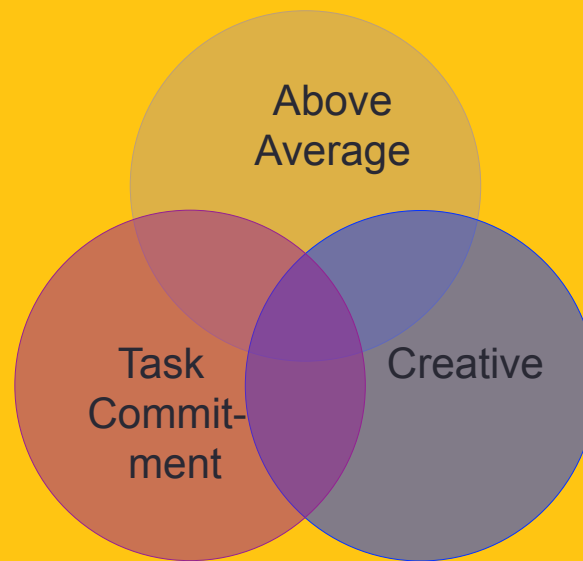
POC & TECHNOLOGY

REFLECTION & FEEDBACK



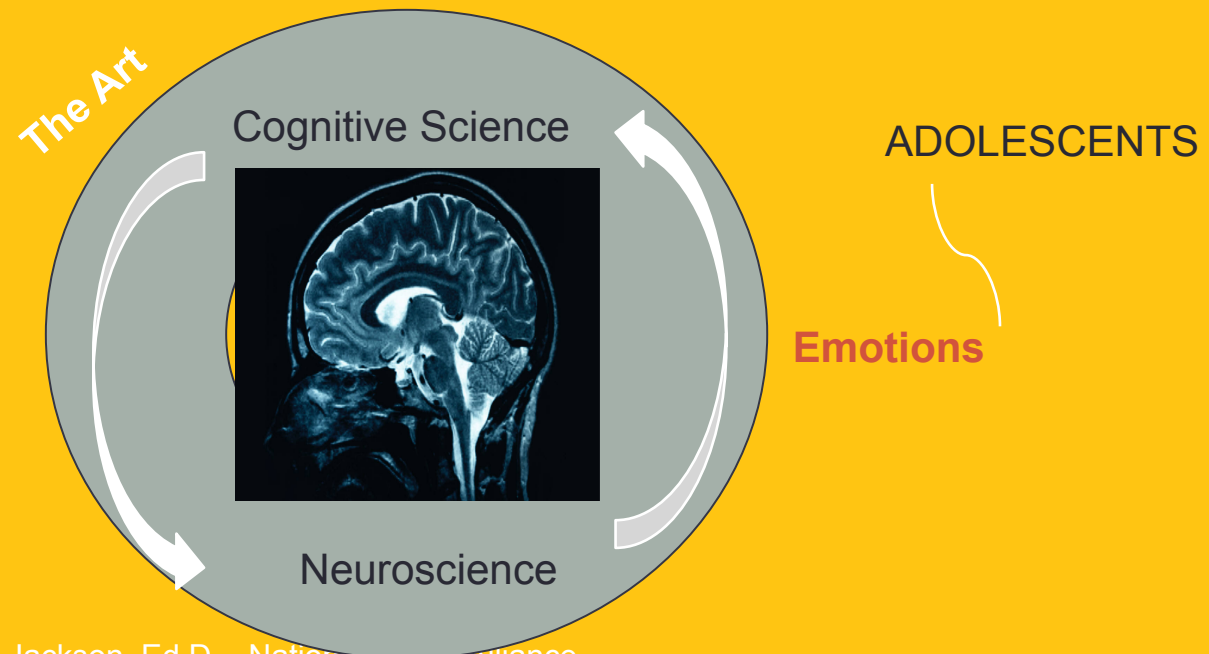
RENZULLI

•“Who are the Gifted?”



PEDAGOGY of CONFIDENCE

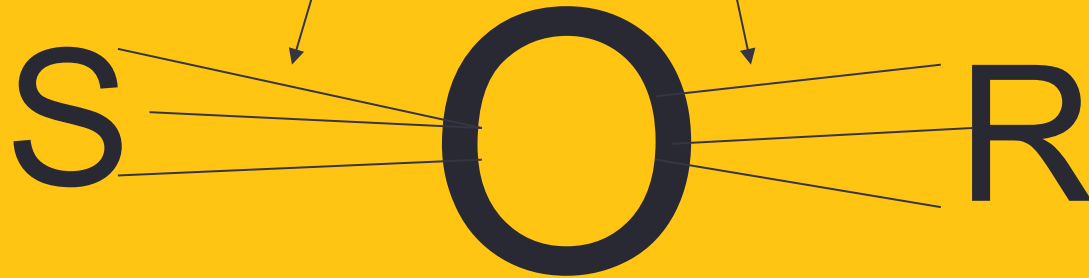
- Fearless expectation: all students to demonstrate **high intellectual performance** for **self-directed learning and self-actualization**.
- **The Art: using the science of learning to create High Operational Practices and Learning Strategies for HIP.**



Self-Awareness
Growth Mindset

MEDIATION

Learning = a quality of human-environment interactions



Address Socio-Cultural Deprivation - - Frame of Reference

FRAME OF REFERENCE

Marginalizing
Terms

Entity Theory

Poor language development

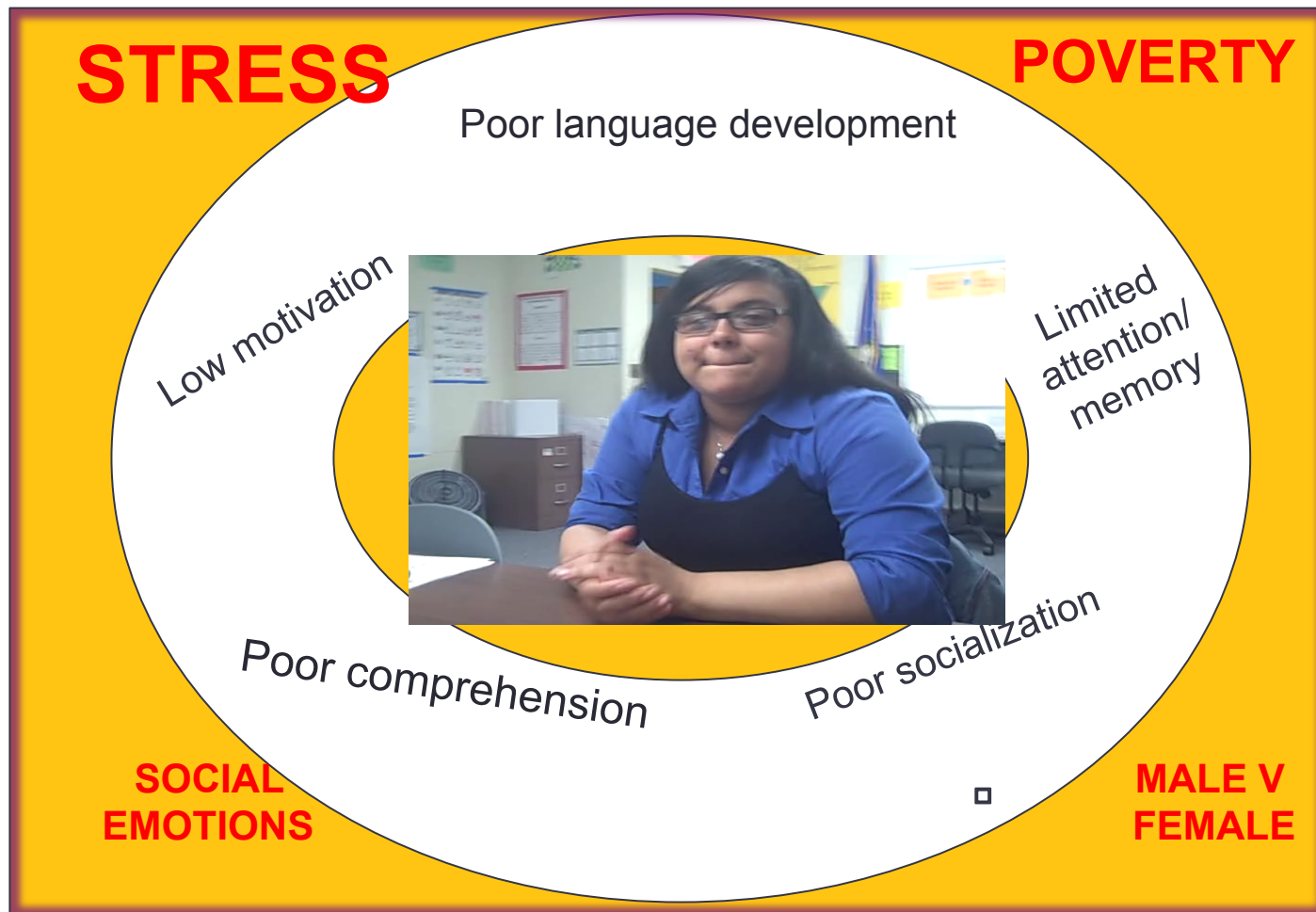


Language
Difference

Attributional Theory/
Stereotype Threat

Narrow
Assessment

MEDIATION

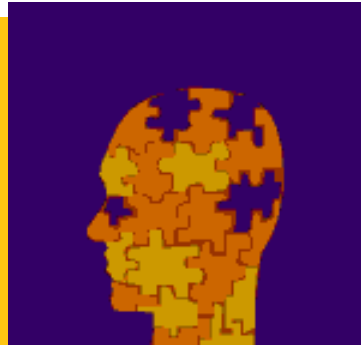


The PEDAGOGY of CONFIDENCE®

High Operational Practices

PEDAGOGY of CONFIDENCE

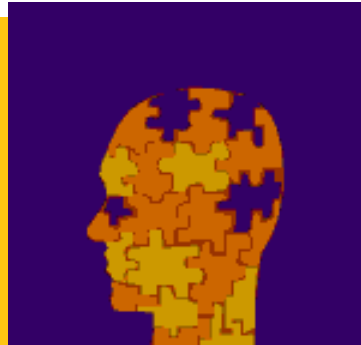
1. **Identifying and Activating Strengths**
2. **Building Relationships**
3. **Nurturing High Intellectual Performances**
4. **Providing Enrichment Experiences**
5. **Incorporating Prerequisites for Learning**
6. **Situating Learning In The Lives Of Students**
7. **Amplifying Student Voice**



COGNITIVE SCIENCE

Piaget

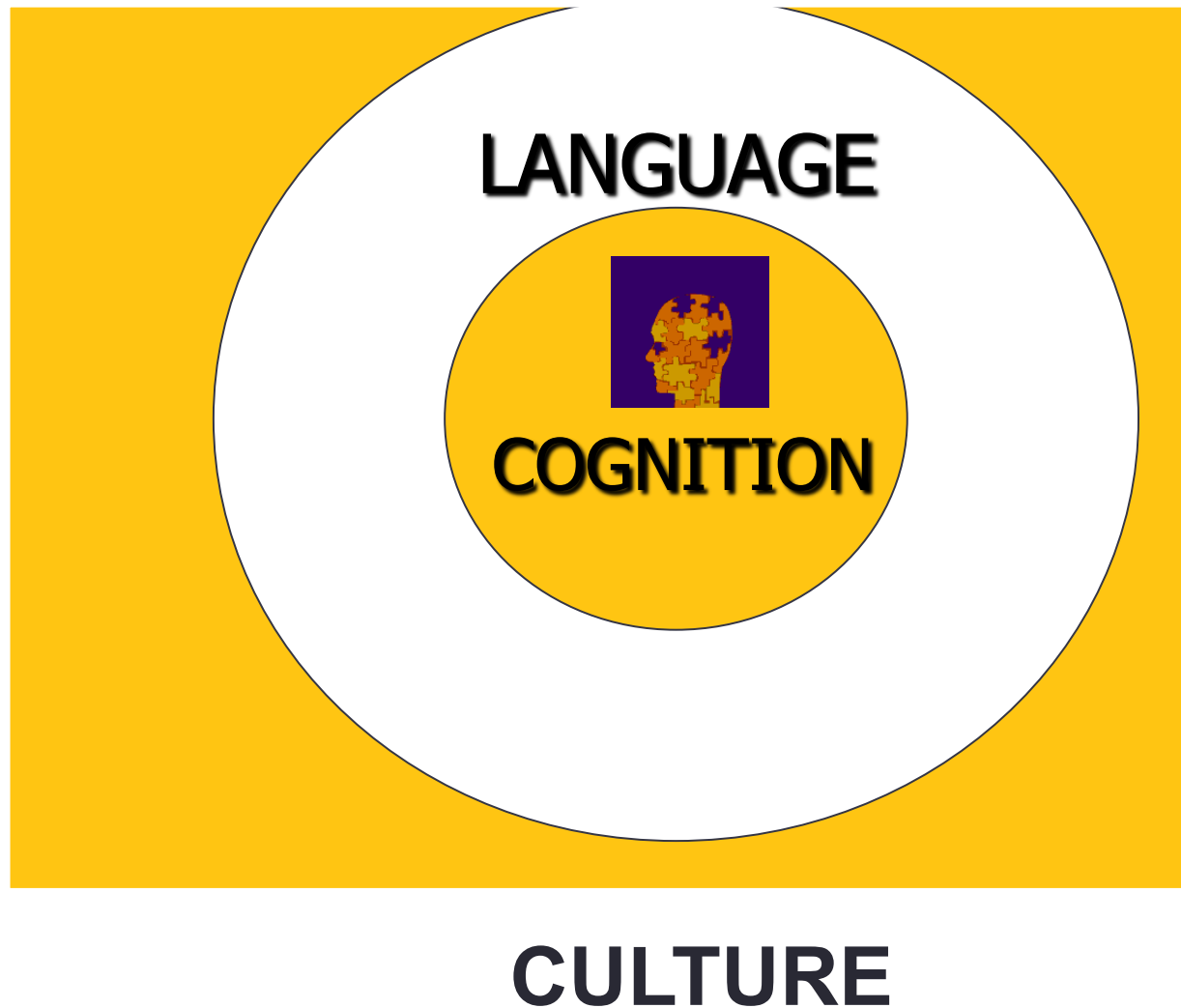
Renzulli



Gladwell
Feuerstein

COGNITIVE SCIENCE

**How the brain constructs meaning –
Ways of understanding and knowing**



ADOLESCENT COGNITIVE DEVELOPMENT

COGNITIVE SKILLS

judge

analyze

compare

contrast

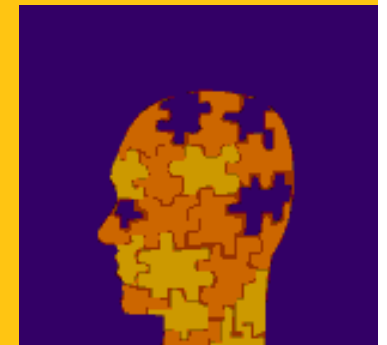
synthesize

COGNITIVE PROCESSES

- context,
- attributes,
- **comparatives**,
- **categories**,
- spatial structures,
- seriation/
ordering, etc.,
- causality, and
- **analogy**

FORMAL OPERATIONS

- Abstractions:
 - Critical Analysis
 - Analogous thinking
 - Hypothetical reasoning
 - Dialogical thinking
 - Syllogistic thinking
- Theorize
- Philosophize
- Propositions
- Decision making

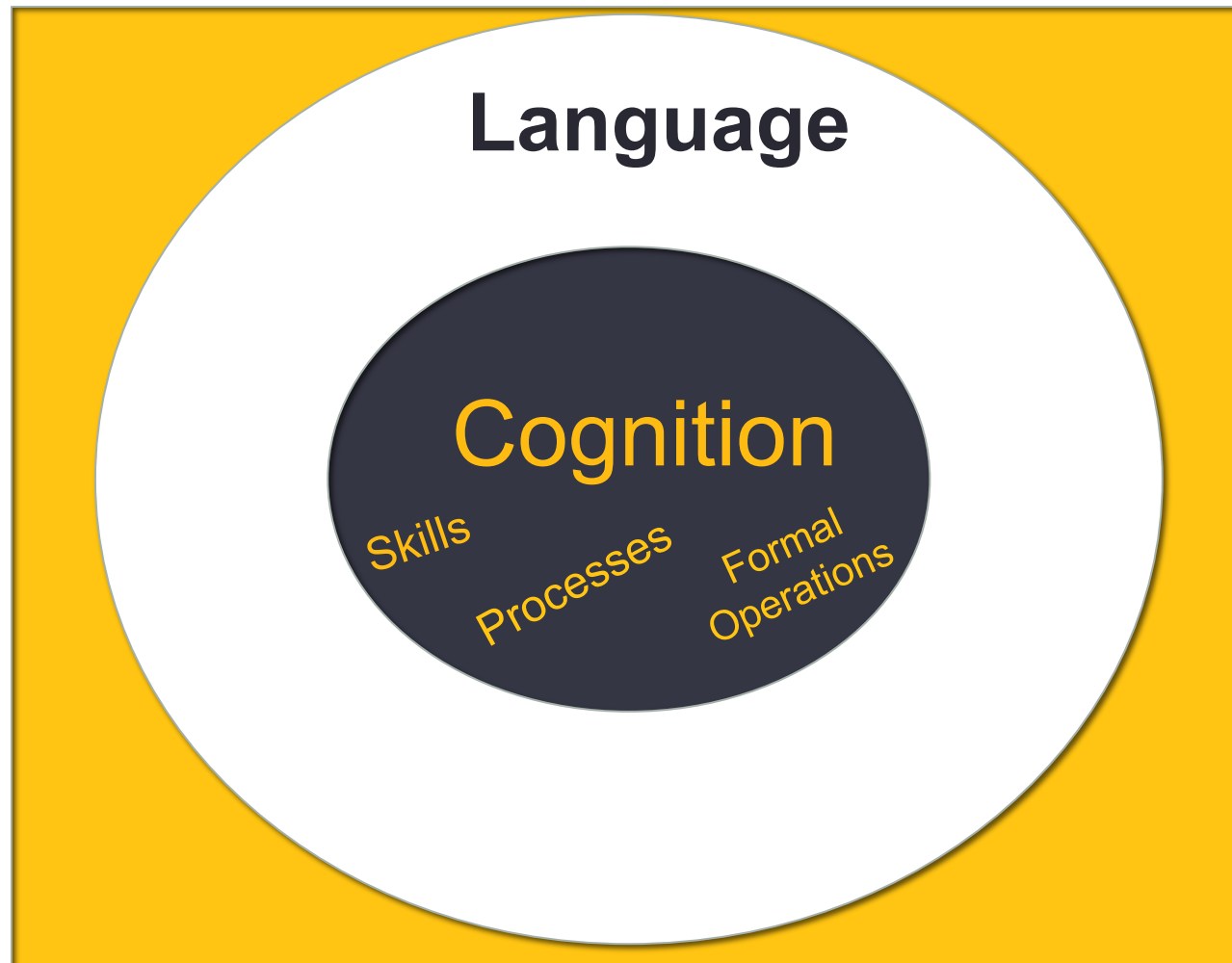


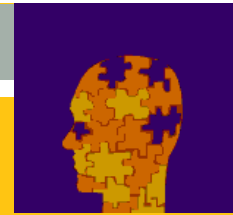
*Reflect
Feedback*

Common Core Standards

PROMISE: College and Career Ready

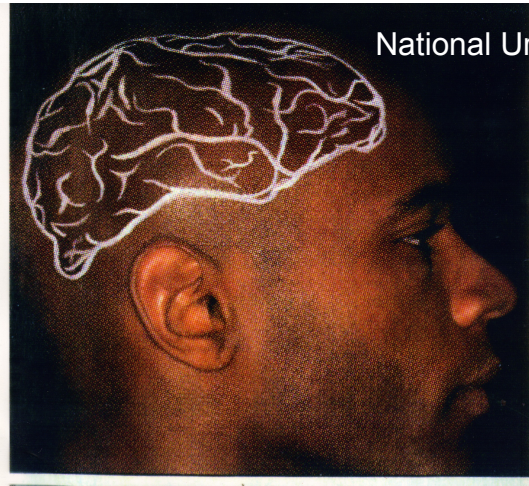
- English
 - Demonstrate independence
 - Build strong content knowledge
 - Respond to varying demands
 - of audience, task, purpose,
 - and discipline
 - Comprehend - critique
 - Value evidence
 - Use technology and digital media
 - Understand other perspectives and cultures
- Mathematics
 - Make sense of problems and persevere in solving them
 - Reason abstractly and quantitatively
 - Construct viable arguments and critique the reasoning of others
 - Model
 - Use appropriate tools strategically
 - Attend to precision
 - Look for and make use of structure
 - Look for and express regularity in repeated reasoning



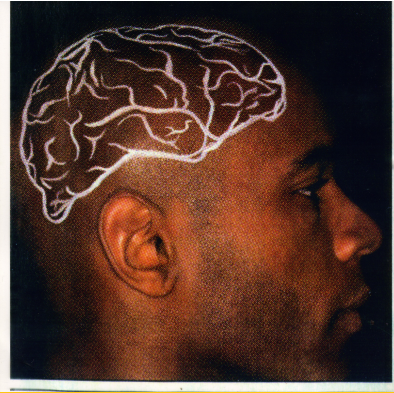


Reflection STRATEGY REVIEW

- Visual Metaphors
- Cooperative Learning Grid
- Key Word Notes
- Tree Map
- Frame of Reference



NEUROSCIENCE



NEUROSCIENCE

PLASTICITY OF THE BRAIN

The wiring of the brain is like plastic that can be molded by experiences, specific types of strategies, and the environment.

NEUROTRANSMITTERS

Emotions

The PEDAGOGY of CONFIDENCE®

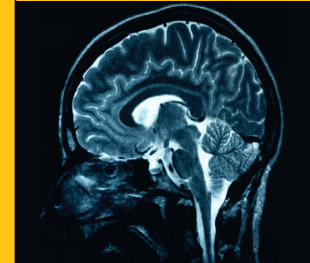
High Operational Practices

PEDAGOGY of CONFIDENCE

1. **Identifying and Activating 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**
7. **Amplifying Student Voice**

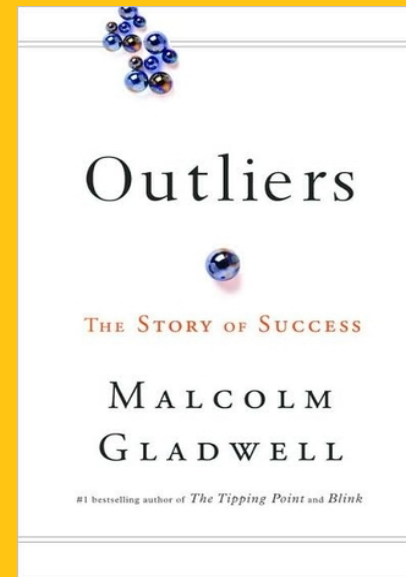
POC & TECHNOLOGY

REFLECTION & FEEDBACK



GIFTEDNESS.....

Performance

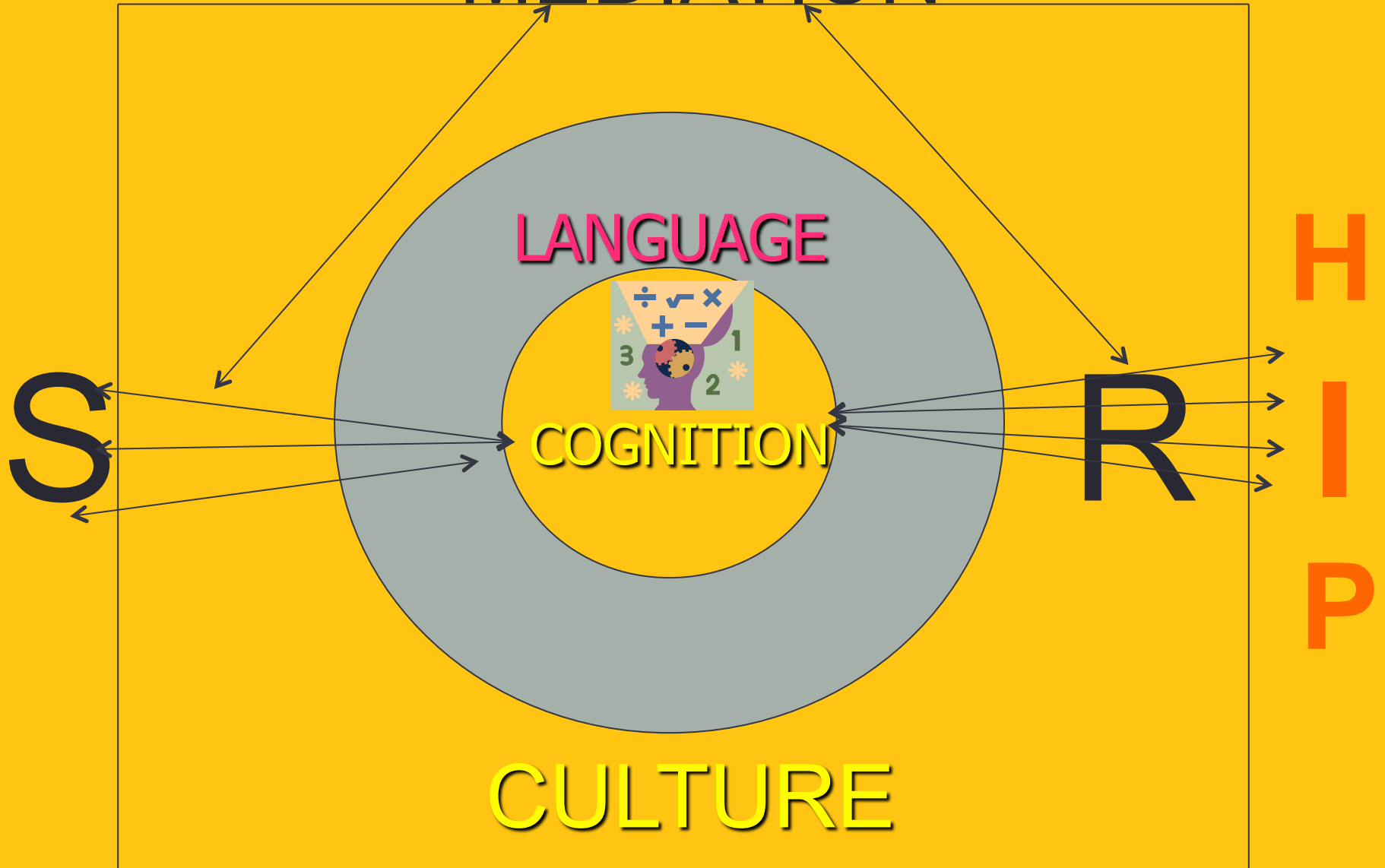


..Achievement is talent plus preparation.

The closer psychologists look at the careers of the gifted, **the smaller the role innate talent seems to play** and **the bigger the role preparation seems to play (p.38)."**

Yvette Jackson, Ed.D. - National Urban
Alliance

MEDIATION



POC ↔ MEDIATIVE LEARNING COMMUNITY

Oasis

Strengths-Based
Focus

High Operational Practices
for self-directed learning &
Self-actualization

All voices emancipated:
Empowered to help
transform

HIP

PRINCIPAL

NUA MENTOR + COACH

TEACHER



Objective B: Apply High Operational Practices™



Gifting Our Students



High Operational Practices™

POC

for
SELF-DIRECTED LEARNING
&
SELF-ACTUALIZATION

**Identifying and
Activating Student
Strengths**



**Building
Relationships**



Eliciting HIP



**Providing Enrichment
Experiences**



**Incorporating
Prerequisites**



**Situating Learning in the
Lives of Students**



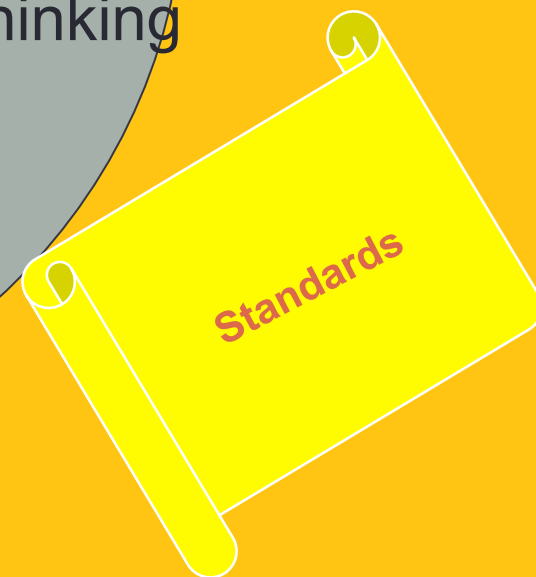
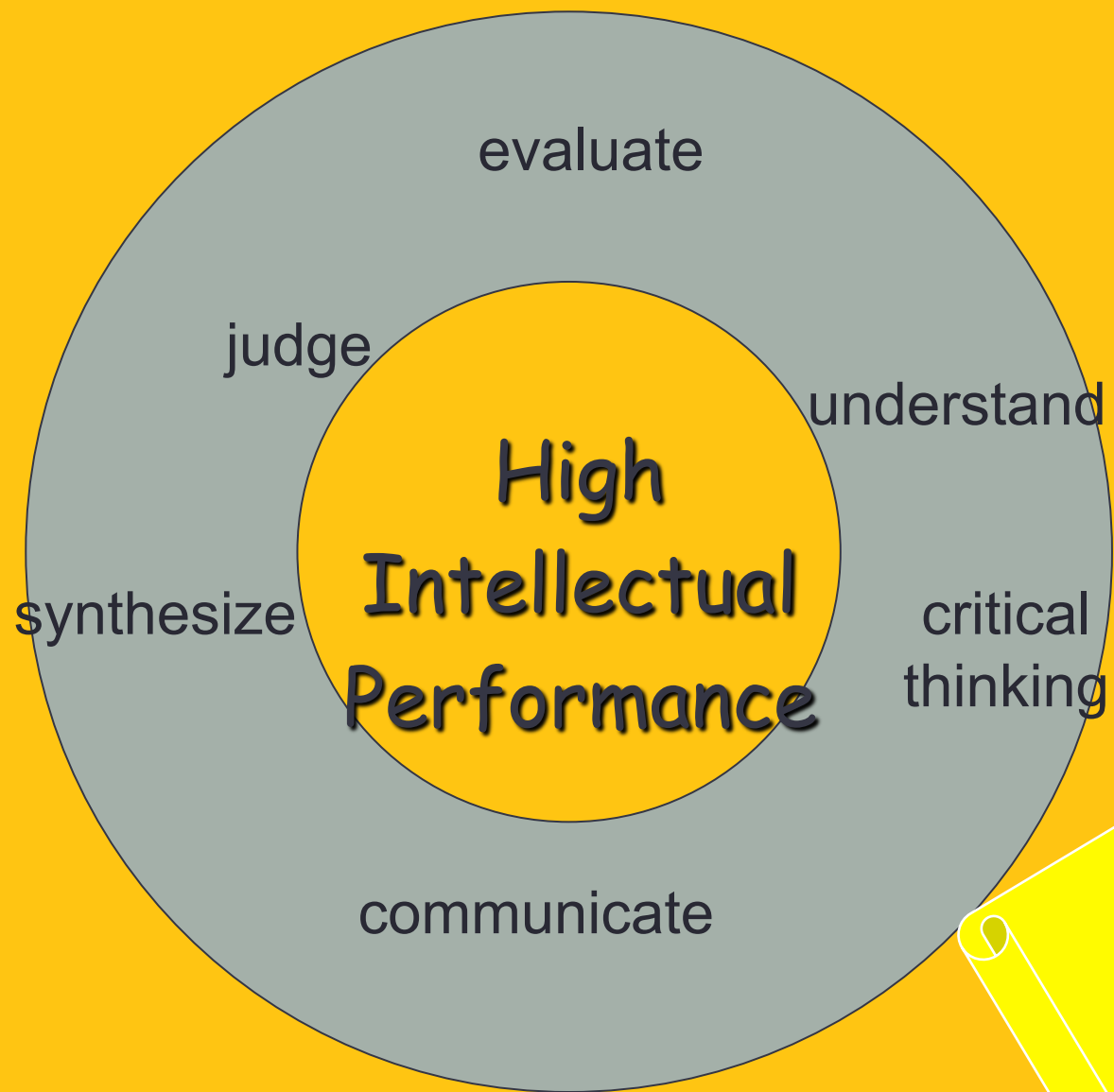
**Amplifying Student
Voice**

- *High level activities increase intellectual development.* Jean Piaget



High
Intellectual
Performance

**GIFTED
EDUCATION**



Yvette Jackson, Ed.D. - National Urban
Alliance

HIP

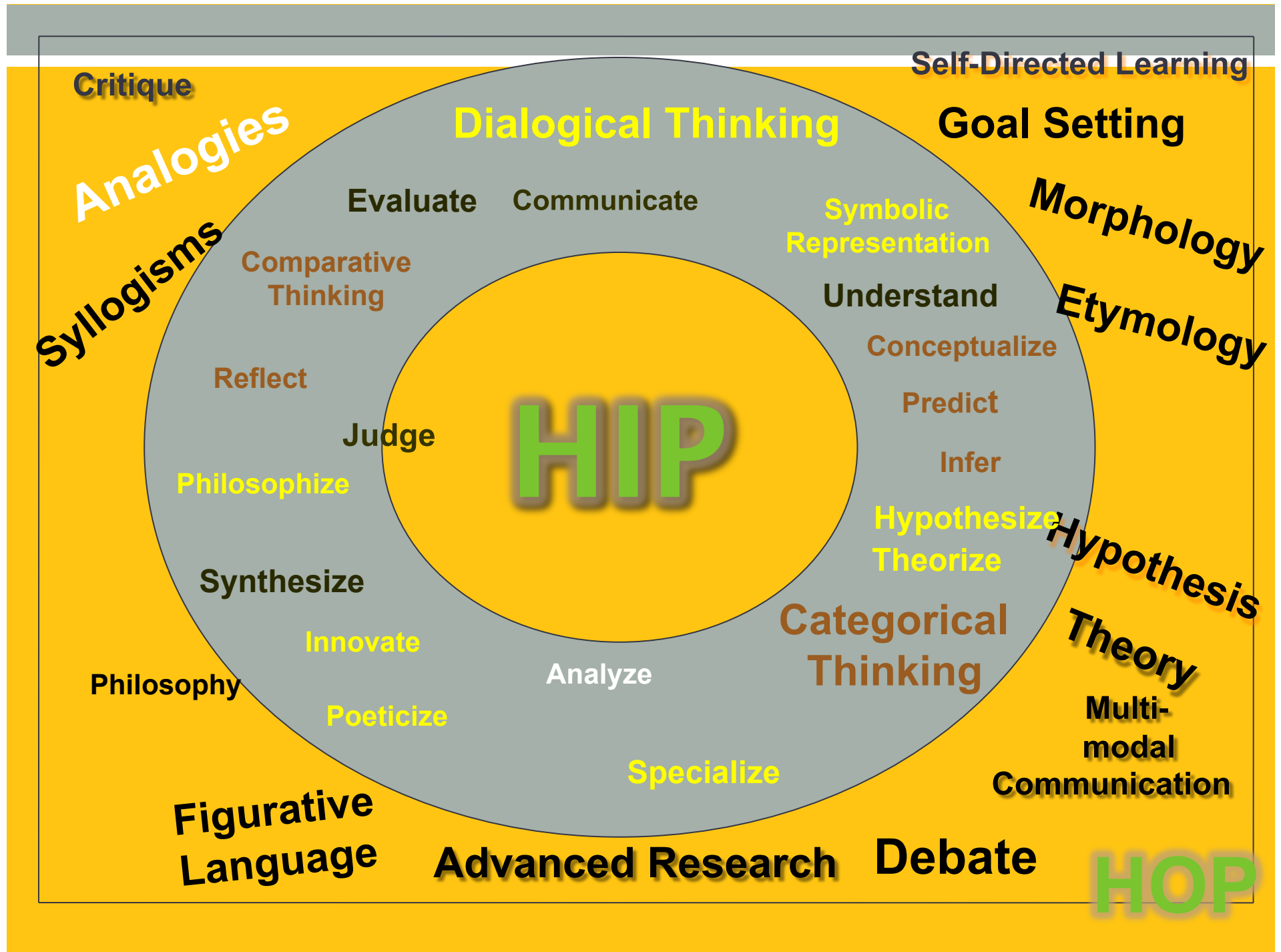
- ✓ Engaging multiple and complex thinking skills in applications that require strategic planning, creative approaches for expansion, elaboration, or innovation.



Common Core Standards

PROMISE: College and Career Ready

- English
- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands
 - of audience, task, purpose,
 - and discipline
- Comprehend - critique
- Value evidence
- Use technology and digital
 - media
- Understand other perspectives
 - and cultures
- Mathematics
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



What does high intellectual performance look like?

3. *MEDIATION and*



4. *DYNAMIC ASSESSMENT !*

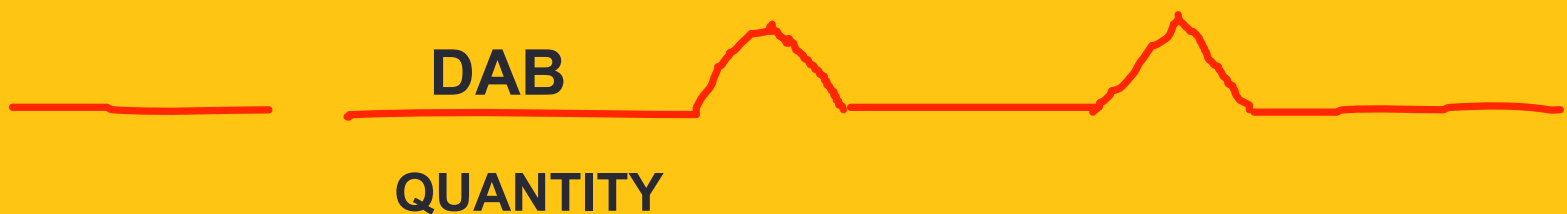
ANALOGIES

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

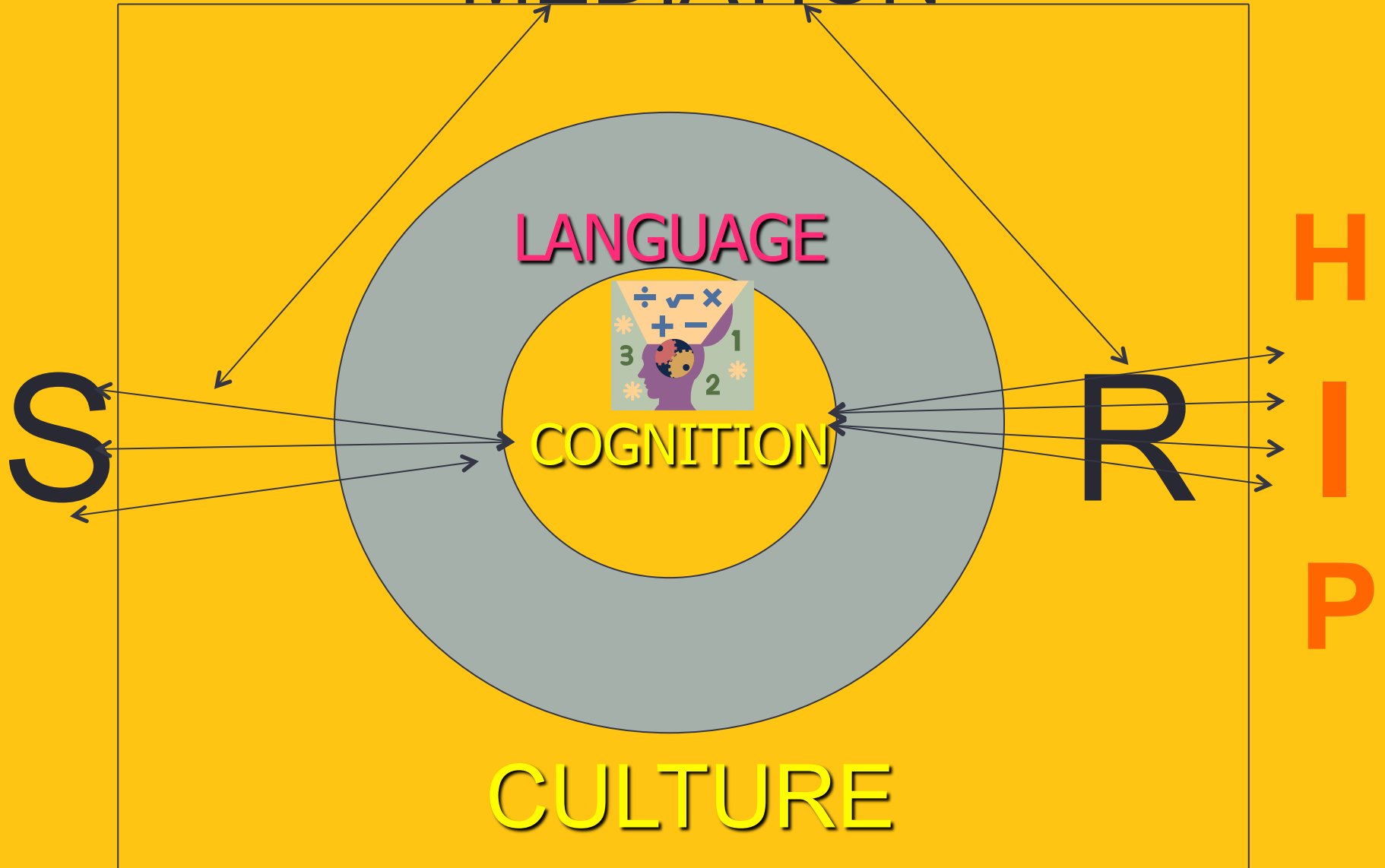


ANALOGIES

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



MEDIATION



SIX CRITICAL SKILLS and STRATEGIES:

- Vocabulary



- Vocabulary

- Vocabulary

- Language Development

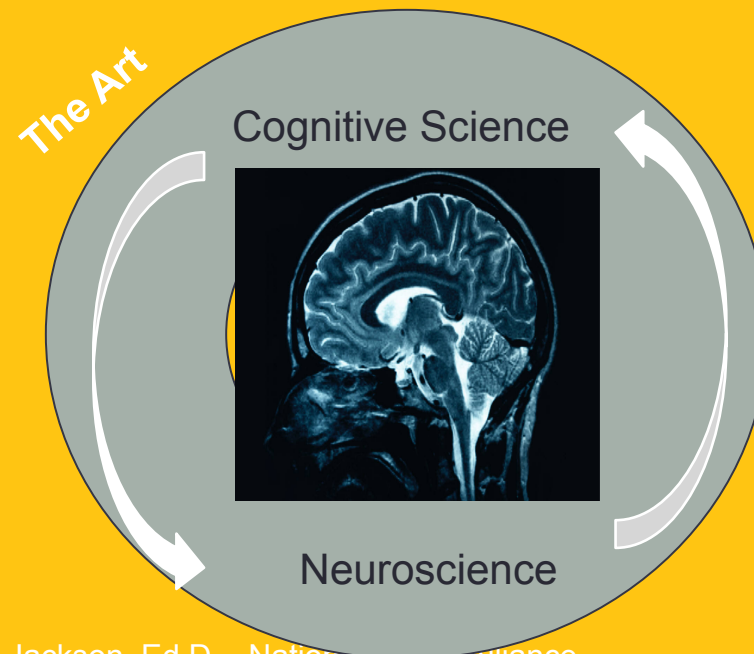
- Language Development

- Language Development

PEDAGOGY of CONFIDENCE

High Operational Practices

THE SCIENCE



Yvette Jackson, Ed.D. - National Urban Alliance

“Adolescent Cognition and Culture”

Read- Talk –Summarize

- Read the first paragraph alone
- Talk to your team
- Write a one sentence summary of paragraph
- Repeat the process until completing the reading.

Objective B: Apply High Operational Practices™

Identifying and
Activating Student
Strengths



Building
Relationships



Eliciting HIP



Providing Enrichment
Experiences



Incorporating
Prerequisites



Situating Learning in the
Lives of Students



Amplifying Student
Voice

CULTURALLY
RESPONSIVE
TEACHING is.....



Validating
Comprehensive
Multidimensional
Empowering
Transformative
Emancipatory



Culturally Responsive Teaching has been defined as using cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them.

-Geneva Gay and Gloria Ladson-Billings

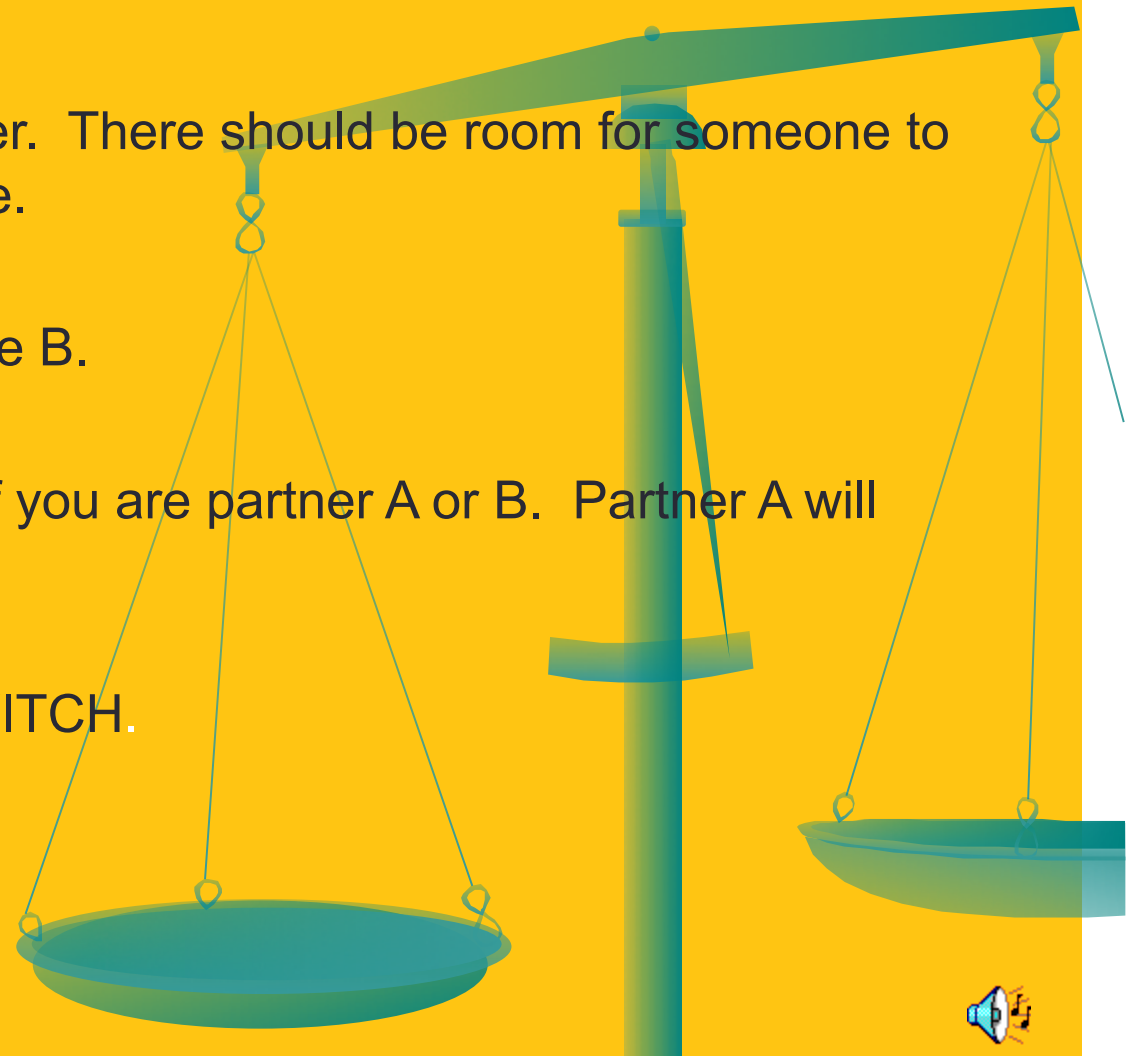
LINE OF COMMUNICATION

Form two lines facing each other. There should be room for someone to walk down the middle of the line.

One side is Line A the other Line B.

Listen for the prompt. Choose if you are partner A or B. Partner A will answer the prompt first.

I will clap a pattern and say SWITCH.



Prompts



How do we empower and
inspire students to
High Intellectual
Performances?

Prompt



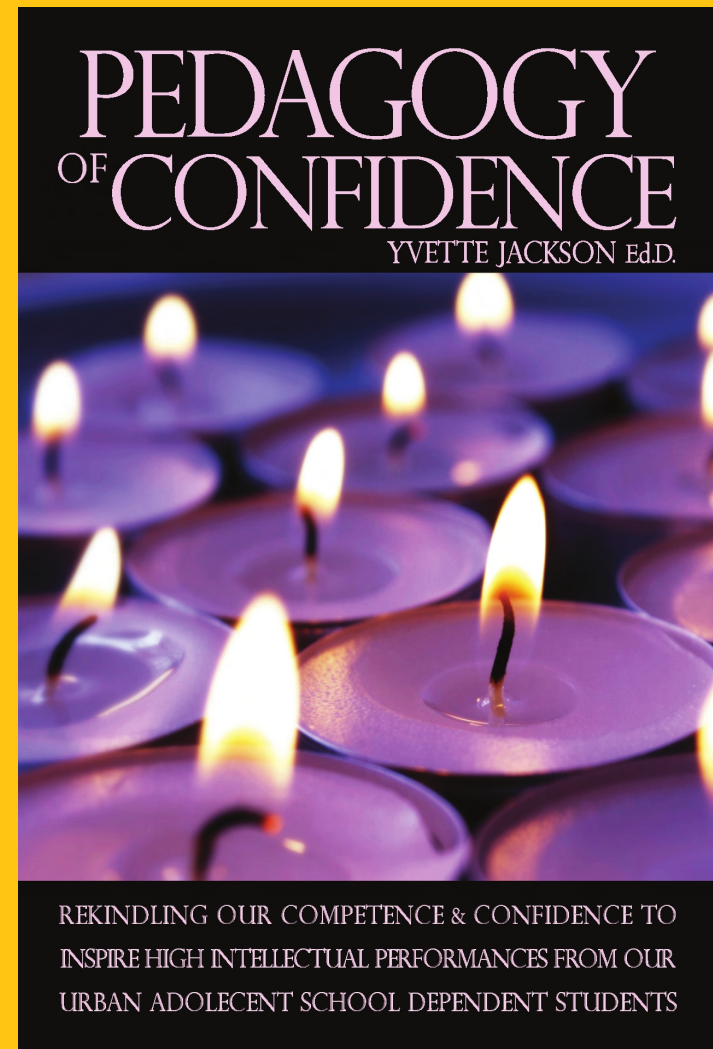
Tell your partner one to two things that you heard today that you commit to integrating into your practice immediately.

Prompt



Affirm your partner with words that will be lasting and speak to his or her ability to make a difference in the life of our students.

Teachers:
5 Guiding Insights
Reciprocal Relationships
Mindfulness
Emancipation
Enlightenment
Revolution 🔊



PEDAGOGY OF CONFIDENCE

YVETTE JACKSON Ed.D.



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

Why?



YOU

**ARE THE ONE THE STUDENTS
ARE WAITING FOR!**

Yvette Jackson, Ed.D. - National Urban Alliance

More Information

National Urban Alliance for Effective Education

33 Queens Street, Suite 100

Syosset, NY 11791

(800) NUA-4556

(516) 802-4192

www.nuafc.org

