



National Urban Alliance: Professional Learning Cycles

The NUA Professional Learning Cycle supports school-wide professional development for equity consciousness.

Who We Are: The National Urban Alliance (NUA) was founded at Columbia University's Teachers College and The College Board with a focus on teacher practice and equity consciousness through the professional development of whole schools and whole districts. NUA's hands-on approach is based on Yvette Jackson's Pedagogy of Confidence (PoC) framework of seven High Operational Practices. Using these practices enables educators to elicit high intellectual performance and amplify student voice for self direction and self actualization. Our mission is as relevant today as it was when NUA began in 1989. NUA's Scholars and Mentors currently collaborate with districts in Professional Learning Cycles using a hybrid approach to maximize our signature in-person capacity with virtual wrap-around support. www.nuatc.org

Professional Development

*Professional Learning Cycles
In-Person – Virtual – Hybrid*

How We Do It

The National Urban Alliance (NUA) collaborates with schools and school districts through our Professional Learning Cycles.

Professional Learning Cycles include:

- classroom demonstrations with students,
- educator professional development,
- support for district coaches and leaders,
- training for school boards,
- equity committee development.

From the Start We Listen

We work with you to develop a cycle for professional learning (Professional Learning Cycles) that support educators' professional development. The examples and teacher reflections on the NUA website provides insights to the 'why' and 'how' of The National Urban Alliance in action.

Let's Get Started

Reach out to our Founder and President Dr. Eric Cooper and Executive Director Dr. Stefanie Rome to schedule a conversation at: www.nuatc.org

Equity Consciousness

*The Pedagogy of Confidence
Belief and Belonging*

Principles

The Pedagogy of Confidence is an approach to learning and teaching that is based on the fearless expectation that all students are capable of high intellectual performances when provided High Operational Practices™ that motivate self-directed learning and self-actualization. The Pedagogy of Confidence model, developed by Dr. Yvette Jackson, Senior Scholar and previously CEO of NUA, is the model that is a focus of NUA's collaborations. These High Operational Practices include:

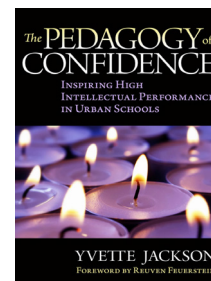
- Identifying and activating student strengths
- Building relationships
- Eliciting high intellectual performances
- Providing enrichment
- Integrating prerequisites for academic learning
- Situating learning in the lives of students
- Amplifying student voice

Amplifying Student Voice

*Self Direction
Self Actualization*

Purpose

Amplifying Student Voice focuses students on exploring and understanding the purpose and methods of equity consciousness. They explore as learners across all content areas with a focus on their cultural frame of reference. Amplifying Student Voice focuses on using High Operational Practices for High Intellectual Performance with NUA's 4C's: Communication, Collaboration, Creativity and Critical Thinking. This is grounded with current research that matter to the student's cultural frames of reference and their learning outcomes.



The Pedagogy of Confidence:
Inspiring High Intellectual
Performance in Urban Schools
Dr. Yvette Jackson
Columbia University
Teachers College Press.

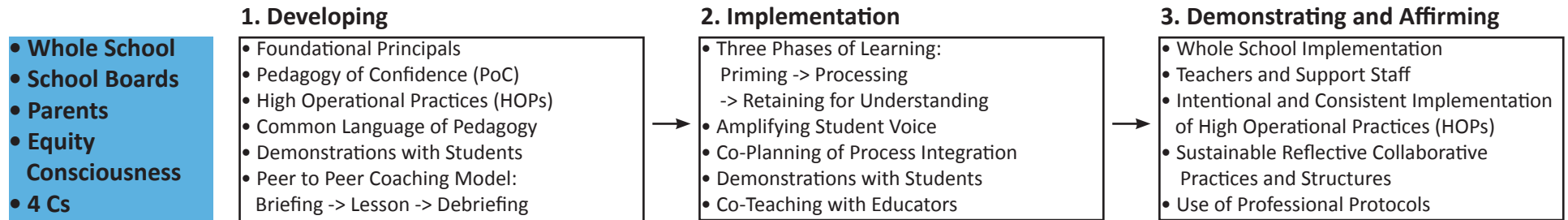


National Urban Alliance: Professional Learning Cycles

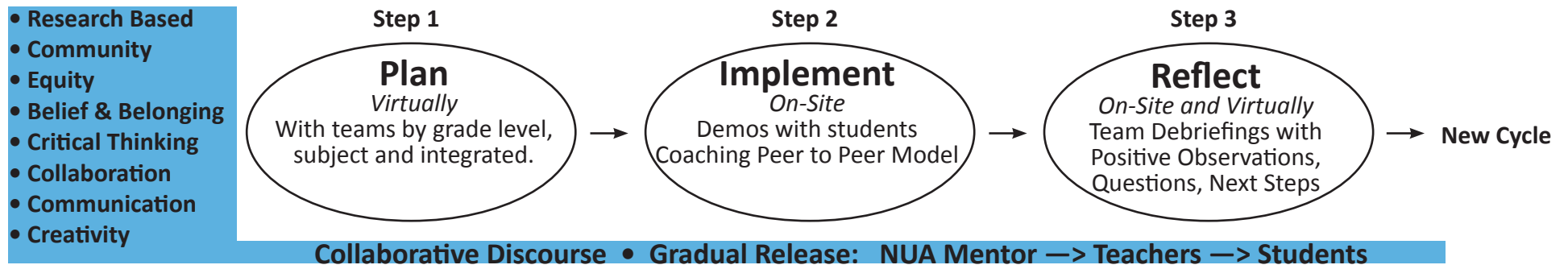
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Strength Based Approach: Phases of Implementation

District Leaders, School Leaders, Coaches, Teachers, Support Staff, Demonstrations with Students, School Boards



Professional Learning Cycles: Leaders, Coaches, Educators, Support Staff, Students.

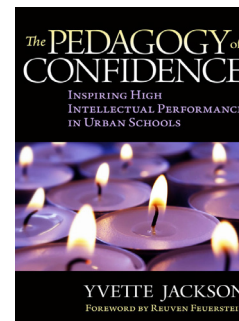


Pedagogy of Confidence®: High Operational Practices for High Intellectual Performances



For High Intellectual Performance
www.pedagogyofconfidence.net

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- Building relationships
- Eliciting high intellectual performances
- Providing enrichment
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"I have seen the fabulous outcome of National Urban Alliance's work over many many years. It opens up higher order thinking and performance for all kids in extraordinary ways. It is the kind of work I want to see happening all over the state of California."

Linda Darling Hammond, Ph.D.
 Learning Policy Institute, CEO
 CA State Board of Education, President

