Fearlessly Leading Transformation for High Intellectual Performances & Self-Actualization: PEDAGOGY OF CONFIDENCE

April 14, 2015
Yvette Jackson, Ed. D.
II. 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 can be facilitated through High Operational Practices.

- 86 – 100 billion
- 30%
- 10-15 %

Yvette Jackson, Ed.D.
Gifting ALL Students

Yvette Jackson, Ed.D.

@YJacksonNUA    #nuatc

PEDAGOGY OF CONFIDENCE

Yvette Jackson Ed.D.

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

a) to provide young people with maximum opportunities for self-fulfillment through the development and expression of one or a combination of performance areas where superior potential may be present

b) to increase society's supply of persons who will help to solve the problems of contemporary civilization by becoming producers of knowledge and art rather than mere consumers of existing information.

Yvette Jackson, Ed.D.
### Taxonomy: Fearlessly Gifting ALL Students for HIP

<table>
<thead>
<tr>
<th>A-</th>
<th>N-</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>O-</td>
</tr>
<tr>
<td>C-</td>
<td>P-</td>
</tr>
<tr>
<td>D-</td>
<td>Q-</td>
</tr>
<tr>
<td>E-</td>
<td>R-</td>
</tr>
<tr>
<td>F-</td>
<td>S-</td>
</tr>
<tr>
<td>G-</td>
<td>T-</td>
</tr>
<tr>
<td>H-</td>
<td>U-</td>
</tr>
<tr>
<td>I-</td>
<td>V-</td>
</tr>
<tr>
<td>J-</td>
<td>W-</td>
</tr>
<tr>
<td>K-</td>
<td>X-</td>
</tr>
<tr>
<td>L-</td>
<td>Y-</td>
</tr>
<tr>
<td>M-</td>
<td>Z-</td>
</tr>
</tbody>
</table>

Yvette Jackson, Ed.D.
GIFTED EDUCATION

Yvette Jackson, Ed.D.
GIFTED EDUCATION

Expectation:
Start with STRENGTHS

BELIEF

Yvette Jackson, Ed.D.
GIFTED EDUCATION

EXPECTATIONS:
Start with STRENGTHS

SELF-ACTUALIZATION:
Push to Frontier of Intelligence

Belief

Yvette Jackson, Ed.D.
Starting with Strengths

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

Info processing & connect information

Build on:

- PAST INFORMATION
- STRENGTHS

Yours?

Yvette Jackson, Ed.D.
Starting with Strengths

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

Info processing & connect information

Build on:

- PAST INFORMATION
- STRENGTHS
Starting with Strengths

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

Info processing & connect information

Build on:

- PAST INFORMATION
- STRENGTHS

Yvette Jackson, Ed.D.
Engagement  Challenge  Reflection  Feedback

Yvette Jackson, Ed.D.
Why isn’t gifted education for everyone?

Yvette Jackson, Ed.D.
### Consideration for Leadership: WHY DO YOU NEED COMMUNITY ENGAGEMENT?

#### ATTENTION to Perspectives

<table>
<thead>
<tr>
<th>First-order Change</th>
<th>Second-order Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extension of the past</td>
<td>• A break with the past</td>
</tr>
<tr>
<td>• Within existing paradigms</td>
<td>• Outside existing paradigms</td>
</tr>
<tr>
<td>• Consistent with prevailing values and norms</td>
<td>• Conflicted with prevailing values and norms</td>
</tr>
<tr>
<td>• Implemented with existing knowledge &amp; skills</td>
<td>• Requiring new knowledge &amp; skills to implement</td>
</tr>
</tbody>
</table>

Yvette Jackson, Ed.D.
Why isn’t gifted education for everyone?

• Fear
• Myths
• Lack of understanding of the science of learning
• Lack of confidence & competence

Yvette Jackson, Ed.D.
EPISTEMOLOGY OF FEARLESSNESS:
New Conceptions of Leadership
For
Gifting ALL Students
Metaphors for Fearless Leadership: 4 STANCES

LEADER as SOUL FRIEND

LEADER as MUSE

LEADER as MINISTER

LEADER as ARCHITECT

Yvette Jackson, Ed.D.
Stances of Fearless Leadership

LEADER as ARCHITECT

Yvette Jackson, Ed.D.
TRANSFORMATIVE ARCHITECT

✓ District Vision

✓ BELIEF
TRANSFORMATION = BELIEF

✓ District Vision Statements of

BELIEF = POSSIBILITIES
**Dimensions of Equity**: Vision of Gifting?

1) “removing the predictability of academic success or failure based on social, economic, or cultural factors,”

2) “interrupting inequitable practices, eliminating biases and oppression and creating inclusive school environments for adults and children,” and

3) “discovering and cultivating the unique gifts, talents, and interests that each human being possesses” within and across schools, districts, and communities in partnership with one another (Osta and Perrow, 2008, p.3-4).
TRANSFORMATION for POC:  
Focus Vision on Belief 

Dimensions of Equity

1) “discovering and cultivating the unique gifts, talents, and interests that each human being possesses” within and across schools, districts, and communities in partnership with one another;

2) “removing the predictability of academic success or failure based on social, economic, or cultural factors”;

3) “interrupting inequitable practices, eliminating biases and oppression and creating inclusive school environments for adults and children” (Osta and Perrow, 2008, p.3-4)
TRANSFORMATION = BELIEF

✓ District Vision Statements of

BELIEF = POSSIBILITIES → EQUITY
ROBBINSDALE AREA SCHOOLS
UNIFIED DISTRICT VISION

Robbinsdale Area Schools is committed to ensuring every student graduates career and college ready. We believe each student has limitless possibilities and we strive to ignite the potential in every student. We expect high intellectual performance from all our students. We are committed to ensuring an equitable and respectful educational experience for every student, family and staff member, focusing on strengths related to:

- Race
- Culture
- Ethnicity
- Home or First Language
- National Origin
- Socioeconomic Status
- Gender
- Sexual Orientation
- Age
- Ability
- Religion
- Physical Appearance.

4 GOALS - To:
1- Implement policies and practices that open pathways to academic excellence for all students;
2- Utilize culturally relevant teaching and personalized learning for all students;
3- Engage family and community members as partners; and
4-Engage and empower students by amplifying student voice.
Gifting ALL Students

INTENTION:

ATTENTION
Yvette Jackson, Ed.D.

**INTENTION:**
Gifting ALL Students for Self-Actualization

**ATTENTION:**
- What
- How

Beliefs
Practices
Opportunities
Assessment
Structures
Transform Self To Transform the World

SELF-ACTUALIZATION

Critical Perspective: UNDERSTAND

SELF

HOW TO THRIVE IN THE WORLD