Roots of the ARISE Educator

Humanizing Love | Critical Consciousness & Indignation |
Teacher Intellectuals & Reflective Practitioners | Hustle, Layer & Flow

HUMANIZING LOVE

PEDAGOGICAL PHILOSOPHY The ARISE Educator…	INSTRUCTIONAL PEDAGOGY Observable in the Classroom	REFLECTION Where have I needed more support? Where have I found more success?

1. Understands that good relationships with students begin with the teacher, and so works continuously to cultivate meaningful relations with each student
2. Works to support, connect with, and humanize all students
  ❑ Believes in and communicates the belief in all students that they can rise up to a challenge, given the right conditions, support, structure, and relevant opportunities
  ❑ Believes all students are contributors to the school community
  ❑ Is clear, direct, and consistent with expectations
  ❑ Listens with the intent to understand, then acts from understanding
3. Is friendly with students without being friends, while balancing oneself as an authority with NOT acting as an authoritarian
4. Humanizes his or her fellow crew by remembering that
  ❑ We are all in process of becoming
  ❑ Judging one another closes opportunities to build, learn, and grow
5. Works to cultivate a strong culture of crew amongst each other by
  ❑ Providing a balance of support and guidance with trust in one another
  ❑ Being appropriately attentive and responsive to each crew member's mood, morale, and energy
  ❑ Acting thoughtful, sensitive, and professional about facilitating/participating in difficult and challenging conversations
  ❑ Intentionally communicating with purpose, context, and audience in mind
  ❑ Being mindful of the dynamics of power & privilege
6. Understands that the school is part of a larger community, and so works to cultivate good relationships with parents and community members.
	❑ INTERACTIONS: In what ways does teacher actions, language, & tone of voice reflect the cultivation of humanizing & productive interactions and relationships with students?
	❑ COMMUNITY: In what ways does teacher cultivate and sustain the class community with a focus on physical, emotional, and intellectual safety?
	❑ VOICE: How does the teacher provide structured engagement activities for students?
	❑ ENCOURAGEMENT: In what ways does teacher communicate the belief in all students that they can perform the assigned work & rise up to a challenge?
	❑ EXPECTATIONS: In what ways are expectations/directions communicated in a clear, direct, consistent, and respectful way?
	❑ CODES OF RESPECT: What routines & practices support students with following the ARISE Codes of Respect (Respect Self, Others, the Word, Space), including the teacher & students having the courage to challenge oppressive language and behavior?	

The ARISE Educator...	Observable in the Classroom	Notes
1. Is reflective about one's own ideological beliefs about how students learn, who can learn by actively and intentionally balancing the interplay between nurturing academic, political, cultural, and socio-emotional development within one's situatedness & positionality in history and current society 2. Embraces through his/her actions the urgency, challenges, & rewards (rose petals and thorns) of working with our youth from the Town with a commitment to help them develop the agency needed to navigate college, the socio-cultural-historical conditions that surround them, and their own process of becoming 3. Works to balance creating well designed lessons and units/Learning Expeditions that scaffold knowledge of self, the problematizing of society, the development of practical skills, the understanding of how to improve one's material conditions, and the raising of critical consciousness	❑ EXPECTATIONS: How does teacher's actions, language, & tone of voice hold students accountable to high expectations, including the upholding of community agreements and other schoolwide policies? ❑ OPENING & CLOSING: What type of opening and closing is performed to maintain students' engagement in learning & reflection? ❑ PARTICIPATION & BALANCE: In what ways does teacher encourage equitable participation, including balancing teacher & student voices? ❑ SCAFFOLDING: How does the teacher scaffold equitable access to the learning targets and activities of the class? ❑ LANGUAGE: How does the teacher provide explicit teaching towards academic language development, while using codified frameworks of reading, writing, thinking, and problem solving? ❑ SOCIAL JUSTICE: In what ways are the learning targets for the class scaffolding higher order thinking through knowledge of self, the problematizing of society, the development of practical skills, the understanding of how to improve one's material conditions, and/or the raising of critical consciousness?	

The ARISE Educator...	Observable in the Classroom	Where am I situated within this
1. Works to cultivate her/his self and fellow crew to be Teachers as Intellectuals by using academic, practitioner, and philosophical discourses to provoke our thought, ways of being, and our imagination towards concrete possibilities 2. Works as a self-critical and reflective practitioner, in order to both push the school and oneself 3. Brings a high level of content knowledge along with a commitment towards life-long learning for oneself (particularly as teacher) in order to bring quality, originality, rigor, in curriculum design using a performance-based assessment and project-oriented learning approach (with real products for real audiences) 4. Finds time to think, while also finding ways to remain centered and inspired.	❑ THE BIZ: In what ways are the day's agenda, learning targets, and homework explicitly brought to the attention of the students? ❑ ORGANIC INTELLECTUALS: In what ways does the teacher facilitate a challenging and intellectually stimulating lesson? ❑ CHECKING FOR UNDERSTANDING: In what ways does teacher perform frequent checks for understanding and formative assessments to help teacher & students gauge the learning process and/or progress? ❑ SELF ASSESSMENT: What tools, routines, and/or structures exist for student self assessment and progress monitoring? ❑ (RE)ENGAGEMENT: How does the teacher adapt and respond to the engagement of students? ❑ CULTURE: In what ways does the teacher and/or the culture of the class reflect a humanizing space of self-criticality and pushing/helping oneself and each other?	

The ARISE Educator...	Observable in the Classroom	Where am I situated within this
1. Helps to push oneself, one's class, one's department, and the school to: ❑ Adapt to the students' needs as a result of understanding that all students enter the school with a variety of relationships to different subjects, types of authority figures, classroom structures, and schooling ❑ Develop a cohesive, well-functioning classroom community with clear and consistent expectations, supportive systems, and multiple opportunities for engagement and success ❑ Think structure, system, and support in order to increase access, particularly to English Language Learners and students with special needs ❑ Use multi-modal instruction and communication ❑ Build public displays of student work 2. Collaborates with fellow crew within subject-matter departments to codify and develop a clear departmental curricular & pedagogical identity with programmatic coherence, realistic learning target sequencing and layering, and appropriate synchronicity with state and common core standards 3. Attentively and purposefully tries to understand a problem in order to be solutions oriented 4. Understands that ARISE is in process of becoming, and so has the unwavering commitment to help its process with integrity, equity, creativity, and a solutions-oriented work ethic	❑ TRANSITIONS: How does the teacher transition through each agenda item in a way that fluidly focuses on realistic and reasonable learning targets for the day? ❑ MULTIMODALITIES: In what ways are a variety of multi-modal and/or differentiated pedagogical strategies used to provide equitable access to the learning targets? ❑ MODELING & EXPLICITNESS: In what ways does teacher perform explicit modeling in order to be clear with instruction and directions? ❑ SPACE: How does the space reflect what students are learning, doing, & how they're doing it? ❑ PREPARATION: In what ways does the teacher demonstrate a deep sense of planning, preparation, and organization? ❑ COHESION: What routines and practices explicitly support a cohesive, well-functioning classroom community with clear & consistent expectations, supportive systems for knowing what to do, when to do it, and remaining engaged with an intrinsic work ethic of hustle (i.e. independence, proactiveness & hard work)?	