Activating Innate Potential for High Intellectual Performances: Inspiring Giftedness in ALL OUR Children

September 25, 2017
Yvette Jackson, Ed. D.
Oak Park Vision

**POSITIVE LEARNING ENVIRONMENT**
- We engage the entire community in support of our schools, and each and every student.
- We incorporate the perspectives and needs of students and teachers.

**EQUITY**
- We engage and challenge all students.
- We provide equal opportunity for all students.
- We develop critical thinking skills and support students as global citizens ready for our ever-changing world.

**INCLUSIVE**
- We meet the diverse needs of all students.
- We support students to develop tolerance, empathy, and care for each other and the world.

**WHOLE-CHILD FOCUSED**
- We are student-focused.
- We support students in finding their passion and develop a lifelong love of learning.
GOALS FOR THE COMMITTEE

• Advance district vision of creating a positive learning environment for all students that is equitable, inclusive and focused on the whole child.

• Better meet the needs of the Oak Park children to realize their potential.
Considerations for Group Norms

- TIME
- Listening
- Participation
- Confidentiality
- Decision Making
- Expectations
EXPECTATIONS
EXPECTATIONS
Applying Group Norms

• Review expectations
• Determine mission of the group. What is the purpose?
• Consider strategic elements
• Chart course for necessary sequence of actions
• Creating a process for contribution to get input re:
  – Questions
  – Learning
  – Feedback
Applying Group Norms

• Review expectations
• Determine mission of the group. What is the purpose?
  – Ensuring potential of ALL students is cultivated to develop and address strengths
  – Create program for those needing acceleration
• Consider strategic elements
• Chart course for necessary sequence of actions
• Creating a process for contribution to get input re:
  – Questions
  – Learning
  – Feedback
Significant Elements
OAK PARK VISION
Charting Our Direction

PROCESS for REALIZING STUDENT POTENTIAL

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OAK PARK VISION
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PROCESS for REALIZING STUDENT POTENTIAL

SHIFTs
Gift-ing ALL Students with the High Operational Practices

To Unleash **Strengths**
&
High Intellectual Performances
to
Thrive & Flourish
for
Self-Actualization and Personal Contribution....
NURTURING, ASSESSING, TARGETING POTENTIAL GIFTEDNESS
Significant Elements
Considerations for HIP

Targets

?
GENIUS Uncovered
The Einstein effect

Above Average
Creative
Task Committed
Why There’s No Such Thing as a Gifted Child

GENIUS Uncovered
The Einstein effect

What does the research imply about HIP and GENIUS?
The latest neuroscience and psychological research suggests most people, unless they are cognitively impaired, can reach standards of performance associated in school with the gifted and talented. However, they must be taught:

• the right attitudes and approaches to their learning;
• develop the attributes of high performers – curiosity, persistence and hard work, for example – an approach Eyre calls “high performance learning”.

**GREAT MINDS and HOW TO GROW THEM**

Deborah Eyre And Wendy Berliner
HABITS OF MIND
Art Costa

- Persisting
- Managing Impulsivity
- Listening w/ Understanding & Empathy
- Thinking Flexibly
- Thinking about Thinking
- Striving for Accuracy
- Questioning & Posing Problems
- Applying Past Knowledge to New Situations
- Thinking & Communicating w/ Clarity & Precision
- Gathering Data through All Senses
- Creating, Imaging, Innovating
- Responding w/ Wonderment & Awe
- Taking Responsible Risks
- Finding Humor
- Thinking Interdependently
- Remaining Open to Continuous Learning

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Significant Elements Considerations for HIP

**Targets**

- Intellectual Development
- Behaviors/ Habits of Mind
- Creative Development (Performing and Visual Arts)
- Learning Concepts
- Knowledge
INTELLIGENCE:
The dynamic process that enables an individual to adapt in response to a need, novel situation, changes in the environment.

POC: HIP – SELF-ACTUALIZATION – PERSONAL CONTRIBUTION
INTELLIGENCE:
The dynamic process that enables and individual to adapt in response to a need, novel situation, changes in the environment.

MEDIATION: Potential Giftedness

- Dynamic process between the mediator and the student to nurture, heighten, and assess intellectual capacities for high performance and achievement
HIP: Einstein's thinking

Hypothesize

Evaluate

Theorize

Understand

Crystallize

Realize

Specialize

Formulize

Phenomenize

Judge

Philosophize

Criticize

Phenomenalize

Synthesize

Physicalize

Novelize

Revolutionize

Communicate

Poeticize

Romaniticize

Mobilize
CoGat:
Attention
Memory (long/short) & Retention
Execution:
- reasoning
- problem solving
- decision making

Application Sections:
• Quantitative Reasoning in problem solving
• Verbal Reasoning with fluency
  • Analogies, classifications & sentence completion
• Non-verbal Reasoning (geometric figures & shapes)
  • Patterns for solutions
Assessing Intelligence -

• Larry P. v. Riles, 1972 – "All ability tests (whether called intelligence, aptitude or achievement tests) measure a student's current performance on skills introduced. There are no measures of innate capacity."

• Change the input and the brain changes accordingly.
• 90 % – transport nutrients, regulate immune system
• 10% (dendrites & axons)
• Info processing & connect information

Build on:

• PAST EXPERIENCE
• STRENGTHS
<table>
<thead>
<tr>
<th>TYPE I: Exposure</th>
<th>TYPE II: Processing</th>
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<tbody>
<tr>
<td>• Trends</td>
<td>• Cognitive/Literacy Skills</td>
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<tr>
<td>• Technology and Sciences (ologies,ographies and other studies in the disciplines)</td>
<td>• Epistemic Skills</td>
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<tr>
<td>• Arts</td>
<td>• Affective/Social/Interpersonal</td>
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<td>• Disciplines and Careers</td>
<td>• Decision Making</td>
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<tr>
<td>• Interests</td>
<td>• Learning-How-to-Learn</td>
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<td>• Study Skills</td>
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<td>• Advanced Research Skills</td>
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<td>• O, W, V Skills</td>
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<tr>
<td></td>
<td>• Goal Setting</td>
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<th>TYPE III</th>
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Individual and Small Group Investigations of Relevant Issues/Problems

Renzulli Enrichment Triad
POC
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
Significant Elements
Considerations for HIP

Targets

• Intellectual Development
• Behaviors/ Habits of Mind
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Significant Elements
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Pedagogical Goals

Pedagogical Practices and Opportunities

Identification/Assessment

TERMINOLOGY
OAK PARK VISION
Charting Our Direction

REALIZING STUDENT POTENTIAL

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Mapping Our Course
PROCESS FOR CONTRIBUTION
A study by Geoffrey Cohen of Yale University illustrated that writing affirmations for positive identity and sense of “self integrity” near the beginning of the school year for reciting and reflecting upon during the year (especially prior to taking a test) raised student school performance and reduced the effects of stereotype threat and the racially identified achievement gap by 40 percent.
OLOGIES, OGRAPHIES, AND OTHER STUDIES IN THE DISCIPLINES

SOCIAL SCIENCE
ARCHAEOLOGY  SOCIOLOGY  ANTHROPOLOGY  PSYCHOLOGY  HISTORY  GEOGRAPHY  POLITICAL SCIENCE  ECONOMICS  GENEALOGY  PHILOSOPHY  GERONTOLOGY  THEOLOGY

NATURAL SCIENCES
BOTANY  PHYSICS  CHEMISTRY  ECOLOGY  GEOLOGY  ASTRONOMY
METEOROLOGY  ORNITHOLOGY  ICHTHYOLOGY  CHRONOBIOLOGY  IMMUNOLOGY  BIOLOGY  HERPETOLOGY  MICROBIOLOGY  PATHOLOGY

MATHEMATICS
STATISTICS  PROBABILITY  LOGIC
COMPUTER PROGRAMS  SET THEORY  NUMBER THEORY
MATHEMATICAL MODELING  ARCHITECTURE  ALGEBRA
GEOMETRY  PACKAGING  CALCULUS

LANGUAGE ARTS
LITERARY CRITICISM  DEBATE  PLAY  WRITING  MIME  SPEED-READING  FORENSICS  LINGUISTICS
ETYMOLOGY  MORPHOLOGY  VIDEO PRODUCTION  POETRY WRITING  PROOF READING  VIDEO PRODUCTION  STORY
TELLING  JOURNALISM  SCIENCE FICTION  CINEMATOGRAPHY

G. Shack, 1985
- Identifying and Activating Strengths
- Building Relationships
- Nurturing High Intellectual Performances
- Providing Enrichment
- Incorporating Prerequisites
- Situating Learning In The Lives Of Student
- Amplifying Student Voice
Defining Giftedness:

Outstanding intellectual and creative ability the development of which requires specific attention and support services to cultivate potential, inspire interests, and identify and nurture strengths.
Intelligence is not a stable and fixed set of traits. It is a current state of being.

Larry P. v. Riles, 1972 – "All ability tests (whether called intelligence, aptitude or achievement tests) measure a student's current performance on skills introduced. There are no measures of innate capacity."
3 BELIEFS:

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

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<thead>
<tr>
<th>I came expecting...</th>
<th>I got...</th>
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<th>I want...</th>
<th>I intend to...</th>
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1–2–3–4–5–6–7–8–9 or 10

Low

High
L.P.A.D Model

INCREASING NOVELTY AND COMPLEXITY

C
B
A

Initial task

(USED TO TEACH A COGNITIVE PRINCIPLE)

Numerical
Spatial

Logical Verbal

Pictorial Concrete

Verbal
Figural

ANALOGY

SERIATION

LOGICAL MULTIPLICATION

PERMUTATION

SYLLOGISM

CLASSIFICATION

ETC

Fig. 1
OUR EPISTEMOLOGY:

• Count off: 1-3
• #1 – POC: HIP’s
• #2 – Oak park Mission
• #3- CCSS – p. 5 Unlocking Student Potential

Gifting All Students