Ball-Chatham

Portrait of an Educator

Portrait of a Educator- Personifies Skills for Life

Attributes

- Develops a strong work ethic
- Takes risks, accepts challenges, and values the learning that comes from failure
- Demonstrates adaptability and flexibility
- Models perseverance
- Creates an inclusive community through mutual respect and empathy
- Values diversity

Indicators - What We Would See

- Participates in collaboration leading to decision making
- Embraces learning challenges
- Places emphasis on student-educator relationship and student empowerment
- Manages anxiety and stress in uncomfortable situations
- Models good attendance
- Is timely with work completion and balancing commitments
- Does not give up and reengages with difficult work
- Shares about themselves and learns about other cultures
- Embraces student and staff differences
- Hears multiple sides of an argument
- Has courageous conversations
- Focuses discussion around diversity and bias/using culturally sensitive language
- Utilizes materials/resources from viewpoint of diverse groups

- Engages in restorative mindset and practices
- Builds sense of community
- Upholds the law, Board policies, and expectation in staff handbook
- Makes decisions in the best interest of students
- Relies on best practice instead of past practice
- Does not get defensive or fearful of feedback
- Gives grace
- Treats all students and staff with equity
- Approaches work with positivity
- Takes initiative

What We Would See if Personifies Skills for Life is Missing

- Lacks communal ownership
- Does not participate in collaboration
- Makes disrespectful comments
- Uses or allows microaggressions
- Offers little opportunity for discussion or engagement
- Creates an educator-centered environment
- Promotes visual bias - majority or dominate cultural expressions or ability levels
- Uses power and punitive practices to penalize others
- Is negative

- Gossips or makes inappropriate comments
- Does not maintain confidentiality

Portrait of a Educator- Seeks Knowledge and Understanding

Attributes

- Demonstrates a passion for one's profession
- Helps all students maximize resources and learning opportunities
- Promotes lifelong learning
- Challenges the status quo
- Disrupts biases
- Is an expert in one's own field of work
- Utilizes technology to support student learning
- Values and applies ongoing professional development and growth to improve professional practice
- Believes that all Titans can rise to meet high expectations
- Reflects on the effectiveness of current practices as part of the continuous improvement process

Indicators - What We Would See

- Sets and believes in consistent, high expectations for all
- Believes in collective responsibility—our students belong to everyone
- Provides feedback that promotes learning, i.e. grades, evaluations
- Constructs, monitors, and adjusts one's understanding
- Participates in meetings, committees and teams
- Engages in self-assessment and reflection leading to continuous improvement
- Promotes financial literacy
- Maximizes use of technology
- Is visible at school events to support students
- Models use of resources for students

- Is up to date and knowledgeable with all standards, curriculum, apps, and job requirements
- Is aware of personal biases and how they affect others
- Addresses bias in others
- Continuously strives to make student learning a priority
- Learns for personal growth
- Actively engages in professional development
- Applies new skills from professional development to job
- Treats others with respect

What We Would See if Seeks Knowledge and Understanding is Missing

- Possesses low, inconsistent expectations for some or all
- Utilizes inequitable or ineffective grading/feedback practices
- Accepts student barriers
- Is complacent and comfortable with getting by
- Utilizes inequitable grading or feedback practices

- Provides untimely feedback
- Utilizes technology inappropriately or in a manner that does not support learning
- Has expired license or credentials
- Allows biases to affect one's work and treatment of others

Portrait of a Educator - Develops Self-Awareness

Attributes

- Advocates for students, self, and others.
- Is open to change in order to learn, unlearn, and relearn to meet the needs of students
- Is positive and receptive when introduced to a new situation
- Cultivates a healthy learning environment and positive school culture
- Takes ownership for choices, actions, and mistakes
- Understands how choices and behaviors impact the ability to thrive

Indicators - What We Would See

- Self-advocates by identifying when help is needed or addressing concerns
- Accepts responsibility and corrects behavior
- Works to make amends and restore relationships
- Can be reflective of and understands the impact of one's choices to self and others
- Can identify emotional triggers in self and others
- Develops appropriate responses to prevent negative reactions to emotional triggers
- Addresses concerns in a respectful manner
- Is honest and truthful with others

- Questions the status quo
- Sees situations from other people's point of view
- Stops or reports harm to others - speaks up
- Accepts change
- Is positive in words and actions
- Supports school and district initiatives
- Is vulnerable
- Understands that perfection is not the expectation - freedom to fail
- Seeks opportunities to learn and develop

What We Would See if Develops Self Awareness is Missing

- Allows bullying, harassing, or intimidating behaviors
- Demonstrates poor use of social media and digital citizenship
- Reacts emotionally instead of logically
- Utilizes exaggerating details and situations
- Places blame on others
- Makes excuses
- Fails to use productive communication to solve problems

Portrait of a Educator - Promotes Civic Responsibility

Attributes

- Contributes to society on local, national, and global levels
- Understands one's relationship and responsibility to society
- Adds value to the community through service
- Creates a genuine sense of belonging and acceptance for others
- Understands and respects other cultures

Indicators - What We Would See

- Engages in service to others
- Fosters respect based relationships
- Actively participates in opportunities to provide feedback to school and community
- Promotes mutual respect
- Create positive change through action
- Treats others with kindness
- Promotes student and staff belonging by creating a community
- Actively explores and learns about other cultures
- Sensitive to other cultures—assignments, visuals, comments, schedules
- Advocates for others by providing assistance and locating resources
- Engages students in real world issues/solutions

What We Would See if Promotes Civic Responsibility is Missing

- Bullies, harasses, and/or intimidates others
- Misuses of social media
- Chooses not to engage with or help others
- Allows biases to drive actions
- Is insensitive to cultural, racial, gender, or ability differences

Portrait of a Educator - Thinks Critically and Creatively

Attributes

- Identifies, defines, and solves problems
- Examines and challenges assumptions and resources to ensure accuracy and relevance
- Uses imagination and curiosity to foster innovation
- Develops a variety of solutions and arguments to solve problems

Indicators - What We Would See

- Is comfortable being wrong or making mistakes
- Has the ability and confidence to demonstrate mastery in creative and individual ways
- At ease with unpredictable environments and situations
- Encourages and takes risks
- Evaluates materials and resources for purpose, accuracy and bias
- Identifies and accepts multiple solutions to complex problems
- Promotes problem-based learning
- Reflects on thinking and learning

- Conducts research by demonstrating media and digital literacy
- Accepts and allows productive struggle to promote individual growth
- Helps one's self before asking others
- Continues to evolve and grow
- Gives students opportunities to showcase their work and talents

What We Would See if Thinks Critically and Creatively is Missing

- Promotes student learning in isolation
- Offers a lack of collaboration and choice
- Allows a lack of engagement with others
- Encourages recall type of instruction and assessment
- Supports repetition of activities
- Carries the cognitive load
- Allows personal fear of creativity and change to stifle student creativity and growth
- Does not allow for individual expression
- Shows videos to keep others busy

- Fosters path or process that is fixed
- Employs ineffective instructional practices, i.e. sit and get
- Content with settling for the status quo

Portrait of a Educator - Communicate and Collaborates

Attributes

- Works both as a leader and a contributor
- Uses clear, concise, and effective communication
- Listens actively to gain an understanding and responds with empathy and respect
- Learns from new and diverse perspectives
- Shares responsibility and workload with teammates
- Seeks, receives, provides, and learns from feedback
- Builds and maintains relationships

Indicators - What We Would See

- Acknowledges and articulates new and different perspectives
- Communicates with empathy and respect in speaking , listening, reading, and writing
- Promotes high level questioning and discussion with questions that spark conversation
- Promotes high level speaking and listening strategies
- Provides many opportunities and ways to share and learn
- Demonstrates nonverbal communication which is open, positive and respectful
- Engages in communication and collaboration opportunities

- Utilizes reflective practices
- Uses effective vocabulary
- Contributes and utilizes other's strengths in group work
- Believes we are all in this together
- Exhibits a spirit of teamwork
- Utilizes peers as resources
- Learns from conversation and feedback
- Uses technology as a resource to objectively consume information
- Asks for help when needed
- Accepts and provides feedback in various forms

What We Would See if Communicate and Collaborates is Missing

- Asks closed ended questions
- Is disengaged from work
- Provides lecture heavy instruction
- Affords minimal opportunities to communicate with others
- Reliant on heavy use of book work
- Fosters environment in which others are afraid to speak
- Engages students in heavy use of independent seat work
- Is at desk/in office not engaging with others

- Creates physical environment that does not promote learning, conversation or group work, i.e. desk in rows for all tasks
- Does not utilize technology as part of work
- Disregards constructive feedback
- Undervalues student opinion
- Does not recognize impact of non-verbal communication
- Unprepared for group work