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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.

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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 teal banner at the top left with the word "Introduction" in white, bold, sans-serif font. Below the banner are four colored boxes arranged in a 2x2 grid. The top-left box is brown and contains the text "Sonia Nieto". The top-right box is orange and contains the text "School improvement plan". The bottom-left box is light teal and contains the text "Work group assignments to implement suggested solutions for each topic". The bottom-right box is dark teal and contains the text "Joint school and community efforts". In the bottom right corner of the graphic is the logo for STETSON & ASSOCIATES, INC., which includes a stylized orange and yellow sun icon to the left of the company name in blue and black text.


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.

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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.

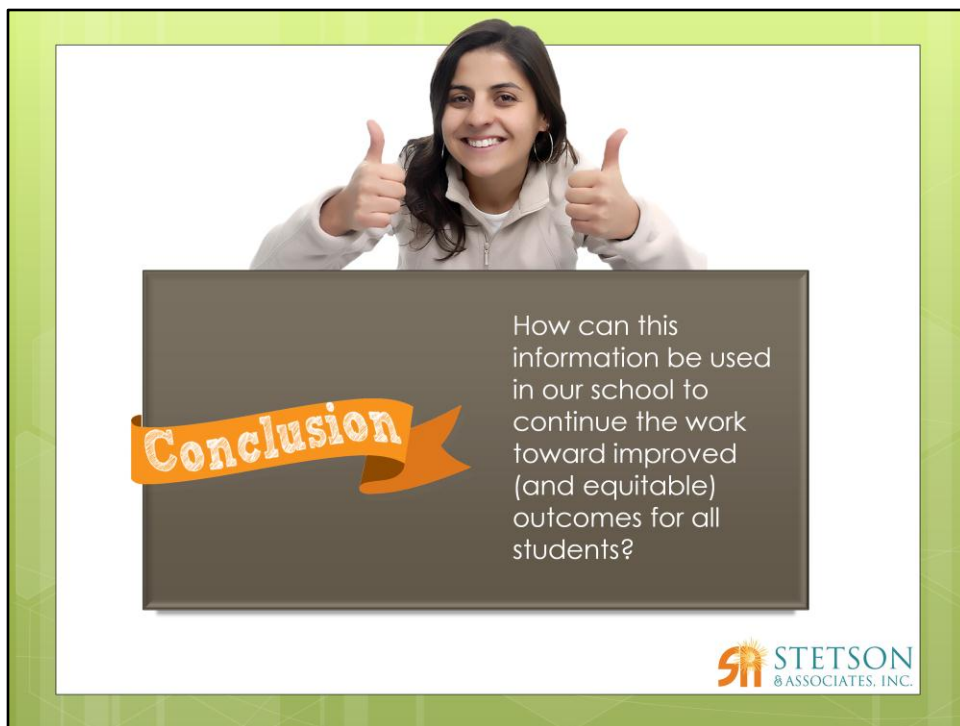
Share

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?

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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.