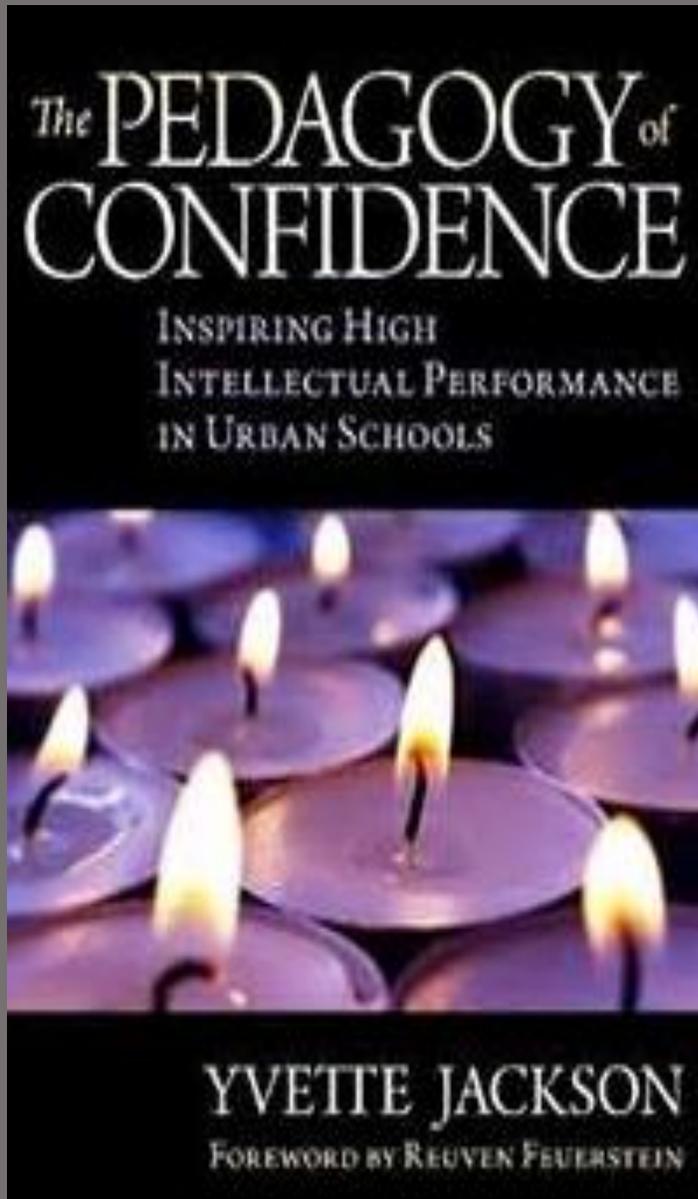




Excellence through Equity

YVETTE JACKSON, Ed.D.



*ALL brains have the innate potential & desire
for
developing strengths
&
High Intellectual Performances
for
Self-Determination, Excellence, and Contribution.*



BELIEF

Engage **ALL** Students to
Draw Out Their
Innate Potential:
(EDUCO)

HIGH
EXPECTATIONS:

- Strengths
- High Intellectual Performances
- “Gifted” Behaviors
- Self-Determination
- Contribution



Gifted Education

*Providing Support
&
Mitigating Barriers
For
ALL to
THRIVE
&
FLOURISH*

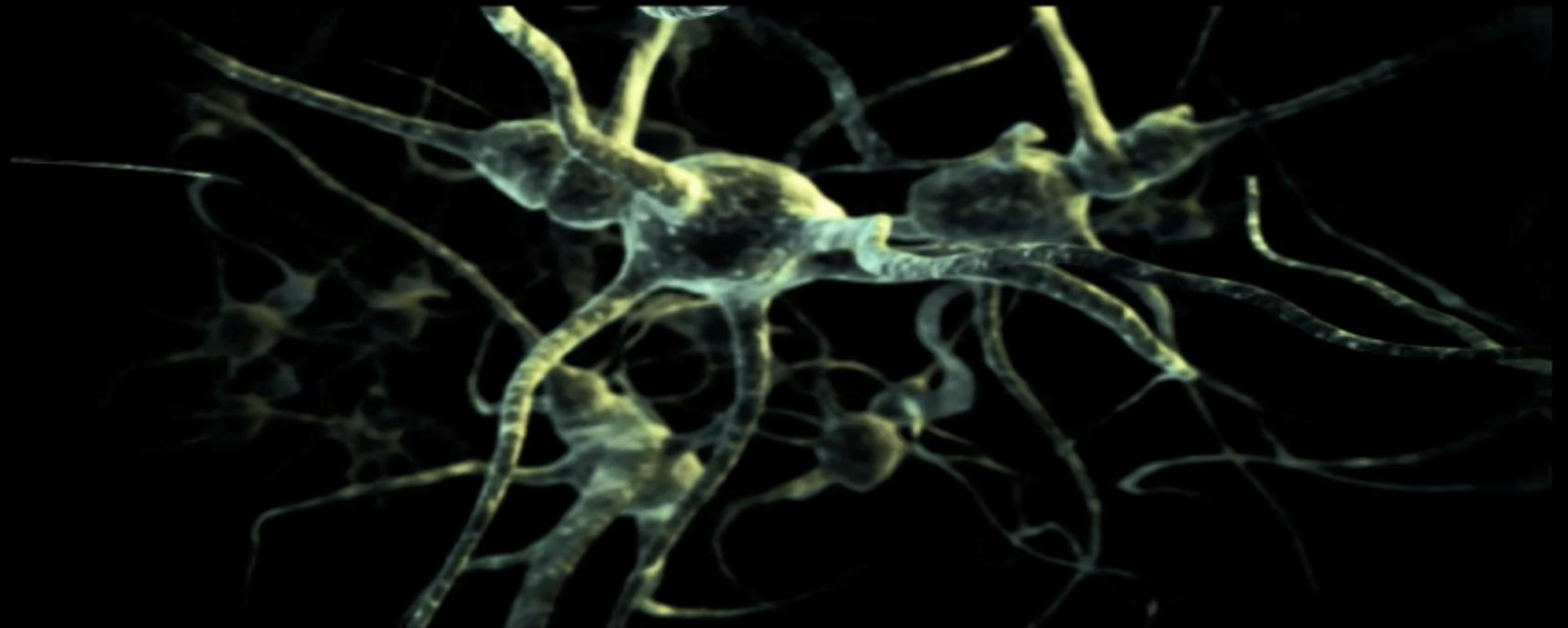
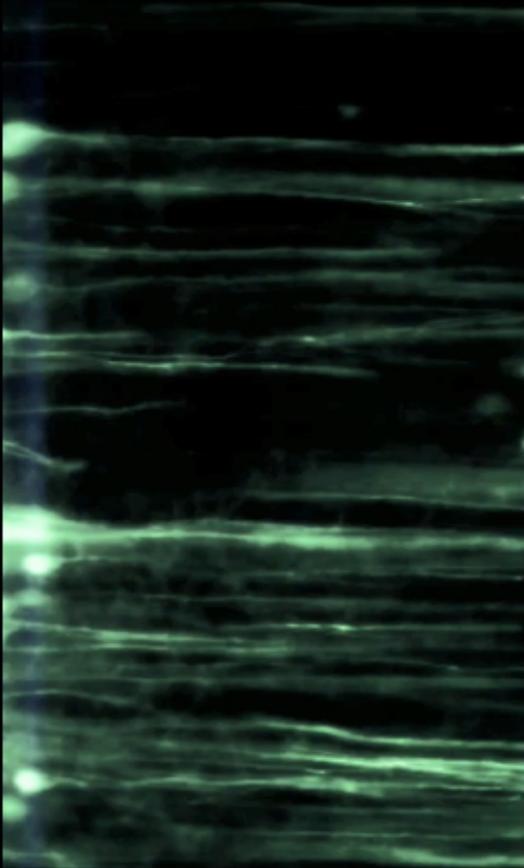
AFFIRMATION,

INSPIRATION,

MEDIATION

THE NEUROSCIENCE

The human brain is a network of approximately one hundred billion neurons.



How do we develop **ALL** our students' innate potential for
strengths gifts & talents?

Yvette Jackson, Ed.D.

How do we develop **ALL** our students' innate potential for gifts & talents?



GENIUS
Uncovered

The Einstein
Effect

Schools

Why there's no such thing as a gifted child

Even Einstein was unexceptional in his youth. Now a new book questions our fixation with IQ and says adults can help almost any child become gifted

● Join us on **Thursday 3 August** for an online Q&A looking at what parents & teachers can do to boost children's brainpower



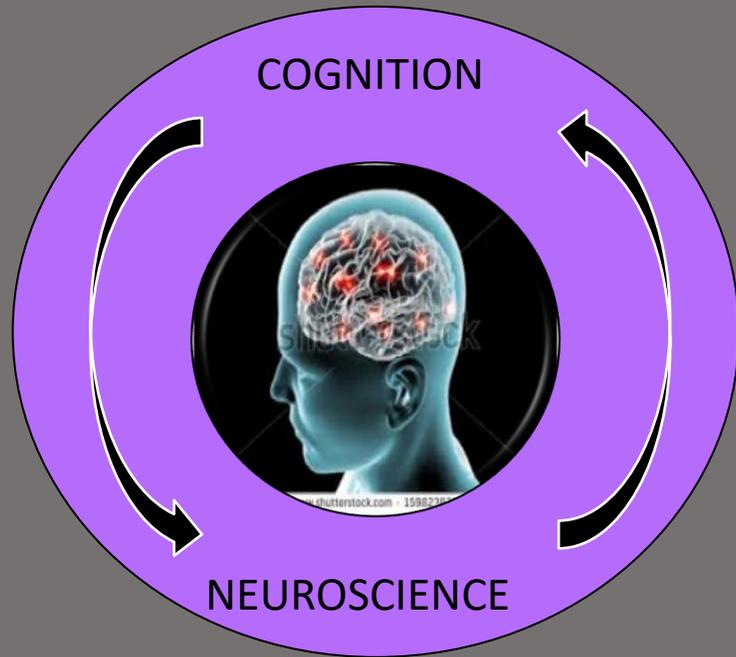
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Wendy Berliner

Tuesday 25 July 2017
02.15 EDT



EQUITY CONSCIOUSNESS



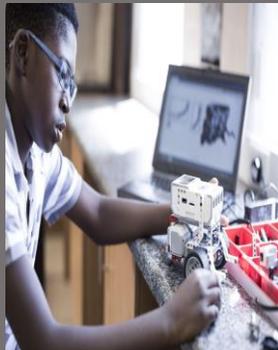
ALL of us are wired for developing strengths and high intellectual performances, so why are so many students of color and second language learners labeled as underachieving?

What affects the innate potential of **ALL** students that is under-addressed or ignored for students of color?

How do we

Cultivate Their Innate Potential for High Intellectual Performances & Excellence?

Yvette Jackson, Ed.D.



EQUITY CONSCIOUSNESS



ENGAGEMENT

CHALLENGE

REFLECTION

FEEDBACK

EQUITY CONSCIOUSNESS

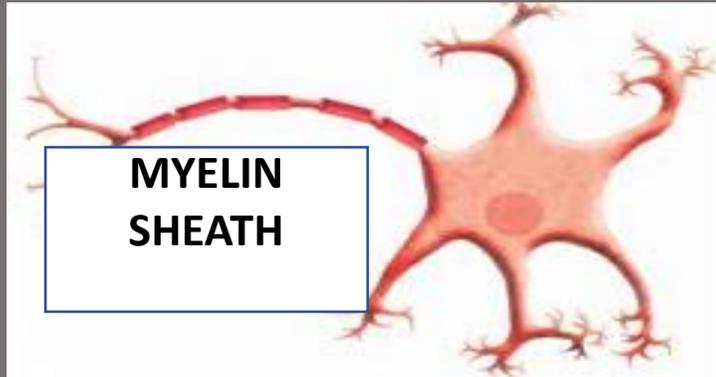
THE SCIENCE OF
ENGAGEMENT
&
LEARNING

CONNECTING TO
STRENGTHS



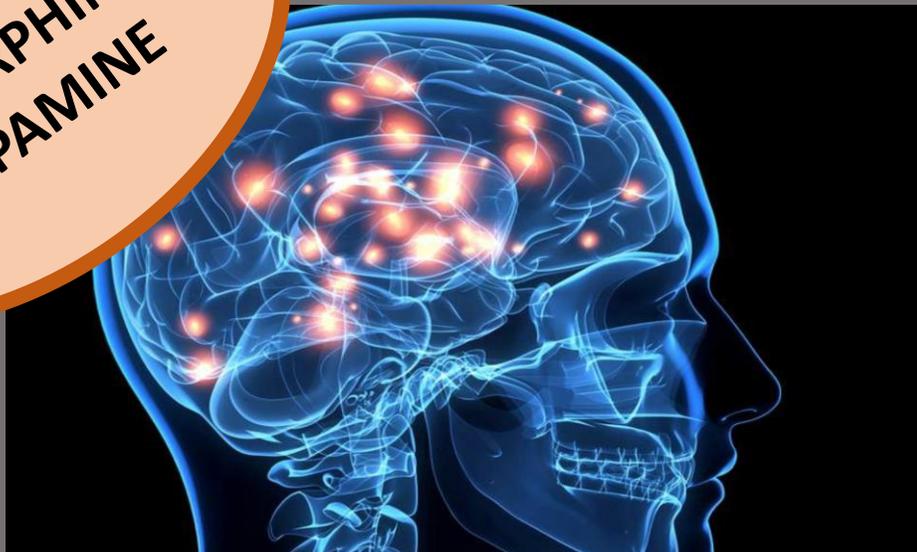
VALUING DIVERSITY OF STRENGTHS

Neurons
86 – 100
billion



YOUR
TOP 3?

ENDORPHINS
DOPAMINE



HOW DO WE STRENGTHEN THE MYELIN SHEATH?

- Connect new learning to past experiences
 - Enriching engagement
- **Build on strengths/interests**

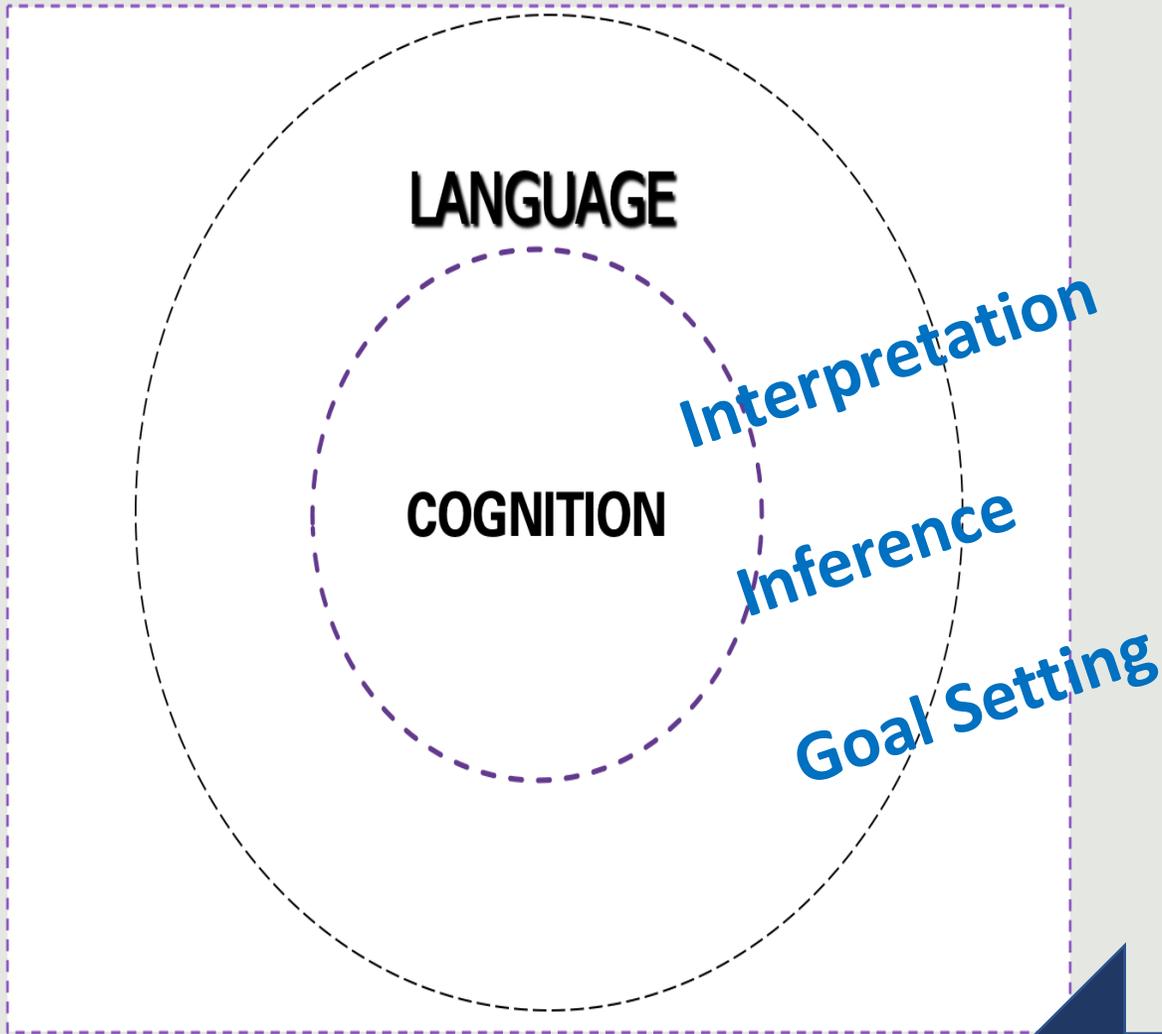
EQUITY CONSCIOUSNESS

THE SCIENCE OF
ENGAGEMENT
&
LEARNING:

CONNECTING TO
**PERSONAL FRAME
OF REFERENCE**



Cultural Frame of Reference



CULTURE

“Language and culture are the frameworks through which humans experience, communicate, and understand reality.”

Lev Vygotsky

SOCIAL & EMOTIONAL

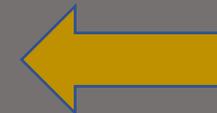
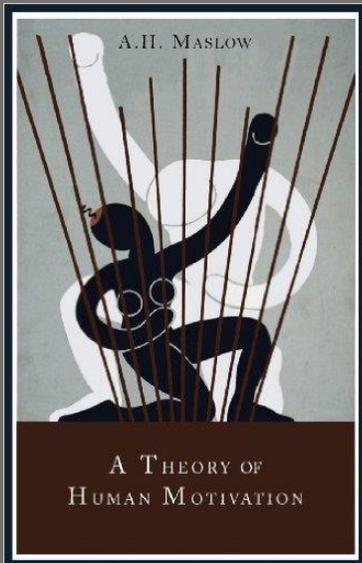
MASLOW'S HIERARCHY OF NEEDS

• Survival

• Physical Safety

• Social Connection & Belonging

• Self-Esteem & Self-Actualization

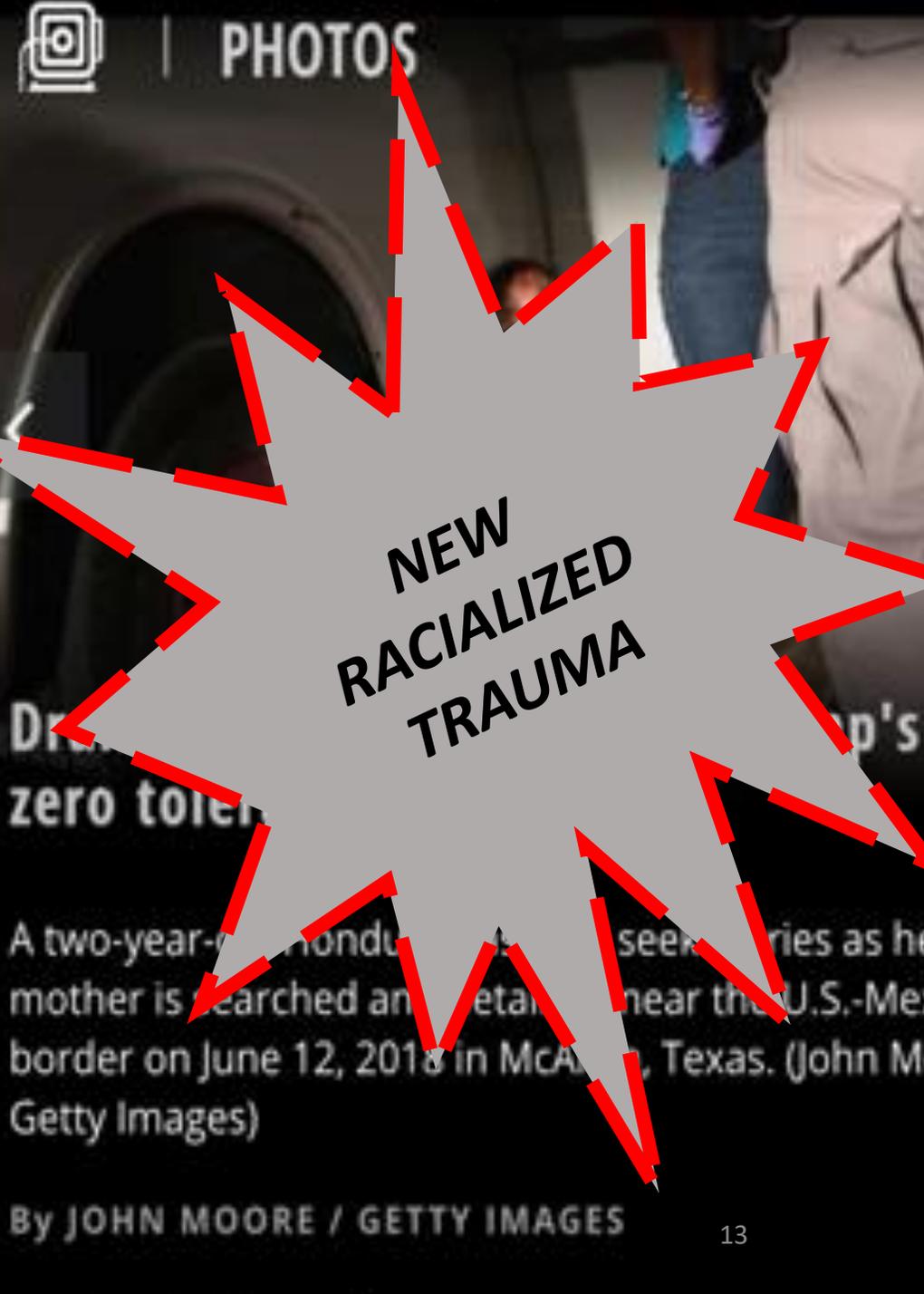


Frame
of
Reference
for
Students
of
Color 12



How to address the surge of anti-Asian hate crimes

Yvette Jackson, Ed.D.



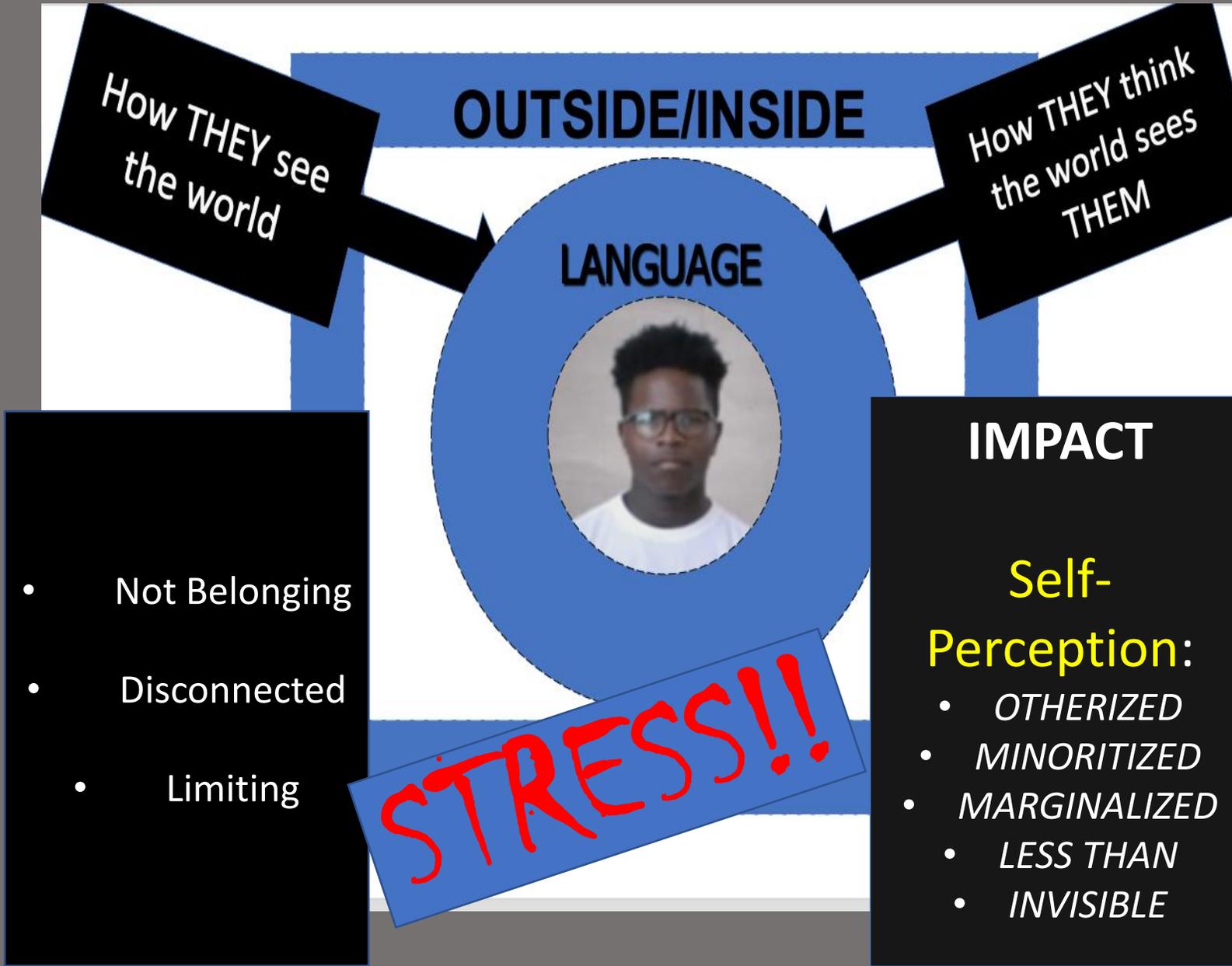


OPPRESSING INNATE POTENTIAL IN SCHOOLS

CULTURAL 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

- *Ignoring STRENGTHS*
- *Racism/Stereotypes*
- *Inequities*





- *Adverse Childhood Experiences (ACE)*
- ~~Post Traumatic Stress Disorder (PTSD)~~
- *HISTORICAL TRAUMA*



STRESS!!

Reduces blood flow-

DEPRESSES LEARNING:

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



COMMUNITY OF BELONGING

VALUE

AFFILIATION

AGENCY

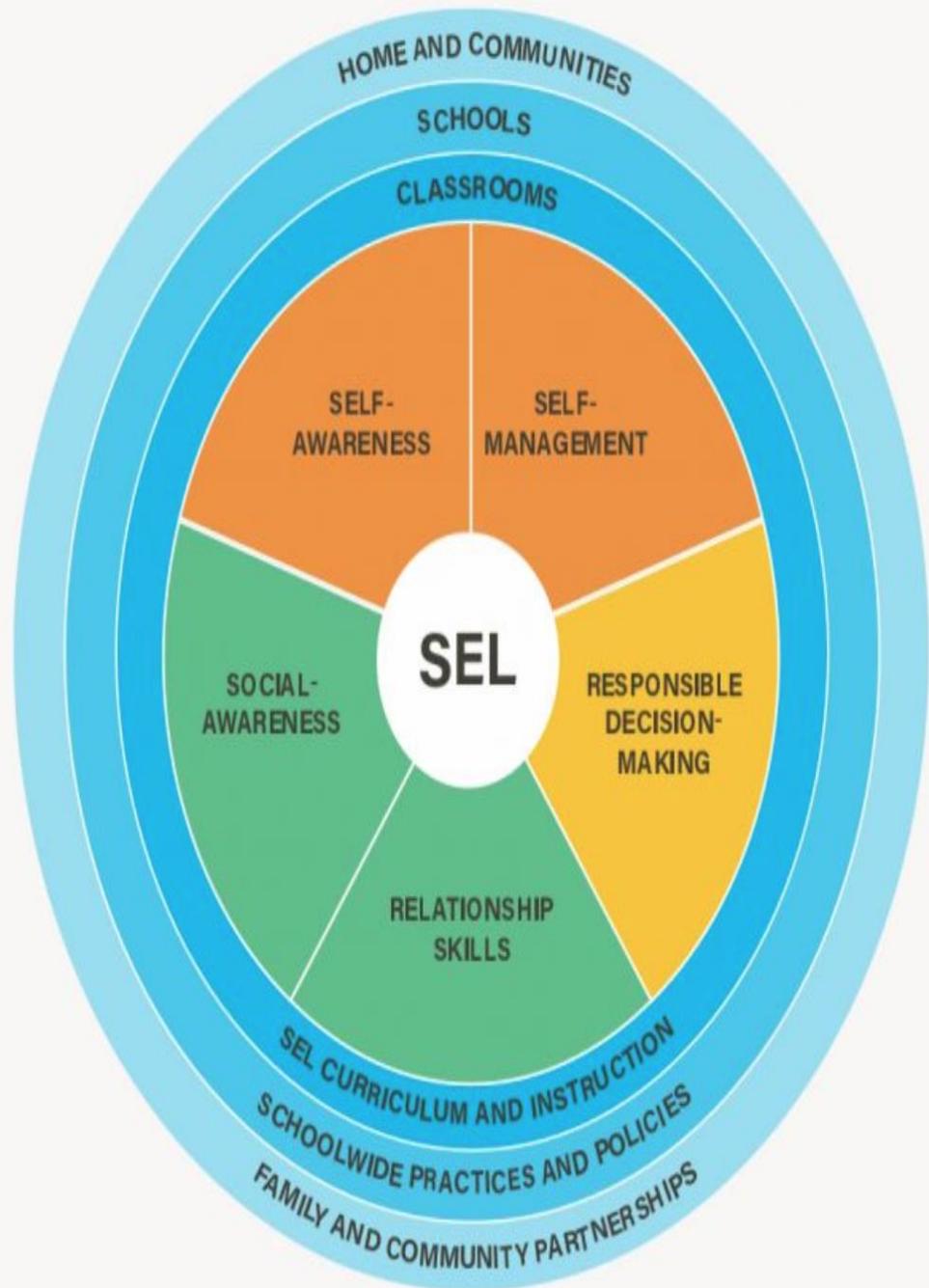
INVESTMENT



AFFIRMATION,

INSPIRATION,

MEDIATION



7 High Operational Practices™:

All students have an innate desire for engagement, challenge, developing strengths, belonging and feeling valued. The *Pedagogy of Confidence*® addresses this desire through its High Operational Practices™ (HOPs) that guide culturally responsive pedagogy for equity through excellence, eliciting and nurturing high intellectual performances for self-actualization and personal contribution from **ALL** students.

1. **IDENTIFYING AND ACTIVATING STUDENT STRENGTHS.** Teaching that encourages students to recognize and apply their strengths releases neurotransmitters of pleasure, motivating students to actively participate and invest in a learning experience, set goals for their learning, and follow through with their learning for meaningful application and deeper development of strengths for personal agency.
2. **BUILDING RELATIONSHIPS.** Students fare best cognitively, socially and emotionally when they know they are liked, appreciated, valued as part of a vibrant, caring community. Positive relationships stimulate oxytocin, positively impacting both the motivation and the memory capacity critical for learning.
3. **ELICITING HIGH INTELLECTUAL PERFORMANCE.** Students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding and thinking flexibly and innovatively.
4. **PROVIDING ENRICHMENT.** Enrichment taps students' interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization.
5. **INTEGRATING PREREQUISITES FOR ACADEMIC LEARNING.** Foundation schema building activities are critical so that students have the right foundations for learning new information and acquiring new skills. This foundation heightens students' understanding, competence, confidence, and motivation.
6. **SITUATING LEARNING IN THE LIVES OF STUDENTS.** Students perform most effectively when they can connect new learnings to what is relevant and meaningful to them. These connections validate their lived experiences activating the focusing of the brain through its Reticular Activating System (RAS). Without such personal connections, the new learnings are not likely to be retained and used effectively.
7. **AMPLIFYING STUDENT VOICE.** Encouraging students to voice their interests, perspectives, reflections, opinions and enabling them to make personal contributions is not only motivating but also builds the confidence, agency, academic language, investment, and skill students need to join wider communities of learners and doers in the world outside of school.

IDENTIFYING & ACTIVATING STRENGTHS



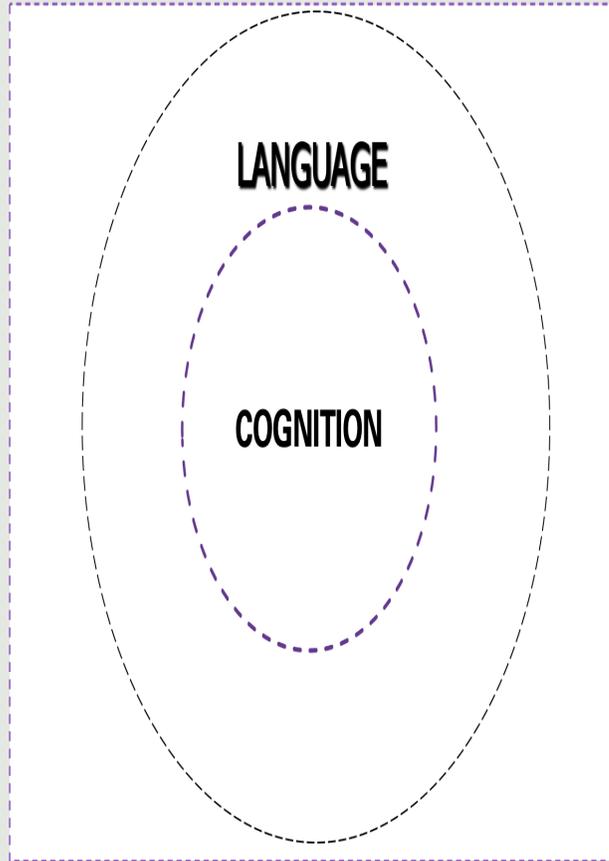
AFFIRMING VALUE

SOCIAL EMOTIONAL LEARNING

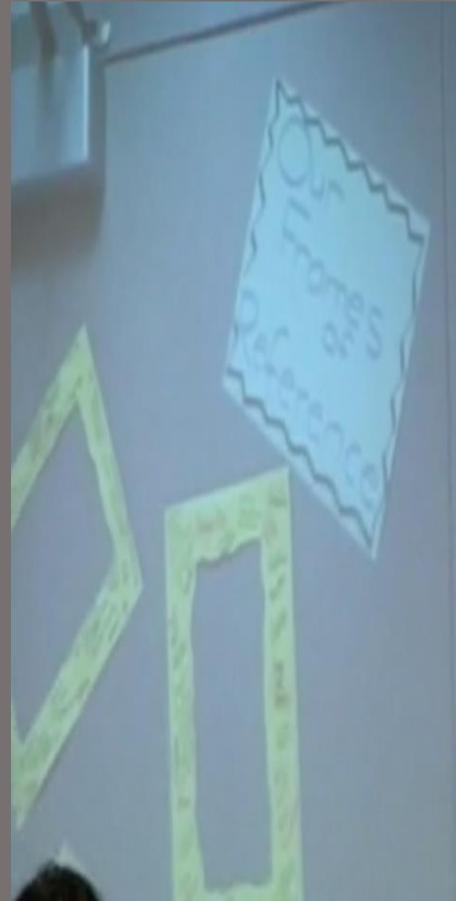
- ✓ SELF-AWARENESS
- ✓ ATTENTIVENESS
- ✓ RELATIONSHIP
- ✓ COMPASSION
- ✓ EMPATHY

Tasha Kellam Leadership Basketball player
My strengths can help me be a leader because when I was little I was shy and very quiet, but as I grew older and I gained ^{some} strengths. These ~~st~~ top 5 strengths are athletic, competitive, mature, responsibility, intelligence. They are going to help me grow ^{as a person} as a person because as a basketball player you need discipline, you need to be competitive and mainly you have to be mature. They help me as a leader because I share these things with my friends, teachers and family members. I give them great advice, and as a leader you have to make sure that you lead other people to being a leader someday.

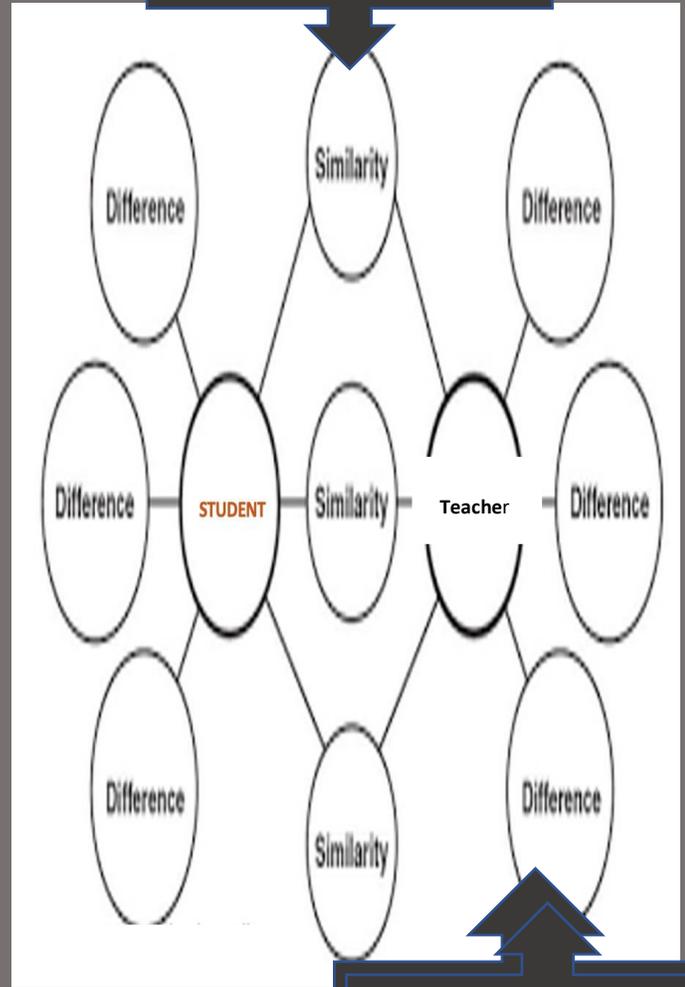
BUILDING RELATIONSHIPS



CULTURE



AFFILIATION



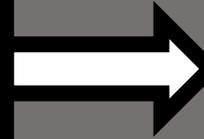
CELEBRATION

LEADING EQUITY CONSCIOUSNESS

Set a Metanarrative of BELONGING

AFFILIATION:

*Human Commonalities/
Universalities*



TRAITS

- *Empathy*
- *Dialogical Perspective*
- *Compassion*

INTERCULTURAL RELATIONS

CULTIVATING HIGH INTELLECTUAL PERFORMANCES & GIFTED BEHAVIORS

CHAPTER 40 REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR **GIFTED STUDENTS**

General intellectual aptitude. Such students demonstrate or have the potential to demonstrate:

- Superior Reasoning;
- Persistent Intellectual Curiosity;
- Advanced Use of Language;
- Exceptional Problem Solving;
- Rapid Acquisition and Mastery of Facts, Concepts, and Principles; and
- Creative and Imaginative Expression Across a Broad Range of Intellectual Disciplines Beyond Their Age-Level peers.

HIGHER ORDER THINKING PROCESSES

- **Abstractions**
 - Figurative Thinking
 - Hypothetical Thinking
 - Reasoning
 - Deductive
 - Inductive
 - Forecasting
 - Dialogical Thinking
 - Syllogistic Thinking
 - Theorizing
 - Philosophizing
 - Propositions
 - Decision Making



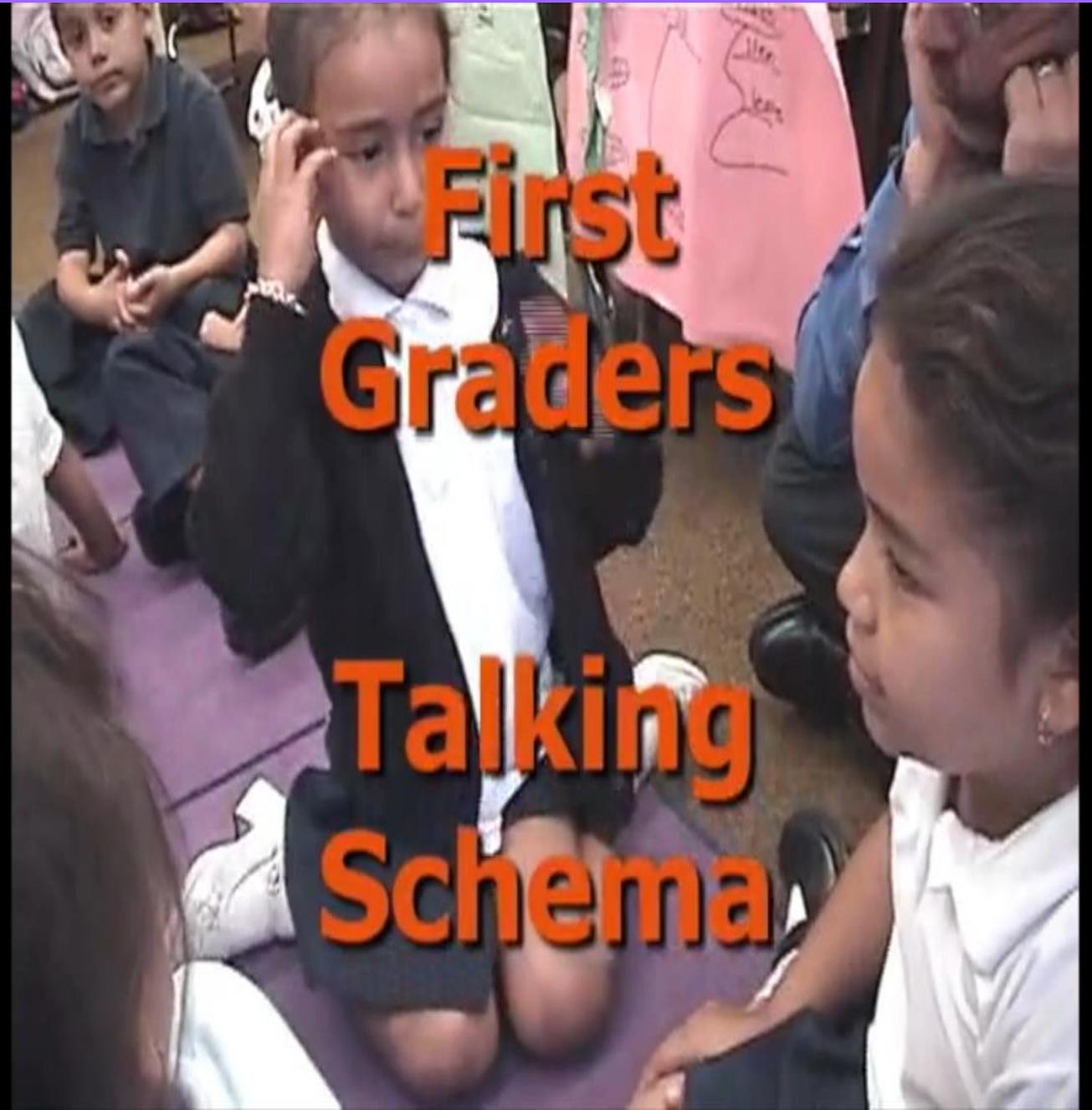
CULTURAL FRAME OF REFERENCE

CULTIVATING HIGH INTELLECTUAL PERFORMANCES & GIFTED BEHAVIORS

CHAPTER 40 REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR **GIFTED STUDENTS**

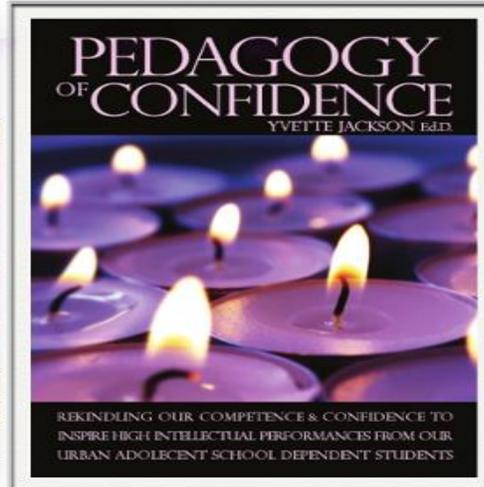
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EMANCIPATING EXCELLENCE

WHY



You are the one students are waiting for !