Gifting All Students
GIFTED EDUCATION?
GIFTED EDUCATION?

BELIEF!!

Expectations
GIFTED EDUCATION?

BELIEF

PHILOSOPHY
Pedagogy of Confidence

BELIEF

PHILOSOPHY

PRACTICES

STRUCTURES

HIP
Personal Philosophy

- A personal philosophy is a way of life, a frame of mind which sets your perspective on all things in life. (WikiAnswer)
  - Values
  - Beliefs
    - Pedagogical Practices
    - Invitations and Convenings
VISUAL METAPHOR

Mining for Strengths Montage

• Select one photo from the group of four that you feel represents your personal philosophy and therefore your role with your students.

• Discuss with group and compare.
Metaphor

A figure of speech in which an implied comparison is made between two unlike things that actually have something in common. Adjective: metaphorical.

*****

A way of describing something by comparing it to something else.
HIP: Goals of Gifted Programs

- 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.
PEDAGOGY of CONFIDENCE

Gifting ALL Our Students: Apprentice in Giftedness

Master Teacher

Epistemology for EQUITY & HIP For all

Cognitive Science

Neuroscience
Today’s Flow

Personal Philosophy

Overview and Context
POC
Gifting Students

DISPELING
THE MYTHS:
Science of Learning

PRACTICES

HOP’S

Student Voice

Mediative Learning
Community

Structures

Mediation &
Priming, Processing, &
Retaining for Mastery
NEUROSCIENCE

HIP

Engagement

Challenge

Feedback

Reflection
Engaging Learning and Giftedness

$L: \ (U \ + \ M) \ (C_1 \ + \ C_2)$
Engaging Learning and Giftedness

\[ L: (U + M) (C_1 + C_2) \]

Understanding
Motivation
Competence
Confidence
EQUITY

PEDAGOGY of CONFIDENCE

CONFIDENCE?

Reciprocal Relationship
EQUITY

PEDAGOGY of CONFIDENCE

CONFIDENCE?

Whose?

What is it?

Yvette Jackson, Ed.D. - National Urban Alliance
PEDAGOGY of CONFIDENCE

CONFIDENCE?

Knowing what’s expected
Believing you have what it takes to meet those expectations.

Reciprocal Relationship
**EXPECTATIONS: College & Career Ready**

**English**
- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend - critique
- Value evidence
- Use technology and digital media
- Understand other perspectives and cultures

**Mathematics**
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning
**INFORMATION:**
ALL students are supported to demonstrate **High intellectual Performances**

**ATTENTION**
What
How

Gifting all students through **equity**:

**Collaborative Epistemology**
• What affects intellectual development?
• “Who are the Gifted?”

RENZULLI

Yvette Jackson, Ed.D. - National Urban Alliance
EQUITY

**PEDAGOGY of CONFIDENCE**

- Fearless expectation: all students to demonstrate

High Intellectual Performances

through

- High Operational Practices

for

Self-directed Learning & Self-actualization.
MEDIATION

• Learning = a quality of human-environment interactions

S → O → R

student
input elaboration output

Self-Awareness Growth Mindset
7 HIGH OPERATIONAL PRACTICES

- Identifying and Activating Strengths
  - Building Relationships
- Nurturing High Intellectual Performances
- Providing Enrichment
- Incorporating Prerequisites
- Situating Learning In The Lives Of Student
- Amplifying Student Voice
CORE PROCESS OF LEARNING

COGNITIVE SCIENCE

How the brain makes meaning:
Ways of Understanding & Knowing
COGNITIVE PROCESSES
- context,
- attributes,
- comparatives,
- categories,
- spatial structures,
- seriation/ordering, etc.,
- causality, and
- analogy

FORMAL OPERATIONS
- Abstractions:
  - Critical Analysis
  - Comparative Thinking
  - Evaluation
  - Forecast
  - Dialogical Thinking

ATTENTION

College and Career Ready

HIP
Analogous Thinking
Theorize
Philosophize
Propositions
Decision making
How does culture/ FOR impact cognition?
How does culture/ FOR impact cognition?
CORE PROCESS OF LEARNING

COGNITIVE
Constructing Meaning
Cultural Frame of Reference

+ 

NEUROSCIENCE

PLASTICITY OF THE BRAIN
CORE PROCESS OF LEARNING

COGNITIVE
Constructing Meaning
Cultural Frame of Reference

+ 

NEUROSCIENCE

PLASTICITY OF THE BRAIN
Wired for high intellectual performances
Structural Cognitive Modifiability
Reuven Feuerstein

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

Info processing & connect info

Yvette Jackson, Ed.D. - National Urban Alliance
Structural Cognitive Modifiability
Reuven Feuerstein

90% **Glia** – transport nutrients, regulate immune system

10% **Neurons** – (dendrites & axons)

Info processing & connect info

Building on:

• past info

• strengths
CORE PROCESS OF LEARNING

COGNITIVE
Constructing Meaning
Cultural Frame of Reference

NEUROSCIENCE
PLASTICITY OF THE BRAIN
• Wired for high intellectual performances

Neurotransmitters
STRENGTHS
EMOTIONS
NEUROTRANSMITTERS

Dopamine
Endorphins

LEARNING:
Connections among
NEURONS

Yvette Jackson, Ed.D. - National Urban Alliance
They demonstrate independence. Students can:

- **comprehend and evaluate** complex texts across a range of types and disciplines;
- **construct effective arguments and convey intricate or multifaceted information**;
- independently **discern a speaker’s key points, request clarification, and ask relevant questions**;
- **build on others’ ideas, articulate** their own ideas, and **confirm they have been understood**;
- demonstrate **command of standard English and acquire and use a wide-ranging vocabulary**;
- More broadly, they become **self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials**.
CORE PROCESS OF LEARNING

COGNITIVE
Constructing Meaning
Cultural Frame of Reference

NEUROSCIENCE
PLASTICITY OF THE BRAIN

- Wired for high intellectual performances

**Neurotransmitters**

- Mirror Neurons
WHY DO SO MANY STUDENTS OF COLOR EXPERIENCE UNDERACHIEVEMENT?
NARRATING THE LIVES OF STUDENTS

• **MYTHS**
  - 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

• **BELIEFS**
NARRATING THE LIVES OF STUDENTS

• MYTHS
  • 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

• BELIEFS

MARGINALIZING LANGUAGE:

• Minority v. Students of Color
• Disadvantaged v. Underachievers
• Disabilities v. Variable Learners
• Gap v. Enrichment and Support
COGNITION & EMOTIONS: Fear + Stress

- CORTISOL

- NEUROINHIBITOR
  - impairs cognitive functions
  - reduce blood flow in top frontal lobes: area activates on your feet thinking

CREATIVITY + CONFIDENCE
Continuous, prolong release of Cortisol:

- Lesions on the brain
- **Vicious Restrictive Habits** – rewiring part of brain
  - nonproductive patterns
  - executive functions and goal oriented behaviors (shrivel of dendrites) – doing the same thing over and over instead of seeking new approach (cognitive predisposition)
- Under nutrition
Structural Cognitive Modifiability

Intelligence $\rightarrow$ DYNAMIC

Potential $\rightarrow$ TRANSEMPIRICAL

"Change the input and the brain changes accordingly."

Reuven Feuerstein
MEDIATING FOR CCSS

Change the input and the brain changes accordingly!
CULTURAL FRAME OF REFERENCE
7 High Operational Practices

- Identifying and Activating Strengths
- Building Relationships
- Nurturing High Intellectual Performances
- Providing Enrichment
- Incorporating Prerequisites
- Situating Learning In The Lives Of Student
- Amplifying Student Voice

POC: MEDIATION via HIGH OPERATIONAL PRACTICES

All children can learn.
Ron Edmonds
ENGAGEMENTS FOR LEARNING

Student Strengths

National Urban Alliance: The Pedagogy of Confidence
Pre-verbal, 12-month-old, bilingual infants - more flexible at learning speech structures than monolinguals.

Cognitive pathways developed during the learning of two languages - might make bilingual children more efficient in acquiring new information.

Bilingual speakers - more proficient at dealing with distractions than those who spoke only a single language.

That ability was even more pronounced for older people, suggesting that multilingualism might help elderly speakers avoid age-related cognitive problems.
CULTURALLY RESPONSIVE TEACHING

- Validating
- Comprehensive
- Multidimensional
- Empowering
- Transformative
- Emancipatory

7 HIGH OPERATIONAL PRACTICES

Identifying and Activating Strengths
  - Building Relationships
  - Nurturing High Intellectual Performances
  - Providing Enrichment
  - Incorporating Prerequisites

Situating Learning In The Lives Of Student

Amplifying Student Voice

Gloria Ladson-Billings & Geneva Gay


**Dimensions of Equity:**

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).

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I. Three Beliefs:
   • Intelligence is modifiable
   • All students benefit from a focus on HIP
   • Learning is influenced by the interaction of culture, language, and cognition
I. Three Beliefs:

- Intelligence is modifiable
- All students benefit from a focus on HIP
- Learning is influenced by the interaction of culture, language, and cognition

II. Acknowledge the impact of debilitating realities from outside and inside school.

III. Enriching mediation can correct cognitive dysfunctions and strengthen the connections among the neurons.

IV. Mediation can be facilitated through High Operational Practices.
POC ↔ MEDIATIVE LEARNING COMMUNITY

Oasis

Strengths-Based Focus

High Operational Practices for self-directed learning & Self-actualization

All voices emancipated:
Empowered to help transform

HIP

PRINCIPAL

University Partner

TEACHER
Eden Prairie Schools

Proudly Creating Equitable Learning Environments for All

Eden Prairie is proud of the increasing academic achievement of all its students. As our student body changes we are embracing diversity while meeting the academic needs of all students.

Meeting Challenges Head On

Sometimes you have to acknowledge that old strategies don’t work to meet new challenges. That’s why we took steps to ensure that every employee in the district – from bus drivers to teachers and principals – were prepared to hold students from different language backgrounds, high-poverty households, and lower achieving schools to the same high standards and expectations we are known for in Eden Prairie.

Partnering with the National Urban Alliance for Effective Education To:

☐ Give principals and teachers professional development to help break down barriers to high expectations and help them better understand the strengths of incoming students from different racial, cultural and socioeconomic backgrounds.

☐ Develop curriculum and instruction that acknowledge students’ culture rather than ignore it and its relevance to how students learn.

☐ Brought cognitive research to all classrooms through strategies that are typically used in gifted and talented programs.

☐ Conducted community outreach and advocacy to build support for new instructional strategies and embrace an increasingly diverse student population.

The Results Are In:

This fall’s results from the Minnesota Comprehensive Assessments show us that we are on the right path. Here are the proficiency gains by student group since 2008:

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>White students</td>
<td>5%</td>
</tr>
<tr>
<td>Asian students</td>
<td>10%</td>
</tr>
<tr>
<td>Latino students</td>
<td>12%</td>
</tr>
<tr>
<td>Black students</td>
<td>21%</td>
</tr>
<tr>
<td>Free/Reduced lunch students</td>
<td>21%</td>
</tr>
<tr>
<td>Limited English Proficient students</td>
<td>28%</td>
</tr>
</tbody>
</table>

“We are eliminating the gap.”
Strategic Planning

### Unified District Vision: A Strategic Plan for High Intellectual Performance through Equity 2013

<table>
<thead>
<tr>
<th>Empower Family and Community Members as Partners</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The school system shall empower family and community members as partners with school staff in support of college and career readiness for students of all racial groups</td>
<td></td>
</tr>
<tr>
<td>• Parents As Our Partners</td>
<td></td>
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<tr>
<td>• Apartment Vistas</td>
<td></td>
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<tr>
<td>• Community Forums</td>
<td></td>
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<tr>
<td>Priority 2: Cultivate learning environments characterized by mutual respect and personal responsibility</td>
<td></td>
</tr>
<tr>
<td>Priority 3: Strengthen relationships among students, staff, families and community members</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Empower Students Through Engaging Learning that Encourages Student Voice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Service learning opportunities</td>
<td></td>
</tr>
<tr>
<td>• Opportunities for student input</td>
<td></td>
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<tr>
<td>• SAHE</td>
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<tr>
<td>• Student Leadership</td>
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<td>• Student Council</td>
<td></td>
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<tr>
<td>• Student Equity Teams</td>
<td></td>
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<tr>
<td>• Student-Led Professional Development for Staff</td>
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<tr>
<td>Priority 1: Enrich and Accelerate academic achievement</td>
<td></td>
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<tr>
<td>Priority 2: Provide high quality, engaging teaching that challenges every student</td>
<td></td>
</tr>
<tr>
<td>Priority 3: Cultivate learning environments characterized by mutual respect and personal responsibility</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Strengthen relationships among students, staff, families and community members</td>
<td></td>
</tr>
</tbody>
</table>

Equity is raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories (Singleton, 2013).
San Francisco Unified School District, California

- At Visitacion Valley Middle School, a school with a long history of poor academic outcomes, NUA provided professional development and on-site support. This included onsite demonstration lessons, summer academies for students and educators, and offsite team-building. For the 2009-2010 school year, Visitacion reported:
  - 16 percentage point gain in math for grade 6
  - 18 percentage point gain in social studies for grade 8
  - 40 percent point gain for all student assessments for all grades combined
- George Washington High School is a traditionally high performing school which has not had success with lifting the achievement of students of color, i.e., until 2011 where, working in partnership with the NUA, African American students made unprecedented gains of 21-percentage from 2010, and Latino students gained 14 percent.
4 Guiding Realities

Reciprocal Relationships

Mindfulness

Emancipation

Revolution

PEDAGOGY
OF
CONFIDENCE

REKINDLING OUR COMPETENCE & CONFIDENCE TO INSPIRE HIGH INTELLECTUAL PERFORMANCES FROM OUR URBAN ADOLESCENT SCHOOL DEPENDENT STUDENTS
To you I might just be another child lost in society’s universal negativity. I suppose now is the time for heads to turn away and shoulders to shrug. Know this...

Stereotypes can only go so far, Last so long, and mean so much. Why listen to rumors with no definition or destination? Not only can I name all the states and capitals Memorized since the third grade, I can read Romeo and Juliet with no hesitation, Because that one English teacher is not in it for the money and free summers. Because she cares with the heart that goes past the extreme For not only me, But ALL 150 of her students, her children. Miracles can happen, Dreams can come true.

-Kaycee R. Grisby, 10th grade, Arlington High
You are the one students are waiting for!
Culturally Responsive Teaching through a Gifted Education:

- High Intellectual Performances from ALL for Self-Directed Learning, CCSS and Self-Actualization
- Closing the Gap between Innate Potential and Achievement

Pedagogy of Confidence

Mediated via THE ARTS

Professional Learning:

- Strengths-Based Approach
- Cognitive and Neuroscience High Operational Practices for Intellectual, Academic, and Social Development
- Explicit Teaching of Higher Order Thinking Processes and Habits of Mind/Dispositions
- Literacy of the Disciplines
- Mediating Underdeveloped Skills and Affirming Cultural Frames of Reference