

**STETSON**  
& ASSOCIATES, INC.

**Characteristics of  
Teachers of ALL  
Students**

Shared Responsibility for  
Successful Students


**Time Allotted: 45 Minutes**

**Materials/Equipment:** Characteristics Chart for each participant (see page 3),  
Summary chart for group debrief

**Description**

An individual or grade level/department team activity to self-assess adapted from Sonia Nieto's "Characteristics of Teachers of All Students."

Source: Nieto, S. (2005). Why We Teach. New York: Teachers College Press.

 STETSON  
& ASSOCIATES, INC.

**Description**

An individual or grade level/department team activity to self-assess adapted from Sonia Nieto's "Characteristics of Teachers of All Students." Source: Nieto, S. (2005). Why We Teach. New York: Teachers College Press.

The graphic features a light green border with a geometric pattern. At the top left, a teal banner with a dashed border contains the word "Introduction" in white, bold, sans-serif font. Below this, four colored boxes are arranged in a 2x2 grid: a brown box with "Sonia Nieto", an orange box with "School improvement plan", a teal box with "Work group assignments to implement suggested solutions for each topic", and a dark teal box with "Joint school and community efforts". In the bottom right corner, the logo for Stetson & Associates, Inc. is displayed, consisting of a stylized orange and yellow sun icon followed by the text "STETSON & ASSOCIATES, INC." in blue.


Introduce the activity. Topics include: Sonia Nieto, school improvement plan, work group assignments to implement suggested solutions for each topic, joint school and community efforts, and so on.

| Characteristics of Effective Teachers of ALL Students   | Expert | Skilled | Emerging | Neophyte |
|---|--------|---------|----------|----------|
| 1. Strong subject matter knowledge  |        |         |          |          |
| 2. Strong knowledge of research-based instructional strategies.   |        |         |          |          |
| 3. Excellent communication skills.  |        |         |          |          |
| 4. Connect learning to students' lives.   |        |         |          |          |
| 5. Have high expectations for all students, even for those whom others may have given up on.  |        |         |          |          |
| 6. Stay committed to students in spite of obstacles that get in the way.  |        |         |          |          |
| 7. Place a high value on students' identities (culture, race, language, gender, and experiences, among others) as a foundation for learning.  |        |         |          |          |
| 8. View parents and other community members as partners in education.   |        |         |          |          |
| 9. Create a safe haven for learning.  |        |         |          |          |
| 10. Dare to challenge the bureaucracy of the school and district. Have the skill and courage to have difficult conversations with colleagues. |        |         |          |          |
| 11. Demonstrate resilience in the face of difficult situations.   |        |         |          |          |
| 12. Use active learning strategies.   |        |         |          |          |
| 13. Exhibit eagerness to experiment and can "think on their feet".  |        |         |          |          |
| 14. View themselves as lifelong learners.   |        |         |          |          |
| 15. Care about and respect their students.  |        |         |          |          |
| 16. Retain a passion for teaching.  |        |         |          |          |

Work as a team.

Rate each of the quality standards.

Discuss barriers and solutions for each of the quality standards.



Provide the following directions to the groups.

Work as a team.


Complete the rating and discussion or barriers and solutions for each of the quality standards on the chart.

Allow approximately 20-25 minutes for this portion of the activity.

**Share**

**As a small group:**  
Reach a consensus about the status grade for each standard. Have one representative from each team place their ratings on the master chart at the front of the room.

**As a whole group:**  
Debrief, sharing their discussion of barriers and solutions for each quality standard.

 STETSON & ASSOCIATES, INC.

Reach a consensus about the status grade for each standard, and then ask one representative from each team to place their ratings on the master chart at the front of the room.

Collaboratively debrief, asking volunteers to share their discussion of barriers and solutions for each quality standard.

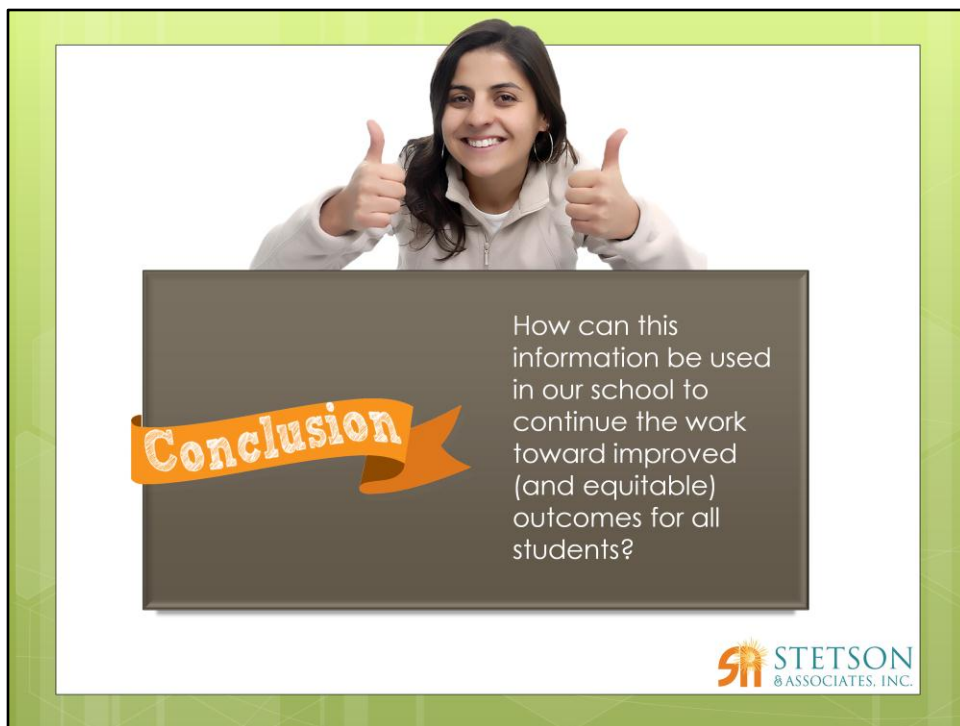
**Share**

Participants:  
Add round colored dots to indicate your top priority for this year on the group Characteristics Chart.

What are the implications for future professional developments?

**STETSON**  
& ASSOCIATES, INC.

Option: Have participants add round colored dots to indicate their top priority for this year on the group Characteristics Chart. Discuss the implications for future professional developments.



As the facilitator, conclude the session by discussing how this information will be used in your school to continue the work toward improved (and equitable) outcomes for all students.

Provide a copy of the summary chart to the principal.

Option: To gather post data, you can reassess at a later date.