

## Andover Summer: Portrait of a Teacher

Built off work begun with summer faculty prior to the COVID-19 pandemic, the Portrait of a Teacher below serves as the first draft of an aspirational vision statement, articulating the ways in which Great Andover Summer teachers bring the core values to life in order to move our students toward embodying the characteristics described in the Portrait of a Graduate.

### RELATIONSHIPS MATTER:

1. **Teachers build strong, supportive relationships with students.** They are accessible and responsive when students seek out help, they provide tailored, individual feedback to help students improve, they offer praise and encouragement, and they respond to email inquiries from students and families.
2. **Teachers make students feel known and validated as individuals** by using their preferred names and pronouns, asking meaningful questions, actively listening to students' responses, encouraging active participation by all, and taking advantage of every opportunity – even “down” time – to connect with students.

### FINIS ORIGINE PENDET (*“the end depends upon the beginning”*)

1. **Classes are well-planned around a clear learning goal;** students know the purpose of the lesson and are engaged in work that directly supports them in making progress toward mastery. Teachers are prepared, class time is used well and follows a published agenda, materials are high-quality, and assignments are connected to the learning goal. Routines are used to minimize cognitive load and maximize use of class time for learning.
2. **Students are given multiple opportunities to demonstrate their progress or practice skills/content** in order to move toward mastery of a particular learning goal and can do so in a variety of ways.

### MOST FUN

1. **Students participate actively and eagerly,** and teachers use instructional techniques to encourage participation, motivate interest, and deepen engagement.
2. **Teachers and students smile, laugh, and demonstrate joy** in their learning.
3. **Students have a voice in the direction of the course and the teacher is responsive** to their interests, needs, and desired learning outcomes.

### BIGGEST CHALLENGE

1. **Students are asked to do complex thinking tasks,** solve challenging problems, and apply content and skills to novel situations and cases. Teachers ask high-level questions, don't settle for partial responses, and require evidence and explanation.
2. **Students do the heavy lifting during class.** The ratio of critical thinking and participation is skewed heavily toward students, rather than toward the teacher. Teachers limit lecture and vary their content delivery methods. Teachers design discussions and use facilitation techniques so students talk to one another and build off each other's ideas, rather than centering on student-to-teacher responses.
3. **Students do challenging work outside of class.** Homework assignments are well-designed and communicated, their reinforce key concepts/skills or introduce new concepts/skills, and require sustained attention and effort.

### NON SIBI

1. **Learning tasks involve cooperation, collaboration, and peer support.** Cooperative groups are structure for success, with clear roles, guidelines, and deliverables that ensure the work is shared.
2. **Students engage meaningfully with peers** in every class.
3. Teachers **build strong, supportive, collaborative relationships with one another** in the interest of continual growth and improvement. They use colleagues, co-teachers, TAs, deans, department coordinators, and administrators as resources for thought partnership and professional improvement. They have an open door and embrace – then try to implement - others' ideas, feedback, and suggestions in order to grow in their pedagogy.

### YOUTH FROM EVERY QUARTER

1. **Materials, texts, and activities** are selected with an understanding of the importance of diversity in representation and diversity of perspectives.
2. **Teachers allow students the space to grapple with complex issues of identity, power, justice and bias,** and provide supportive guidance to ensure these conversations happen with sensitivity, depth, and care.
3. **Teachers intervene appropriately** if students engage with one another in ways that do not demonstrate, care, respect, compassion, and a willingness to engage with different viewpoints and experiences.