Dimensions of Teaching Practice
Impacted by an FFT Fellowship

Curriculum and Content

△ Increased knowledge of subject matter and depth of understanding of
  o Specific topic
  o Discipline
  o Interdisciplinary connections
  o Cultural contexts
△ Creation of new curricular and interdisciplinary units, projects and assignments
△ New skills to teach
△ Authentic artifacts and stories to enrich studies
△ Stronger emphasis on diversity, multiple perspectives and cultures
△ New and powerful metaphors to guide student learning and achievement
△ More use of primary source material
△ More use of field work and experts

Instructional Strategies

△ New and effective strategies for
  o Time structures
  o Curricular emphasis
  o Grouping structures; Grade structures
  o Physical layout and materials
  o Lesson design
  o Assignments
  o Assessments
    ▪ Increased understanding of and commitment to using the power of
      o Authentic experiences and work
      o Hands on work
      o Fieldwork experiences
      o Bringing in outside experts
        ▪ Additional teaching tools
      o Technology
      o Techniques and Protocols

Cultural Understanding

△ Increased awareness of connections between cultures and of the global environment
△ Increased awareness of the culture of students’ lives and cultures of origin
  ▪ Increased understanding of poverty and wealth:
    o Degrees and effects of poverty
    o Different notions of a wealthy life
      ▪ New credibility and authenticity with students and families from different cultures
- Increased respect for the values of different cultures in the school community
- Increased commitment to affirming diversity

△ Deepened personal sensitivity
△ Perspective on Student Potential, Student Character and School Culture

△ Improved relations with students through:
  - More empathy, understanding of students as learners. Remembering the feeling, the curve, the process of learning new things
  - Better understanding of student’s lives and cultures
  - Being more approachable: the fellowship as an entry point for discussion and connection
  - More investment in challenging and supporting students
  - More investment in empowering students as learners, citizens, and leaders
  - Better communication and understanding in parent and community relationships

△ Increased commitment to:
  - Authentic, meaningful work
  - Multiple perspectives
  - Self-sufficiency and initiative in students
  - Positive character values
  - Commitment to building whole school, whole team, or community excitement

**Being a Role Model**

△ Increased ability to be a model, for students and colleagues, of:
  - Passion for learning (the teacher as “head learner”)
  - Being an agent of change in society
  - Commitment to ethics, character and service
  - Teacher as researcher
  - Adventure and risk taking
  - Fortitude and resilience
  - Overcoming fears and challenges

△ Being a role model for a paradigm shift in how teachers of all grade levels and specialties are viewed by colleagues, administration and the public. Helping teachers to be seen as:
  - Scholars
  - Researchers
  - Life-long learners

△ Being a role model for self-advocacy in seeking opportunities for growth and learning
△ Being a role model for the ability of teachers to design powerful, individual professional development