

# *VISION for EQUITY CONSCIOUSNESS*

## *Gift*

ALL Students with support to elicit and nurture  
innate potential  
for

**SELF-ACTUALIZATION & CONTRIBUTION**

SELF-  
DETERMINATION

**THRIVING & FLOURISHING  
IN THE WORLD**

*Transform Self To Transform the World*

# OPTIMIZING ADOLESCENT DEVELOPMENT

## 4 Critical Catalysts

- **BELIEF**
- **BELONGING**
- **PERSONAL VALUE**
- **AGENCY**



# SCIENCE OF BELONGING: FRAME OF REFERENCE

LANGUAGE AND  
CULTURE ARE THE  
FRAMEWORKS THROUGH  
WHICH HUMANS  
EXPERIENCE,  
COMMUNICATE, AND  
UNDERSTAND REALITY.  
(LEV VYGOTSKY, 1968)



**LANGUAGE**

**COGNITION**

**CULTURE**

**ENGAGEMENT**

***VALUE***

# 21<sup>st</sup> Century HIGHER ORDER THINKING & PRODUCTION



HIP

- Analogize
- Think Syllogistically
- Argue/Debate
- Theorize
- Hypothesize
- Create/Design
- Elaborate
- Innovate

## FORMAL OPERATIONS

Abstractions:

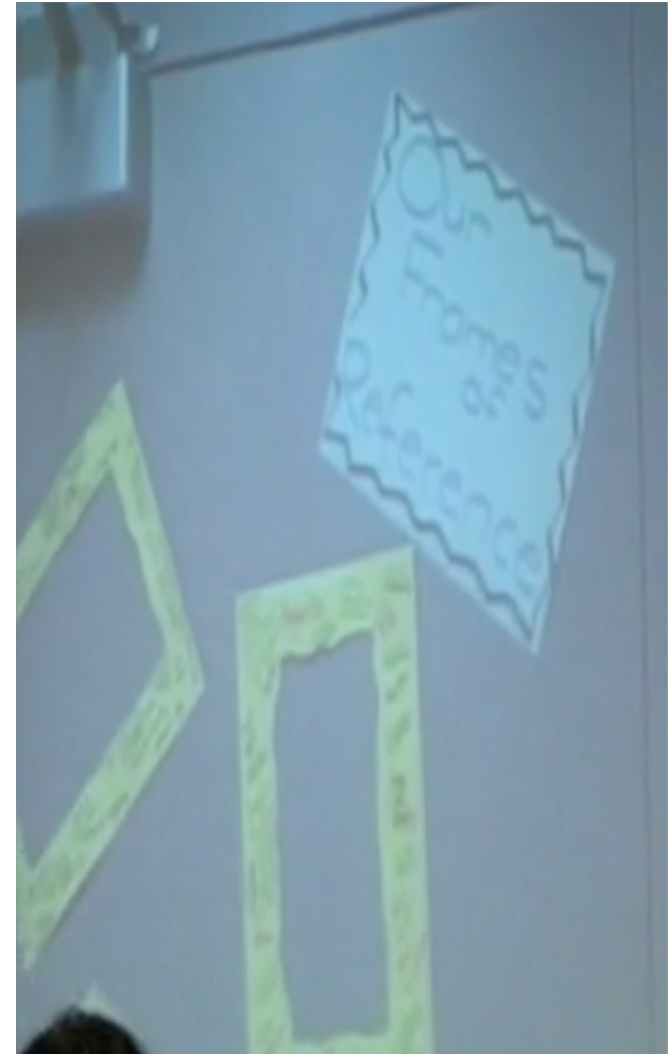
- Critical Analysis
- Comparative Thinking
- Evaluation/  
• Critique
- Forecast

## •Dialogical Thinking



# What's In Your FRAME OF REFERENCE?

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BARRIERS TO  
ADOELSCENT INTELLECTUAL & SOCIAL DEVELOPMENT

OUTSIDE/INSIDE

How THEY see  
the world

- Outsider
- Disconnected
- Limiting

LANGUAGE

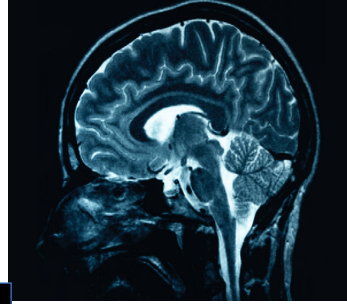
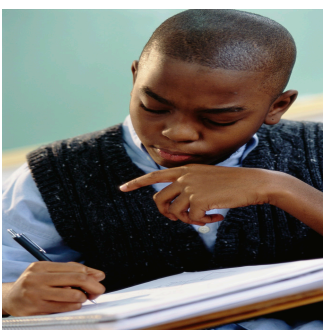


How THEY think  
the world sees  
THEM

### LEXICON OF DISBELIEF :

- Minority v. Person of Color
- Low-achiever v. Underachiever
- Disadvantaged v. School -Dependent
- Disabilities v. Variable Learners
- Gap v. Enrichment and Support

CULTURE



- ACE
- PTSD
- HISTORICAL TRAUMA

# STRESS!!

Reduces blood flow- breaking down:

## DEPRESSES LEARNING:

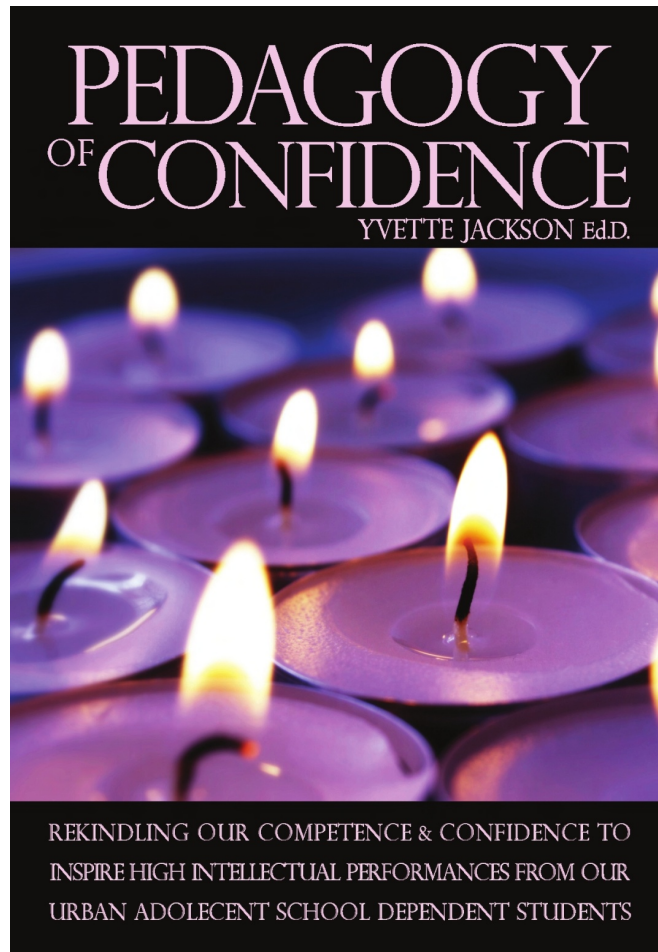
- Memory
- Language Development
- Executive Functioning: **HOTS**
  - Problem Solving
  - Decision Making
- *Vicious Habits* – Rewires the brain to do the same thing over and over instead of finding new approaches
- On your feet thinking

• **INTELLECTUAL DEVELOPMENT**

• **CREATIVITY**

• **CONFIDENCE**

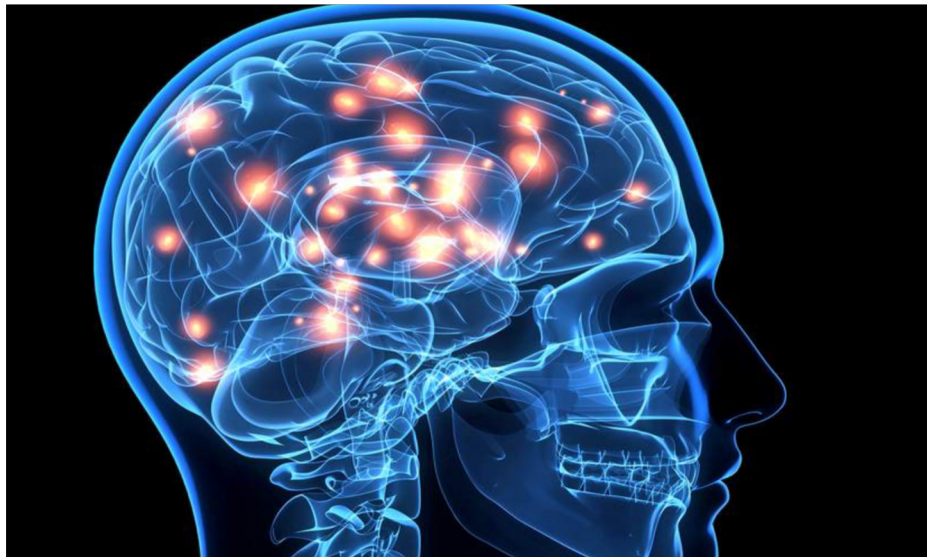
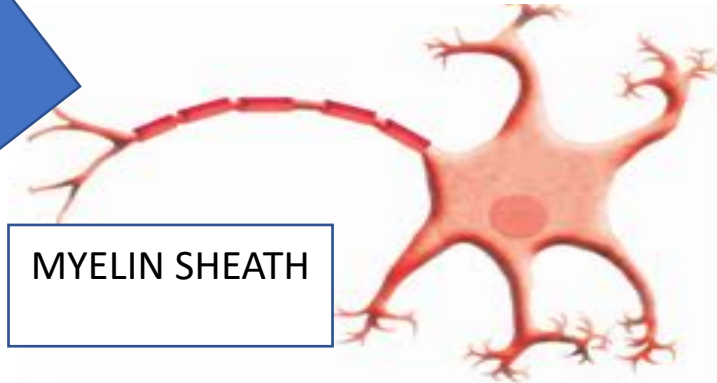
# MITIGATING THE IMPACT OF BARRIERS & OPTIMIZING ADOLESCENT DEVELOPMENT



## 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**

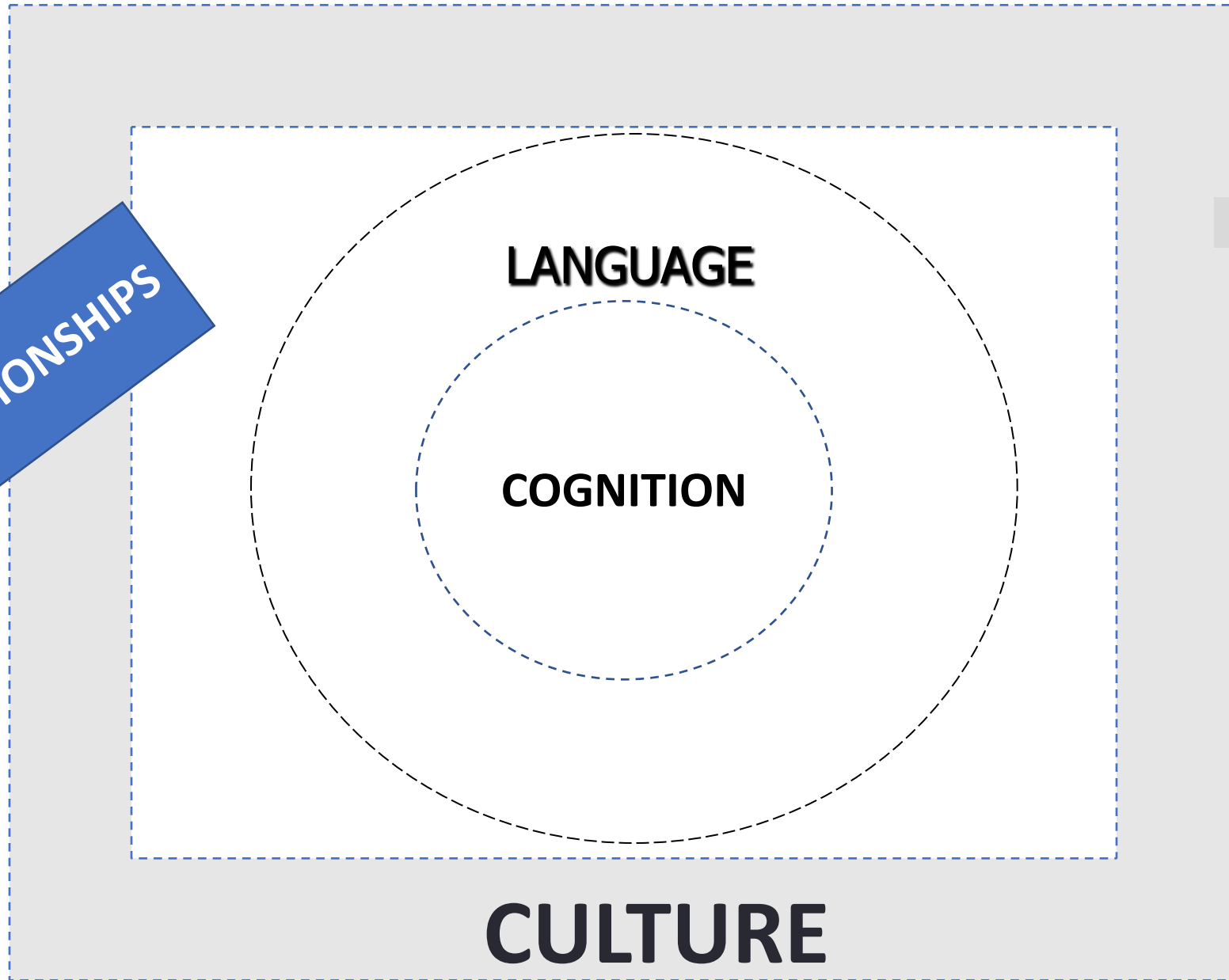
# Identifying & Activating Strengths

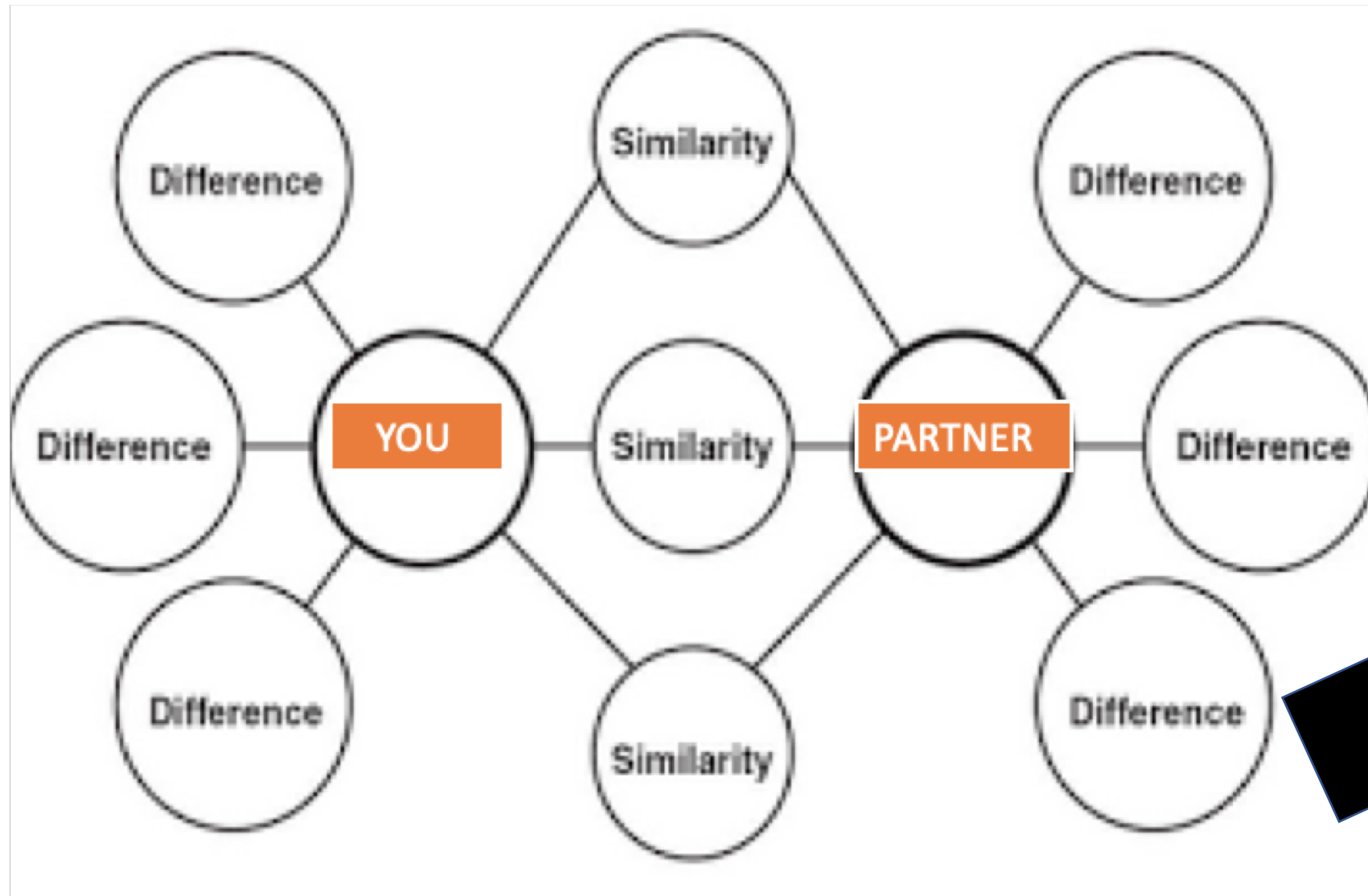


## HOW DO WE STRENGTHEN THE MYELIN SHEATH?

- Connect new learning to past experiences
  - Build on strengths

**BUILDING RELATIONSHIPS**



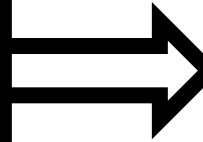


NEUROTRANSMITTER:  
**OXYTOCIN**

# ***RELATIONSHIPS & BELONGING***

***FOCUS:***

***Human  
Commonalities/  
Universalities***



***TRAITS***

- ***Empathy***
- ***Dialogical  
Perspective***
- ***Compassion***

**INTERCULTURAL RELATIONS**

# MITIGATING THE IMPACT OF BARRIERS & OPTIMIZING ADOLESCENT DEVELOPMENT

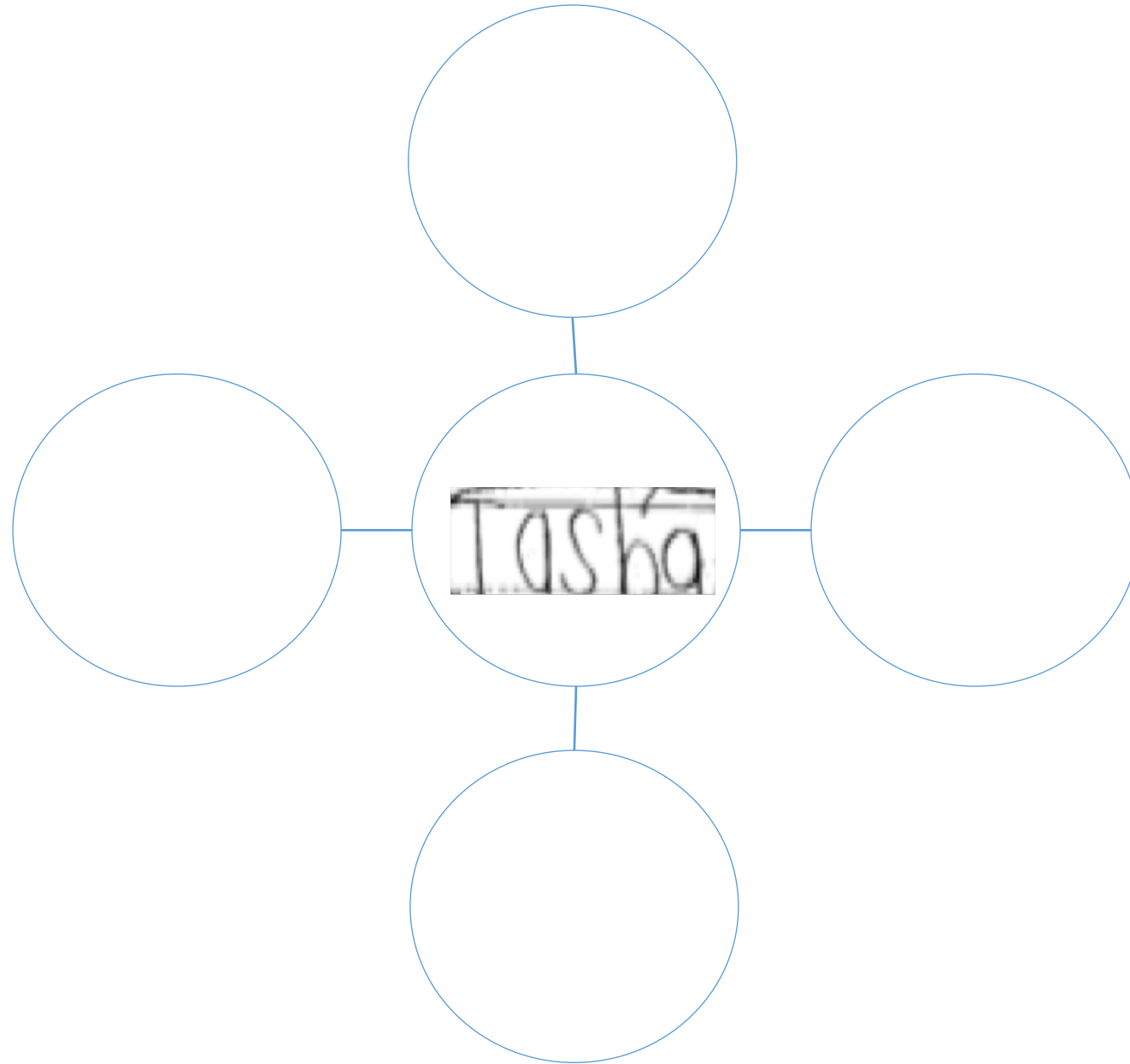


## High Operational Practices

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



# AMPLIFYING STUDENT VOICE



OUTSIDE/INSIDE

How THEY see  
the world

- Outsider
- Disconnected
- Limiting

**LANGUAGE**



How THEY think  
the world sees  
THEM

**LEXICON OF DISBELIEF :**

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**CULTURE**

## STRENGTHS: MY SELF-REFLECTION

basketball player

Tasha Kellam      Leadership

My Strengths can help me be a leader because when I was little I was shy and very quiet, but as I grow older and I gained <sup>some</sup> strengths. These <sup>of</sup> top 5 strengths are athletic, competitive, mature, responsibility intelligence. They are going to help me grow <sup>as a person</sup> because as a basketball player you need discipline, you need to be competitive and mainly you have to be mature. They help me as a leader because I share these things with my friends, teachers and family members. I give them great advice, and as a leader you have to make sure that you lead other people to being a leader someday.