



Teacher Profile – The American School of Brasilia

An EAB Teacher is committed to:

Our Mission

Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision

Our Vision

To positively impact the world through excellence in academics, activities, arts, leadership, and service.

Our Core Beliefs

All EAB Learners are:

- Engaged in their own learning,
- Principled in their learning and actions,
- Collaborative to enhance learning for all,
- Contributing positively to their learning community.

Our School-wide Goals

GOAL #1: Ensure a secure learning environment in which all stakeholders are physically and emotionally well to learn and grow as individuals and members of the EAB community.

GOAL #2: Create and implement a cycle to collect, analyze, and use data to improve school-wide practices and inform all decisions.

GOAL #3: Establish an ongoing process to create, implement, monitor, and review policies, procedures and guidelines in the school, to ensure consistency, clarity, sustainability and best practice.

An EAB Teacher exhibits the following dispositions:

Builds relationships with students
Collaborates with colleagues and families
Demonstrates grit and perseverance
Embraces positive and constructive approaches
Engages students in learning
Identifies needs and seeks solutions
Incorporates learning into the classroom to enhance student learning
Learns continuously

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EAB teachers have the knowledge and skills to:

| PLANNING | INSTRUCTION |
|--|--|
| <p>* Use the Understanding by Design format to design units that support learning through understanding. Their units:</p> <ul style="list-style-type: none"> - are grounded in the EAB standards for academic learning and EAB’s Learner Profile - are anchored in enduring understandings and essential questions. - include effective assessments and differentiated learning activities - incorporate interdisciplinary and transdisciplinary connections <p>*While using student data, plan collaboratively with colleagues using norms and protocols for efficiency</p> <p>*Plan engaging, hands-on, interactive lessons with real world, contextualized tasks</p> <p>*Develop differentiated lesson plans, based on diagnostic and formative data, to support student needs including ELL and Learning Support</p> | <p>*Create differentiated lessons that align with the standards and benchmarks and meet the needs of all students</p> <p>*Provide students with learning objectives and assessment criteria in advance, for both academics and non-academics</p> <p>*Ensure that lessons are engaging, include opportunities for contextualized tasks, and support student learning</p> <p>*Incorporate the workshop model (mini-lesson, student work individually, in pairs or groups, and reflection/synthesis) of instruction to ensure engagement and interactivity</p> <p>*Provide opportunities for students to take ownership of their learning by gradually releasing the responsibility of learning to students in a systematic manner</p> <p>*Establish appropriate co-teaching techniques with ELL and Learning Specialist teachers to ensure that learning opportunities are scaffolded to meet student needs</p> <p>* Use a variety of appropriate tools, including technology, to enhance learning and collaboration during instructional activities</p> |
| ASSESSMENT | PROFESSIONALISM |
| <p>*Develop appropriate and effectively designed pre, formative and summative assessments aligned to standards and benchmarks</p> <p>*Use informal and formal data to guide and differentiate instruction based on student needs</p> <p>*Provide feedback to students in a timely manner related to the standards and benchmarks and provide time for improvement</p> <p>*Implement the EAB Assessment Policy consistently</p> <p>*Use protocols to look at student work and focus conversations on improving student learning</p> | <p>*Communicate expectations clearly and consistently with students to maximize instruction time</p> <p>*Create and maintain a safe learning environment for all students</p> <p>*Communicate concerns and successes regularly with parents and students, through a variety of media</p> <p>*Be proficient in the use of EAB’s five core technology tools</p> <p>*Transfer knowledge and skills gained through ongoing professional development opportunities, into the classroom setting to improve student learning</p> <p>* Demonstrate cultural competency and promote global citizenship in their actions and instruction.</p> |