AXIS Vision for Teachers	
Passion and Beliefs	
Passion and values-alignment for teaching, children, and AXIS **The beliefs and behaviors of star teachers:** https://habermanfoundation.org/the-beliefs-and-behaviors-of-star-teachers/	AXIS teachers possess a passion for children, learning, and the profession of teaching. They value children as individuals and nurture the needs of the "whole child" across physical, emotional, social, cognitive, behavioral, and academic areas. They ensure children are healthy, safe, and engaged, supported, and challenged in learning. They revere the opportunity to be responsible for the education of children. They enjoy being around children and are motivated by children learning. They appreciate different cultures and value diversity across all areas (economic, nationality/region, ethnicity, language, ability, and beliefs). They believe in the AXIS vision and set high-expectations for themselves and their students across our four mission-aligned priorities: **A**cademic excellence, **X** cross-cultural competence, **I**mmersion in world languages, and **S**ocial-emotional and cognitive development of the whole child. **AXIS Global Citizens of Character** These are the character traits and values of AXIS Global Citizens of Character: respect, responsibility, and strength of heart, mind, and will. Character - Strength of heart: empathy, kindness, and gratitude Strength of mind: honesty, curiosity, creativity, active learning, positive attitude and growth mindset Strength of will: self-control, grit, and perseverance Our teachers model, teach, and inspire these traits and values.

Belief in synergy, collective impact (efficacy), and collaboration	Synergy is the cooperation of individuals which results in a combined effect greater than the sum of their separate effects. AXIS teachers believe in synergy and are committed to our collective impact. This commitment means valuing and engaging in continual collaboration school-wide with each other, parents, and beyond to produce greater results in individual classrooms and school-wide. AXIS teachers view *all* AXIS students as *our* students, and they think beyond their classroom to think about what's best for *our* school. AXIS teachers build a school culture of efficacy and take collective action to ensure students and teachers are partners in learning. AXIS teachers build and maintain positive relationships with students, families, and staff. AXIS teachers display leadership beyond the classroom with parents, in the school among colleagues, and in our community at large. They assume the best in, and they speak respectfully and productively about all members of the school community: colleagues, students, and parents. AXIS seeks to be a supportive, uplifting, and drama-free workplace where every staff member and student is valued by management and colleagues.
Commitment to continuous improvement	AXIS teachers hold a commitment to continuous improvement across all practices in teaching, learning, working together, and applicable skills. They believe in a growth mindset for themselves, colleagues, and students. A growth mindset is the belief that one's ability and intelligence is not fixed and can continue to grow and improve. They set high expectations for themselves, colleagues, and students. They recognize that high expectations may vary according to the individual. They are goal-focused and results-oriented. They proactively reflect and problem solve at all levels, including when it appears they may not be on track for meeting classroom goals or benchmarks. Through problem solving, they come to the meeting with potential solutions. They possess personal responsibility and a healthy internal locus of control (the belief they can influence student outcomes as opposed to an external locus of control, which is the belief outside forces control everything). They seek out and respond positively to constructive feedback. They have a desire (not just a willingness) to engage and apply learnings from professional development. They seek help from others when they need it, and they ask questions and speak up. They check in with and support other staff proactively. They hold themselves accountable and help to hold colleagues accountable in a constructive way. They interact respectfully with others, and they are flexible.

Critical Knowledge and Skills	
Strong organizational, planning, and time-management abilities	AXIS teachers possess strong organizational, planning, and time-management abilities. Their classroom is organized, files are maintained, and they support students with organization. They plan units and lessons effectively. They are on time to work and meetings, on time to pick up students from recess/lunch/specials, meet deadlines, and pace lessons and units effectively. They allow enough time to balance all the requirements in teaching (planning, assessing, reflection on student learning and data, connecting with parents, collaborating with colleagues, working with student behavior, state-required paperwork, grading, self-reflection and professional growth). They think ahead and do not wait until the last minute whenever possible. They operate with a sense of urgency and time is spent efficiently and effectively on the most important things that will generate student growth.
Schoolwide and classroom positive behavior management & culture of nurtured structure	AXIS teachers provide a nurturing, structured environment where students are always safe (physically and emotionally), respected, and never snapped at or yelled at unless there is a safety issue. AXIS teachers have clear expectations for the behavior of all students in their classroom and in non-classroom areas, and they are consistently positively reinforced. These expectations are grounded in the values of our AXIS vision to foster Global Citizens of Character (respect, empathy, honesty, integrity, responsibility, perseverance, and cooperation). To simplify it, we break these down into the AXIS 3Rs: Respect, Responsibility, and Relationships. These are explicitly taught and positively reinforced. You can read how the 3Rs apply to Remote Learning. AXIS teachers implement the RULER approach with fidelity. These expectations align with the school's positive behavior interventions and supports (PBIS) framework. Behavior expectations for students are a whole-staff approach, which is consistent from classroom to classroom and across non-classroom areas. Desired behavior is explicitly taught and reinforced on an ongoing basis. Undesired behavior is addressed consistently in appropriate ways aligned with the PBIS framework. Teachers have clear strategies and supports for students who show atypical behavior. Strategies aligned with these behavior expectations are offered to interested parents, should they like to extend these practices to home.
Knowledge and application of evidence-based	The focus of AXIS teachers is on the *actual learning* of children and providing *evidence of student learning* grounded in the research of Visible Learning. AXIS teachers approach year and unit planning as a team and use backward design (a method of designing educational

practices (EBP) in instructional planning and delivery	curriculum by setting goals then tracking lessons and assessment, see *Understanding by Design*). The year plan includes **SKILLS** (Colorado academic standards and language development standards) and **KNOWLEDGE** *Core Knowledge* scope and sequence across literature, science, and social studies. Curricula and materials are matched to the plan. From the year plan, units are planned, and from the unit plan, lessons are planned. Checks for understanding and assessment are used continually. Informal and formal data is used to inform instruction and differentiate instruction for a variety of learners on a daily basis. AXIS teachers use pedagogical content knowledge (PCK) in instructional planning and delivery. PCK is the way of teaching certain ideas—the selection of core ideas of the discipline, the ordering of these ideas in a way that a student can understand them, and the use of varying media and tools to teach individual core ideas meaningfully. Teachers need PCK across content areas they teach and also in regard to language (partner or English) development, literacy development, and child development. AXIS teachers apply a critical mindset to the curriculum to ensure cross-cultural competency (for more see *Educating for Global Competence*). They approach the material from diverse perspectives, they include content from multiple cultures, and they model and foster respect for different cultures and perspectives. AXIS teachers successfully use elements of direct and indirect instructional strategies. They use evidence-based strategies and techniques for student active learning, cooperative learning, and student engagement. AXIS teachers understand and apply classroom language immersion model best practices from *Guiding Principles for Dual Language Immersion* and from SIOP Model (Sheltered Instruction Observation Protocol), Total Physical Response and Comprehensible Input, or other immersion experience and research.
Knowledge and application of AXIS foundational frameworks and AXIS specific curriculum	AXIS teachers fully understand and engage effectively in Multi-Tiered Systems of Supports (MTSS) processes and framework (Response to Instruction and Intervention and Positive Behavior Supports and Intervention). Teachers operate with the Whole Child Indicators. Teachers support school-wide language immersion model and implementation of *Guiding Principles for Dual Language Immersion* and from SIOP Model (Sheltered Instruction Observation Protocol) or other.

	AXIS teachers fully understand the curricular resources and materials in the AXIS Curricula (*Core Knowledge scope* and sequence, *Core Knowledge literacy*, Partner Language literature and literacy programs, *NGSS Science Standards, Singapore Math, Step Up to Writing, Handwriting Without Tears, and RULER* from Yale Center for Emotional Health).
General skills: Language and Technology	AXIS teachers possess strong oral and written communication skills. They communicate effectively with students, parents, and staff. AXIS teachers are proficient with basic technology ability in email, Word, Excel, PowerPoint programs, and other technology to enhance classroom learning. Ideally, candidate will have experience with Infinite Campus student information system.

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