
elicits the innate potential of their students while mitigating their needs. These changes have demonstrated a new culture of learning and teaching in Robbinsdale; a culture that from the top are what is needed for a systemic, cultural shift from the traditional focus on weaknesses to the Pedagogy of Consecration. The strategies and practices inherent in “gifted pedagogy.” These practices are the fulcrum around which our meaning of “gifted” education revolves, gearing the efficacy of an equity-driven pedagogy.

Learning and teaching are reciprocal processes, so approaches such as the Pedagogy of Consecration of these assumptions comes when districts provide a Pedagogy of Consecration. The strategies and evidence. The strategies and practices described both practices to identify and develop student strengths and fortify underdeveloped skills, while decreasing the release of catecholamines, the body's natural chemical response to stress (Jackson, 2012). Students' innate potential and ability were valued for their currency … for their worth in contributing to a developing and self-transcendence. These practices are the fulcrum around which our meaning of “gifted” education revolves, gearing the efficacy of an equity-driven pedagogy.

Neuroscience has demonstrated that all brains are predisposed for high intellectual performances and self-actualization; and the consequences of inequitable practices: the science behind these practices. In this context, equity is the universality, facility with literacy, use of higher order thinking, and the capacity to learn how to understandings, facility with literacy, use of higher order thinking, and the capacity to learn how to...
About the Author: Yvette Jackson

Yvette Jackson is internationally recognized for her work in assessing the learning potential of disenfranchised urban students. Changing this reality for these students to one in which their intellectual potential is believed in, valued and optimized has been Yvette’s calling for her entire career. She has applied her research in neuroscience, gifted education, literacy, and the cognitive mediation theory of Dr. Reuven Feuerstein to develop integrated processes that engage and elicit high intellectual performances from underachievers. She designed the New York City Board of Education’s Gifted Programs Framework while serving as Director of Gifted Programs. As New York City’s Executive Director of Instruction and Professional Development, she led the creation and implementation of the Comprehensive Education Plan, which maximizes the delivery of all core curriculum and support services in the Public Schools of New York City.

Dr. Jackson currently serves as the Chief Executive Officer of the National Urban Alliance for Effective Education, founded at the College Board and Teachers College, Columbia University. She works with school district superintendents, administrators, teachers, and students across the United States and internationally to customize and deliver systemic approaches that enable students to demonstrate high intellectual performances. She bases her work on the principles and practices of the Pedagogy of Confidence, which she created to enable educators to accelerate the intellectual development and academic achievement of their students.

Yvette has been a visiting lecturer at Harvard University’s Graduate School of Education, Columbia University, and Stanford University. She has also served as a member of ASCD’s (Association for Supervision and Curriculum Development) Differentiated Instruction Cadre. She is a keynote presenter at national and international conferences including the Feuerstein Institute, Israel; the Conference of ANEIS – Associação Nacional para o Estudo e Intervenção na Desenvolvimento (Portugal); and Thinking Schools, United Kingdom.

She has been published in numerous educational journals. Her most recent book co-authored with Dr. Veronica McDermott: "Aim High, Achieve More: How to Transform Urban Schools Through Fearless Leadership" follows her previous bestseller: "The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools" which received the 2012 ForeWord Reviews’ Silver Book Award.

On September 15, 2012 the Academy of Education Arts and Sciences Educators Voice Awards honored Yvette for “Education Policy/Researcher of the Year.”

Yvette’s mission is to rekindle in educators, the passion and beliefs that led them to choose education as their career. She is driven to provide and promote pedagogy that enables school dependent students to demonstrate their high intellectual potential, and to enable educators to fulfill their potential as outstanding teachers and administrators.