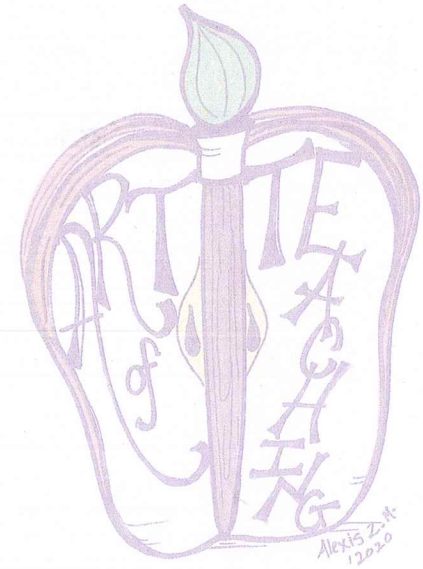


Artistry of Teaching



Tredyffrin/Easttown School District

[illegible]

Tredyffrin/Easttown School District Essential Skills Framework

Critical Thinking

- C-1* State and explain goals and purposes
- C-2* Identify the questions they need to answer and the problems they need to solve
- C-3* Gather and organize information and data
- C-4* Explicitly assess information and draw conclusions
- C-5* Demonstrate understanding of concepts
- C-6* Identify assumptions
- C-7* State implications and consequences
- C-8* Examine information from more than one point of view

Creative Thinking

- CR-1* Recognize that a creative process is as important as a creative product
- CR-2* Recognize problems, challenges and new experiences as opportunities for creative growth
- CR-3* Generate many diverse solutions to presented and found problems
- CR-4* Attempt solutions or construct a product
- CR-5* Make decisions after reflection and review
- CR-6* Develop a capacity for working within ambiguity and uncertainty
- CR-7* Collaborate towards a creative outcome
- CR-8* Assess the originality and value of a creative process or product

Personal Integrity/Social Responsibility

- IR-1* Recognize individual motivations, emotions, interests, values and strengths
- IR-2* Utilize effective strategies to make appropriate decisions
- IR-3* Develop a sense of hard work, perseverance and conscientiousness
- IR-4* Reflect upon the impact of actions on others
- IR-5* Manage conflict appropriately and consider multiple viewpoints respectfully
- IR-6* Discern how personal attributes can contribute to the broader community
- IR-7* Work, communicate and contribute effectively with others

Digital and Media Literacy

- DM-1* Use technology to advance critical thinking and construct knowledge
- DM-2* Use digital media and environments to communicate and work collaboratively
- DM-3* Apply digital tools to gather, evaluate, and use information
- DM-4* Understand cultural and societal issues related to technology
- DM-5* Practice legal and ethical behavior when using technology
- DM-6* Demonstrate an understanding of technology tools and operations
- DM-7* Deconstruct the purpose and conventions embedded in media messages
- DM-8* Create effective media messages



DISPOSITIONS FOR INCLUSIVE INSTRUCTION

SHOW CULTURAL HUMILITY

Understandings

- My perspective is not the **only** perspective
- My perspective is not necessarily the **right** perspective
- My perspective is not necessarily the **best** perspective
- Providing voice to other perspectives does not diminish my own

Actions

- Speak only for yourself
- Seek and integrate multiple perspectives
- Know when you don't know and be open to learning more

SEE AND ACKNOWLEDGE DIFFERENCES

Understandings

- Life experiences differ due to personal identity
- Explicitly acknowledging differences can help overcome feelings of invisibility or not belonging
- Differences exist within identity groups

Actions

- Establish classroom processes that acknowledge differences and open dialogue
- Refrain from explicitly or implicitly asking an individual to speak for a group of people
- Engage families as partners in the learning process
- Manage your own discomfort

MODEL EMPATHY

Understandings

- Differences in cultural needs should be respected
- Students should be held in unconditional positive regard, especially when addressing unwanted student behavior or discipline
- Getting to know and caring about students leads to healthy connections, which foster resiliency

Actions

- Show care for others and yourself
- Check in with students and colleagues
- Address behaviors without disapproving of the person
- Don't require students to share deeply personal stories
- Create opportunities to model and understand varied needs and perspectives

DEMONSTRATE FLEXIBILITY

Understandings

- Fair is not always equal
- Being rule bound may result in inequity
- Demonstrations of flexibility can strengthen relationships with students

Actions

- Adapt to meet the learning needs of the student
- Consider individual circumstances as well as group expectations

BE OBSERVANT

Understandings

- Evidence of students' needs is not always obvious
- Observed behaviors may tell only a small part of a student's story
- Cultural differences may lie beneath the surface of what can be plainly seen

Actions

- Watch nonverbal cues such as expressions and body language
- Monitor interactions among students
- Intervene or address potential problems as soon as you are aware of them
- Actively seek students who may appear upset or disengaged

SET CLEAR AND ACHIEVABLE EXPECTATIONS

Understandings

- Each student needs to have and understand a realistic pathway to success
- Mistakes are an opportunity for growth
- A grading system can impact student achievement of objectives

Actions

- Support multiple pathways to achieve success
- Ensure expectations can be met by all
- Clarify and explain learning objectives
- Be predictable, yet flexible
- Hold yourself and others accountable in a caring way

PRACTICE NEXT LEVEL THINKING

Understandings

- Taking the initial step is often not enough
- Complex problems are rarely solved with easy remedies or technical solutions
- Ongoing challenges require continuing attention

Actions

- Ask further questions
- Consider the impact of choices on students who have not self-advocated
- Avoid thinking of acts of equity as list items to be crossed off when achieved

REFLECT

Understandings

- Growth comes from reflection
- Feedback may lead to growth
- All lessons and interactions are opportunities to be better the next time

Actions

- Monitor and identify where you and others are on the compass
- Maintain a growth mindset and be open to feedback
- Give yourself permission to think about how you can improve without blaming yourself or others
- Be open to constructive feedback
- Be aware of your own biases
- Do not be afraid to apologize
- Accept and expect non-closure

PROMOTE COLLECTIVE RESPONSIBILITY

Understandings

- Students and teachers learn from each other
- The impact and outcomes of all students must be valued
- None of us individually is as smart as all of us together

Actions

- Create an environment of community and belonging
- Discuss benefits of working together rather than in competition
- Eliminate zero sum gains outcomes

VALUE STUDENT VOICES

Understandings

- Giving voice creates agency and self-efficacy
- Building community requires giving voice to all members
- Being able to articulate your own perspective strengthens learning

Actions

- Invite student voice into the conversation
- Listen to your students
- Provide student choice where possible
- Prevent the domination of a single narrative
- Promote classroom environments conducive to open dialogue that do not unintentionally "other" students
- Do not require public participation in topics that may trigger student trauma
- Consider individual circumstances as well as group expectations

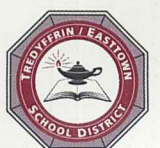
KEEP LEARNING

Understandings

- Learning is never finished
- There are few simple solutions to complex problems
- What any individual can know only represents a very small percentage of all there is to be learned

Actions

- Stay engaged
- Listen eagerly and objectively to new ideas and perspectives
- Be curious
- Learn how to learn
- Identify relevant sources of information that include opposing viewpoints
- Seek conversations with and best practices from colleagues





TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

Mission

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility and a passion for learning.

Change - We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of students, staff and community.

- To gather and organize information about the impacts and lessons learned from the COVID-19 pandemic for TESD and its community stakeholders.
- To create a framework for application of lessons learned from COVID-19 for future growth and innovation in teaching and learning.
- To develop a culture of pioneering that enhances TESD's capacity to anticipate evolutionary or disruptive changes so that TESD is better able to take advantage of opportunities and minimize negative impacts.

Curriculum - We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

- To promote a growth-focused instructional model that engages every student.
- To create a learning environment that exposes students to multiple pathways and encourages them to explore their individual interests and goals.
- To support students to develop academic skills that express growth in effective learning, study habits and critical thinking promoted by connections across the curriculum while maintaining a healthy balance of interests and rigor.
- To develop a capacity for growth by cultivating self-awareness, resilience and empathy.

Engagement - We will pursue effective and authentic engagement to maximize communications and connections with stakeholders within the community and beyond to develop partnerships that support and advance our District mission.

- To expand opportunities for stakeholder engagement.
- To improve clarity around opportunities for clear and concise two-way communication between stakeholders and the School Board.

Equity - We will foster an atmosphere where all voices are heard, respected and valued by critically evaluating systems, policies and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community including all students, faculty, staff and families.

- To continuously foster harmony and build a safe community where all members belong by cultivating and celebrating our individuality and respecting each other and our differences.
- To provide opportunities for stakeholders, including marginalized communities, to actively work together to identify and eliminate barriers in order to increase equity and belonging so that all students are encouraged and empowered to participate in experiences that are related to their personal and academic interests and passions.
- To ensure that school district information is easily accessible and transparent to all members of our community and communication by the school district is shared in an equitable manner so that all members of the community are given agency to be successful.

Faculty Support - We will empower, support and nurture faculty and staff as valued individuals, collaborative innovators and essential catalysts for propelling the District forward.

- To provide opportunities for focused professional development that forwards the mission through broadened, intentionally-driven collaboration both vertically and horizontally across levels and disciplines.
- To ensure a supportive environment for faculty and staff that values work-life-balance, stress management and encourages teachers to demonstrate professional artistry in the classroom.
- To enhance outreach initiatives and build internal capacity to diversify staff.

Mental Health & Well-being - We will proactively work in partnership with families to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.

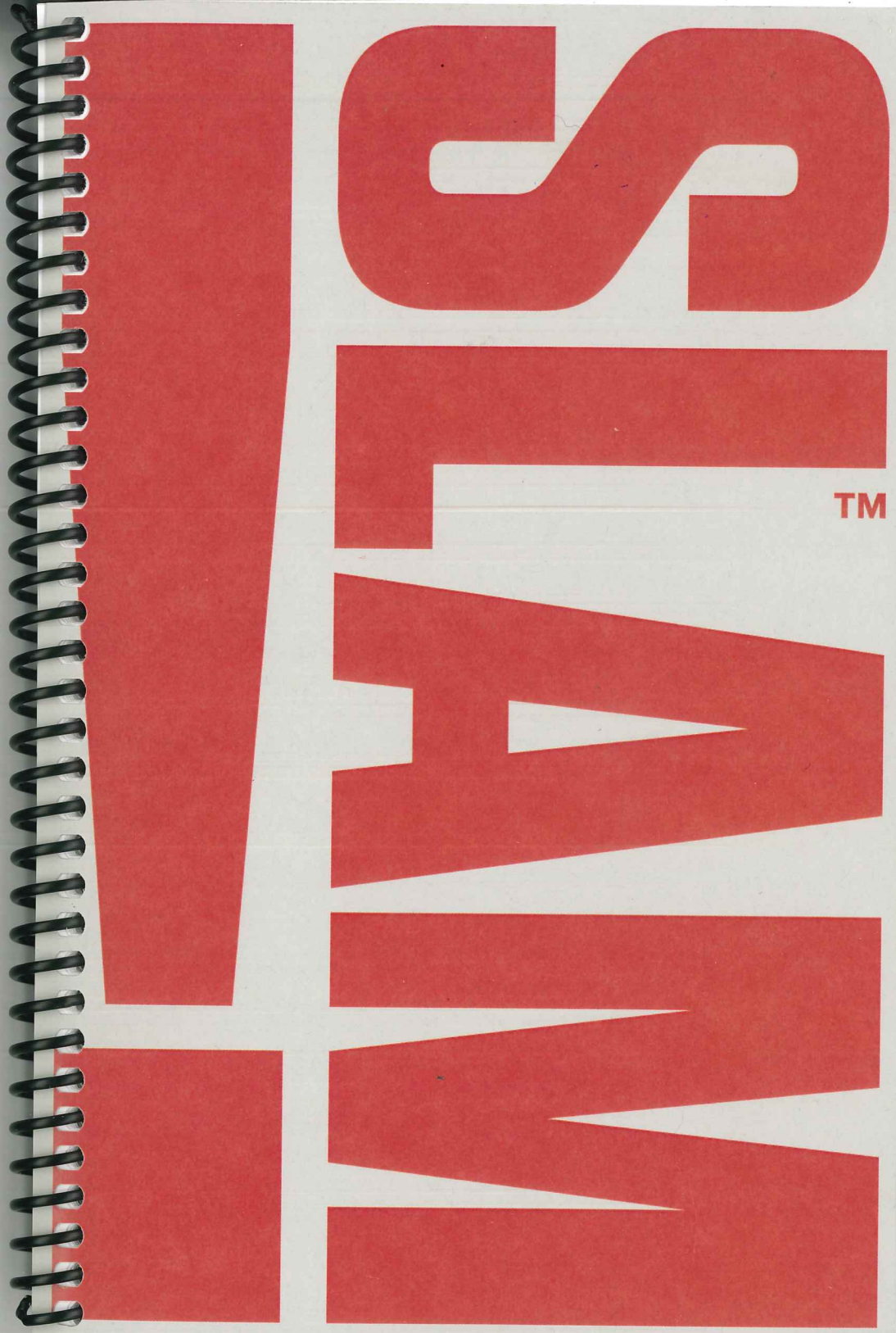
- To improve communication and collaboration with all stakeholders by working proactively in partnership with students, families and staff to educate them about well-being, stressors and systemic pressures, and mental health resources.
- To create an integrated and aligned mental health and well-being curriculum for grades K-12 in an effort to continue to build a positive District-wide and school-wide climate and community.
- To enhance professional development for staff as it relates to supporting students' mental health and well-being as well as their own mental health and well-being.

Safety - We will vigilantly ensure all students, families, staff and members of the community are safe in our schools, feel a sense of belonging and are informed as active partners in safeguarding psychological and physical safety.

- To communicate around psychological and physical safety in a timely, transparent, trusted, reciprocal and inclusive manner.
- To enable all members of the T/E community to feel welcome and comfortable in expressing themselves while in our schools.
- To strive to create an environment of empathy that leverages the connections between students, teachers, counselors, families and community members.

Sustainability - We will plan for and provide infrastructure and sustainable resources to accommodate the District's evolving needs.

- To develop a robust process to pursue various avenues and consider innovative solutions to accommodate the growth of our student body.
- To ensure that the space we provide meets the evolving teaching, learning and community needs in order to advance our tradition of excellence.
- To explore opportunities for green schools and District programs that provide access to educational resources, funding and public-private partnerships.
- To implement innovative funding models to support our facilities and green initiatives plan.



TM