



Pillar I:
Teachers are committed
to students and learning.

**TEACHERS RECOGNIZE INDIVIDUAL DIFFERENCES
IN THEIR STUDENTS AND ADJUST THEIR
PRACTICES ACCORDINGLY.**

- Recognize students bring different learning proficiencies to the classroom and teachers understand the complex role language plays in learning
- Respond to student needs based on student interests, abilities, and prior knowledge
- Understand that student learning is influenced by student personality traits and prior experiences
- Gain knowledge about students' learning differences by seeking additional information

TEACHERS UNDERSTAND HOW THEIR STUDENTS DEVELOP AND LEARN.

- Consult a variety of learning and development theories to make informed decisions about instructional content and teaching methods
- Provide multiple opportunities and modalities for students to demonstrate their knowledge and showcase their abilities
- Encourage students to relate their experiences to the classroom content in order to make learning relevant
- Recognize that in a multicultural world students possess a wide range of abilities, perspectives, and aptitudes.
- Model an array of strategies for sharing differences, identifying similarities, and embracing diversity within the learning environment.

TEACHERS TREAT STUDENTS EQUITABLY.

- Recognize their own biases and seek to ensure that any preconceptions based on real or perceived differences (i.e. exceptionalities, socioeconomic or cultural background, sexual orientation, physical characteristics, race, ethnicity, religion, age or gender) do not distort their relationships with students.
- Respond to differences among students, being careful to counter potential inequities and avoid favoritism
- Advocate to make sure all students have the tools they need to learn.

TEACHERS KNOW THEIR MISSION TRANSCENDS THE COGNITIVE DEVELOPMENT OF THEIR STUDENTS.

- Support the development of character including our Triangle that emphasizes respect, learning, and health and safety

- Create safe and supportive learning environments where students are encouraged to take risks
- Set high expectations for students and their ownership of learning
- Model behaviors to help students advocate for themselves



Pillar 2:
Teachers know the subjects they teach and how to teach those subjects to students.

TEACHERS UNDERSTAND HOW KNOWLEDGE IN THEIR SUBJECTS IS CREATED, ORGANIZED AND LINKED TO OTHER DISCIPLINES.

- Possess a firm command of their subject area including not just factual knowledge but major themes and concepts
- Leverage relationships within and between disciplines to create multiple pathways toward learning
- Recognize that multiple perspectives and interpretations exist within each content area

TEACHERS COMMAND SPECIALIZED KNOWLEDGE OF HOW TO CONVEY A SUBJECT TO STUDENTS.

- Draw on a repertoire of instructional strategies to share their subject matter
- Respond to common misconceptions and areas of challenge

- Activate prior knowledge, experience, and skills
- Leverage technology to support learning

TEACHERS CREATE MULTIPLE PATHS TO LEARNING.

- Vary their instructional approach to meet the learning needs of students
- Model and help students develop a critical mindset
- Encourage students to view issues from multiple perspectives
- Challenge students to apply their knowledge in new and distinct ways

TEACHERS UTILIZE A DIVERSITY OF INSTRUCTIONAL RESOURCES.

- Reflect on and reassess curriculum to adjust for cultural shifts and opportunities to celebrate diversity
- Provide opportunities to engage with authentic audiences
- Create learning environments that are culturally responsive
- Explore the intersectionality between various minority and marginalized groups



Pillar 3:
Teachers are responsible
for supporting student
learning.

TEACHERS USE MULTIPLE METHODS TO MEET THEIR INSTRUCTIONAL GOALS.

- Reflect on their instructional practices
- Structure their classroom to support learning outcomes
- Transition between various instructional strategies accounting for student need, learning outcomes, and the efficacy of different approaches
- Create and modify instructional materials as needed

TEACHERS SUPPORT STUDENT LEARNING IN VARIED SETTINGS AND GROUPS.

- Facilitate different groupings of students allowing for productive interactions

- Establish group norms and develop classroom practices that ensure all students feel heard.
- Set expectations while remaining sensitive to student needs

TEACHERS VALUE STUDENT ENGAGEMENT AND ENGAGE THEM IN THE LEARNING PROCESS.

- Foster positive relationships with students inside and outside of the classroom
- Provide clarity by identifying and sharing learning outcomes with students
- Build bridges between prior knowledge and new content
- Model strategies for working through challenging situations
- Implement strategies for maintaining and increasing student engagement

TEACHERS REGULARLY ASSESS STUDENT PROGRESS.

- Evaluate the effectiveness of their instructional strategies
- Help students engage in self-assessment and reflection
- Monitor student progress using a variety of methods
- Provide appropriate student accommodations
- Define learning outcomes and create scoring rubrics
- Utilize data to inform decision making



Pillar 4:
Teachers think systematically and intentionally about their instructional practices and learn from their experiences.

TEACHERS MAKE DIFFICULT CHOICES THAT RELY ON PROFESSIONAL JUDGMENT.

- Compromise in order to balance competing priorities
- Reprioritize their goals resulting in modification of their instructional plans

TEACHERS USE FEEDBACK AND RESEARCH TO IMPROVE THEIR PRACTICE AND POSITIVELY IMPACT STUDENT LEARNING.

- Embrace observations and feedback from peers and administrators as a tool for growth

- Stay abreast of current research and incorporate new learnings into their instructional practice
- Take advantage of professional learning opportunities
- Routinely reflect on their pedagogical choices



Pillar 5:
Teachers are active
members of learning
communities.

TEACHERS COLLABORATE WITH OTHER PROFESSIONALS TO IMPROVE THE EFFECTIVENESS OF THEIR LEARNING COMMUNITY.

- Collectively plan instructional programs that promote continuity within the curriculum and support equitable learning experiences for all students
- Observe colleagues in the classroom and engage in pedagogical discussions
- Help colleagues identify and solve problems
- Think strategically across grade levels
- Work as members of a team(s) sharing knowledge, skills, and contributing to the development of the school.

TEACHERS WORK COLLABORATIVELY WITH FAMILIES.

- Communicate regularly with students, parents, and guardians
- Encourage families to be active participants in their child's education
- Advocate for and address student needs

TEACHERS WORK COLLABORATIVELY WITH THE COMMUNITY.

- Cultivate their students knowledge of their school and local community
 - Engage various community stakeholders as instructional partners
 - Promote and acknowledge diversity within their community
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