

Curriculum and Content

- △ Increased knowledge of subject matter and depth of understanding of
 - Specific topic
 - Discipline
 - Interdisciplinary connections
 - 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
 - Time structures
 - Curricular emphasis
 - Grouping structures; Grade structures
 - Physical layout and materials
 - Lesson design
 - Assignments
 - Assessments
 - Increased understanding of and commitment to using the power of
 - Authentic experiences and work
 - Hands on work
 - Fieldwork experiences
 - Bringing in outside experts
 - Additional teaching tools
 - Technology
 - 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:
 - Degrees and effects of poverty
 - 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