



# Defining an Educator

Please click each competency to learn more.

# Communication



Involves a two-way process of conveying information, ideas, feelings or opinions either verbally or nonverbally.

## Evidence of an Educator as an Effective Communicator

- Authentic - openly shares, is honest, trustworthy, and trusting
- Solves Problems - provides feedback, direction, help, and works with others
- Respectful of Others - acknowledges the values of all involved, actively recognizes or engages with all stakeholders, allows all to share their point of view, is an active listener
- Builds Relationships - helpful, team-builder, asks "why?" for clarification, is approachable & relatable
- Is Aware of Styles & Types - Clear and concise, verbal and nonverbal, tone and voice, and being mindful of mode of communication (calm vs. excited)



# Collaboration



Enables people to work together to achieve a common purpose. It is a process by which ideas are constructively explored in order to achieve stronger solutions.

## Evidence of an Educator Who Is Able to Collaborate With Others

- Shares resources to benefit students and improve instructional practices
- Works across stakeholder groups
- Values input and feedback from others
- Participates in shared leadership
- Engages in team problem solving
- Is an active participant
- Uses multiple modes of communication
- Respects ideas of all participants
- Sets and values time to collaborate
- Engages in two-way communication with students
- Builds and sustains community relationships



# Growth Mindset



The belief that skills and intelligence are grown and developed through dedication and hard work.

## Evidence of an Educator Who Demonstrates Growth Mindset

- Self assesses, reflects and set goals for ourselves and students
- Uses the power of “yet” and perseverance
- Is open to, and desires, to pursue learning through new experiences, skills, challenges, knowledge
- Says “I don’t know,” asks questions, seeks out answers
- Demonstrates adaptability and flexibility
- Reflects on student data, adjusts and changes supports to meet specific needs
- Presumes positive intentions and the potential others have for growth
- Sets high expectations for self and students
- Uses mistakes, failures, and constructive feedback as learning opportunity
- Takes initiative
- Demonstrates a positive mindset: Every day is a new opportunity
- Actively models the above for students and colleagues



# Global Awareness/Citizen



To be aware of and understand the wider world and one's ability to impact it. A global citizen takes an active role in their community and works with others to make our planet more equitable, fair and sustainable.

## Evidence of an Educator Who Is Globally Aware/A Global Citizen

- Creates an environment that values and celebrates the uniqueness of the community where students see themselves and feel a sense of belonging
- Works to learn more about different cultures, religions, and customs of the world to better serve students and their families
- Designs and facilitates service learning opportunities for students to experience taking an active role in engaging in their community
- Empowers students to value the multiple perspectives that are present in situations to solve problems
- Demonstrates advocacy within and for their profession and the causes they believe in
- Understands global issues and engages students in current events related to their learning



# Empathy



The capacity to understand or feel what another person is experiencing or to place oneself in another's position.

## Evidence of an Educator Who Demonstrates Empathy

- Sees diverse perspectives (staff, students and families)
- Actively listens (attentive, understand, retain, reflect)
- Is aware of word choices and body language online and in person
- Is open-minded, supportive and respectful in regards to staff, student and family identities
- Builds genuine relationships with healthy boundaries while being aware of student responsibilities, challenges and demand
- Offers encouragement while demonstrating flexibility and compassion
- Provides safe and supportive spaces throughout the building (i.e., office, classrooms) that support staff, students and families
- Understands and strives to meet the needs of the whole child (social, emotional, behavioral, academic)
- Exhibits an understanding of differences (i.e., cultural, socio-economic)
- Understands the difference between sympathy and empathy



# Critical and Creative Thinking

Involves students thinking broadly and deeply using skills, behaviors and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school to solve problems.

## Evidence of an Educator Who Demonstrates Critical & Creative Thinking

- Considers the whole student
- Provides higher level thinking opportunities
- Starts with the why, has a goal in mind
- Uses Project Based Learning, Open-Ended Tasks and Questions, Makerspace
- Provides authentic, real world experiences, connections, and problems
- Encourages multiple problem-solving methods, diverse points of view
- Is open-minded, flexible, open communication, divergent thinker
- Prioritizes tasks
- Provides feedback and engages in reflection
- Discusses shared experiences with all stakeholders
- Brainstorms with all stakeholders for student success
- Gives opportunities for student choice about student learning paths or ways to demonstrate their learning

