

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

April 14, 2015

Yvette Jackson, Ed. D.

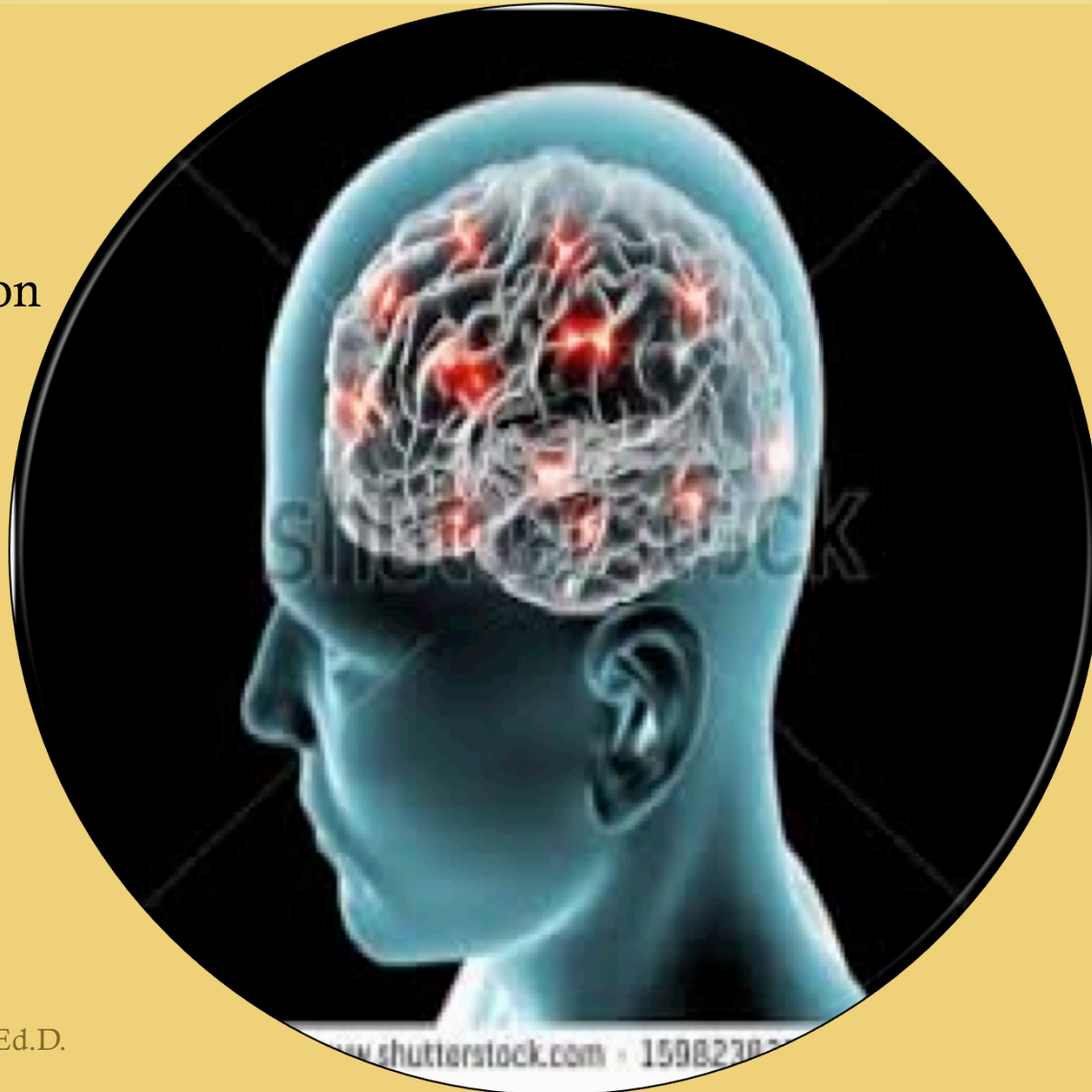
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Nurturing Potential Gifts

•86 – 100 billion

•30%



10-15 %

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PEDAGOGY OF CONFIDENCE

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Gifts ALL Students

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@YJacksonNUA #nuatc

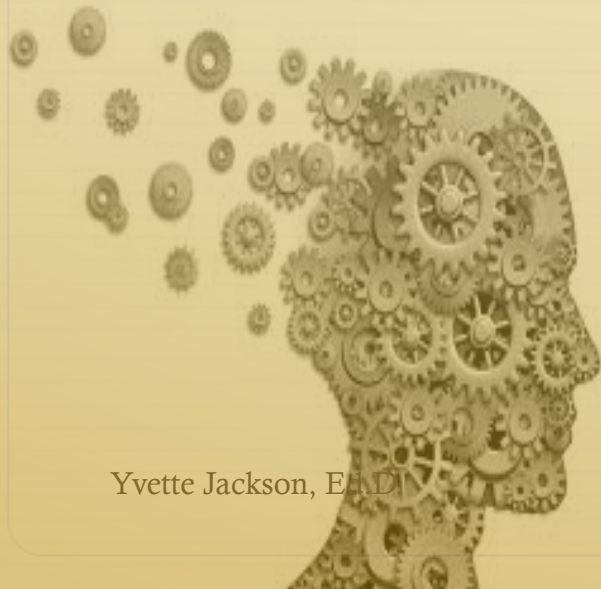


REKINDLING OUR COMPETENCE & CONFIDENCE TO
INSPIRE HIGH INTELLECTUAL PERFORMANCES FROM OUR
URBAN ADOLESCENT SCHOOL DEPENDENT STUDENTS

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.

Gifted Education



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Taxonomy:



Fearlessly Gifting ALL Students for HIP

A-	N-
B-	O-
C-	P-
D-	Q-
E-	R-
F-	S-
G-	T-
H-	U-
I-	V-
J-	W-
K-	X-
L-	Y-
M-	Z-

***GIFTED* EDUCATION**



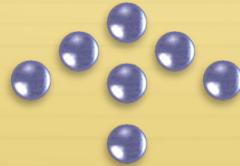
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***GIFTED* EDUCATION**



Belief

***GIFTED* EDUCATION**

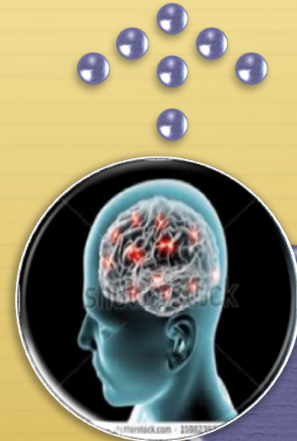


Expectation:
Start with **STRENGTHS**



BELIEF

***GIFTED* EDUCATION**



SELF-ACTUALIZATION:
Push to Frontier of Intelligence

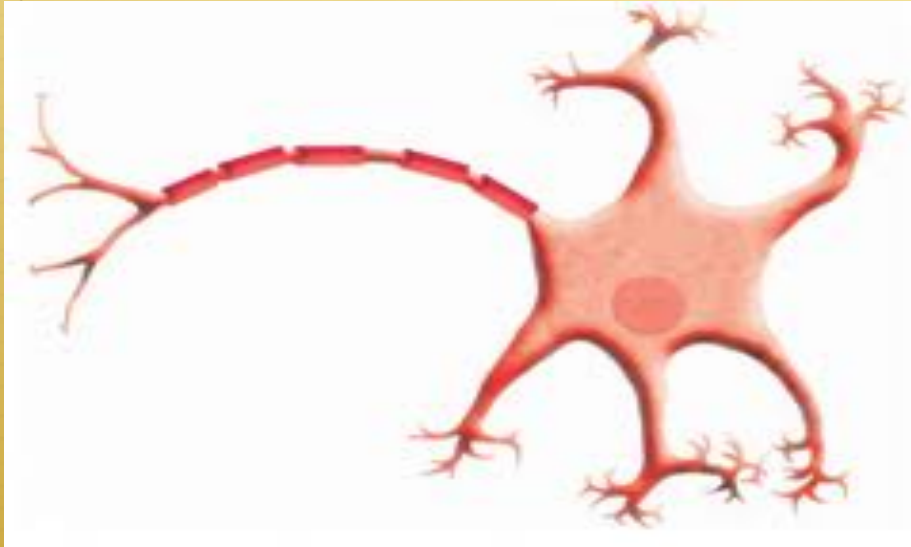


EXPECTATIONS:
Start with **STRENGTHS**



Belief

Starting with Strengths



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

Info processing & connect information

Build on:

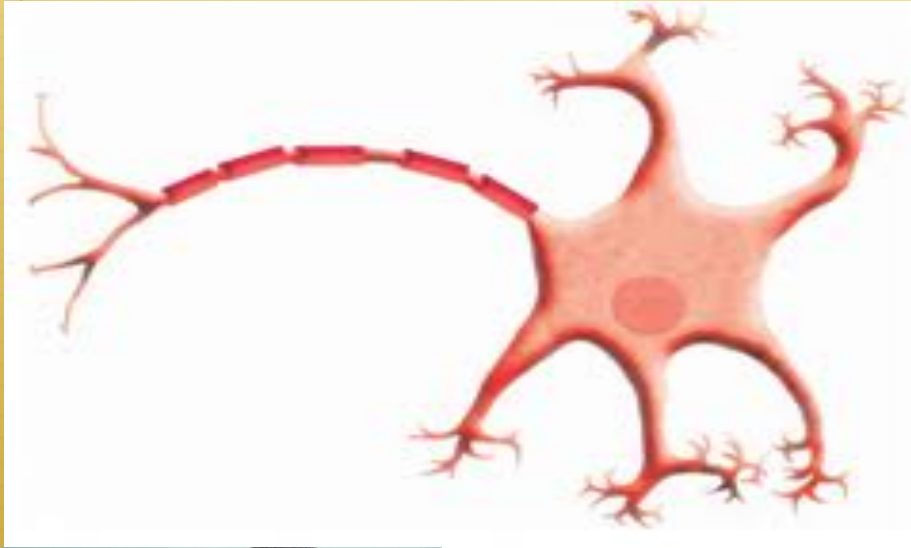
✦ **PAST INFORMATION**

✦ **STRENGTHS**

YOURS?



Starting with Strengths



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

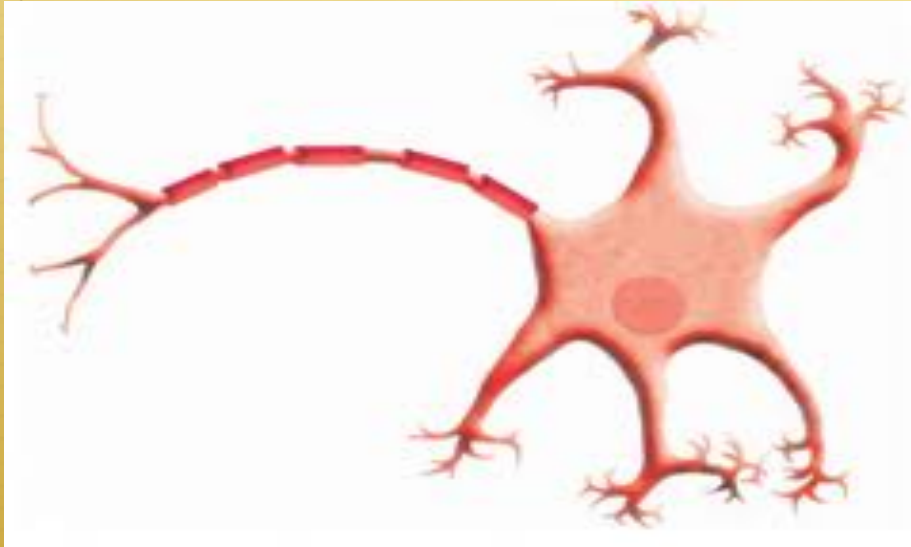
Info processing & connect information

Build on:

- ✦ **PAST INFORMATION**
- ✦ **STRENGTHS**



Starting with Strengths



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Info processing & connect information

Build on:

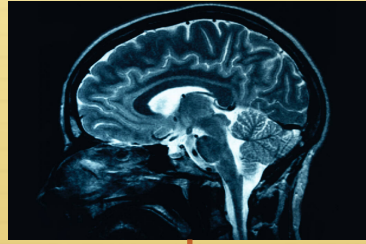
- ✦ **PAST INFORMATION**
- ✦ **STRENGTHS**



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Endorphins
Dopamine

NEUROSCIENCE



Engagement Challenge Reflection Feedback

Why isn't gifted education for everyone?

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ATTENTION to Perspectives

First- order Change

- Extension of the past
- Within existing paradigms
- Consistent with prevailing values and norms
- Implemented with existing knowledge & skills

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McRel

Second-order Change

- A break with the past
- Outside existing paradigms
- Conflicted with prevailing values and norms
- Requiring new knowledge & skills to implement

Why isn't gifted education for everyone?

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

EPISTEMOLOGY OF FEARLESSNESS:

New Conceptions of Leadership
For
Gifting ALL Students

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Metaphors for Fearless Leadership: 4 STANCES

LEADER
as
SOUL FRIEND

LEADER
as
MUSE

LEADER
as
MINISTER

LEADER
as
ARCHITECT

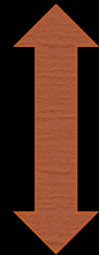
Stances of Fearless Leadership

LEADER
as
ARCHITECT

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).

58

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.

*Gift*ing ALL Students

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graph TD; A["Gifting ALL Students"] --> B["INTENTION:"]; A --> C["ATTENTION"];
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INTENTION:

ATTENTION

*Gift*ing ALL Students

INTENTION:
Gift^{ing} ALL Students for
Self-Actualization

ATTENTION:

What

How

Beliefs
Practices
Opportunities
Assessment
Structures

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Transform Self To Transform the World

SELF-ACTUALIZATION

Critical Perspective:

UNDERSTAND

SELF



HOW TO **THRIVE** IN
THE WORLD