



STANFORD

SCOPE Brown Bag Seminar

THE PEDAGOGY OF CONFIDENCE
TRANSFORMING TEACHING
TO IMPROVE
URBAN STUDENT ACHIEVEMENT

STANFORD CENTER FOR OPPORTUNITY POLICY IN EDUCATION
CERAS 101 LEARNING HALL // MONDAY JAN 28 2013



Presented by *Yvette*
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NATIONAL URBAN ALLIANCE

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I WOULD LIKE TO START WITH A **PURPOSE**

ALL CHILDREN HAS THE POTENTIAL FOR HIGH INTELLECTUAL PERFORMANCE.

GIFTED PROGRAM

TO PUSH A CHILD TO THE FRONTIER OF THEIR INTELLIGENCE

OPPORTUNITY

FEEDBACK

SUPPORT



THE REAL TEST OF EDUCATION :

HOW Life

HAPPENS & THE APPLICATION OF WHAT THEY LEARN.

IN AN AFRICAN /LATINO AMERICAN SCHOOL IN A LOW-INCOME AREA

A PRINCIPAL WANTED TO START A GIFTED PROGRAM BUT WAS MET WITH NEGATIVITY

THERE AREN'T ANY GIFTED KIDS THERE!



STRESSED TEACHERS OPERATE WITH 2FS :

FEAR & FAULT

THIS AFFECTS THEIR TEACHING SKILLS.



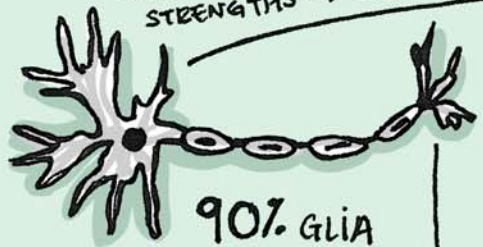
LOOK AT STUDENTS AS

UNDER ACHIEVERS

INSTEAD OF

LOW ACHIEVERS

BUILDING ON PAST INFO STRENGTHS → THICKNESS → EFFICIENCY.



90% GLIA TRANSPORT NUTRIENTS
10% NEURON

SOCIAL-CULTURAL DEPRIVATION

RESEARCH BY : REUVEN FEUERSTEIN

GAVE IQ TEST TO JEWISH CHILDREN THAT ESCAPED FROM THE WAR. THEY SCORED BELOW "RETARD".

STRUCTURAL COGNITIVE MODIFIABILITY

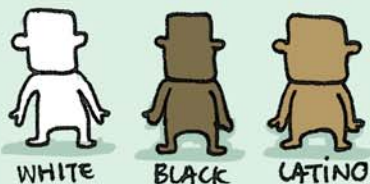
THE BRAIN COULD BE MODIFIED TO FUNCTION AT A HIGHER CAPABILITY.

CHANGE THE INPUT = THE BRAIN CHANGES ACCORDINGLY } NEURO-SCIENCE

MYTHS

WHAT GENERATES & PERPETUATES LOW EXPECTATIONS FOR URBAN OR MARGINALIZED STUDENTS?

INTELLIGENCE IS FIXED & RELATED TO RACE



FOCUS ON WEAKNESS REVERSES ACHIEVEMENT



IQ & SAT PREDICT POTENTIAL



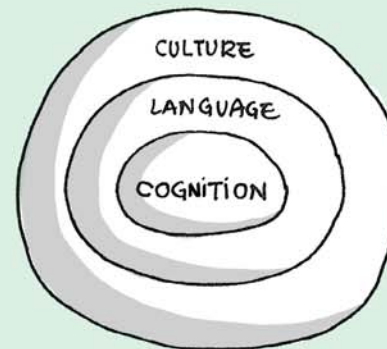
GIFTED EDUCATION ONLY BENEFITS THOSE LABELED AS GIFTED



THE COGNITIVE SCIENCE OF ENGAGING Learning & Giftedness

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

L: LEARNING
 U: UNDERSTANDING
 M: MOTIVATION
 C₁: CONFIDENCE
 C₂: COMPETENCE

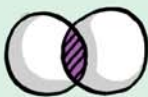


7 HIGH OPERATIONAL PRACTICES PEDAGOGY OF CONFIDENCE

IDENTIFYING & ACTIVATING STRENGTHS



BUILDING RELATIONSHIPS



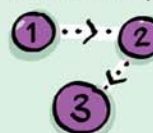
NURTURING HIGH INTELLECTUAL PERFORMANCE



PROVIDING ENRICHMENT



INCORPORATING PREREQUISITES



SITUATING LEARNING IN STUDENTS' LIVES



AMPLIFYING STUDENT VOICE

