Bay Way Traits of Focus

TRAIT	TEACH	MODEL	RECOGNIZE
COMMUNITY "We work together to improve our school and community."	• Keep our shared spaces clean • Involve yourself in activities that support your school and our community • Model and teach traits of focus • Practice safe behavior	• Greet and welcome others • Engage with your community of practice to support each other and our students • Teach and model traits of focus	• Being kind, courteous and respectful to others • Hold doors for others • Greet others kindly • Say "please" and "thank you"
OWNERSHIP "We take responsibility for our learning and behavior because our actions impact our future."	• Engage in your learning • Own your behavior, good or bad • Ask for help	• Engage students in the traits of focus through the creation and maintenance of community agreements • Be available to support students • Maintain professional and honest dialogue with others	• Take action to correcting mistakes • Take responsibility for choices, both good and bad
PERSEVERANCE "We work to find a way when things get difficult."	• Ask multiple sources for help • Set goals for yourself and monitor achievement • Keep on trying when things get challenging • Adopt the concept that "I can't do it… YET!"	• Strive to engage all students • Find a way to support all students • Stay focused on positives to help students reach goals	• Look for solutions to obstacles • Push through hard stuff- struggling through adversity • Make improvements in attendance, grades, attitudes, etc.
EMPATHY "We strive to find common ground with others because kindness matters."	• Respectful listening of others point of view and experiences • Accept and appreciate everyone • Strive to find common ground	• Be mindful of others' point of view and experiences • Embrace unique qualities and strengths • Strive to find common ground	• Recognize other's strengths and accepting their differences • De-escalate and/or resolve conflicts • Accept and forgive others
CRITICAL THINKING "We value having an open mind, curiosity, and utilizing our resources to make informed decisions."	• Have an open mind, consider multiple viewpoints • Use your resources to find answers • Be curious	• Reflect on data to inform your decisions • Promote and value curiosity • Have an open mind, consider multiple viewpoints	• Ask insightful questions • Seek to understand the why as opposed to just know the who, what or where • Test oneselves truth – move beyond what you currently believe to be true

Bay Way Traits of Focus

Teach – Practices that staff agree to utilize that promote a healthy classroom
Model – Behaviors that staff agree to model for students to help them learn that which we are trying to teach
Recognize – The current behaviors students are displaying which we want to recognize and see more of

COMMUNITY

Teach:
- Start class with overview/agenda
- Develop staff relationships – share how to do it at community circles (staff meetings) Using staff meetings for demos and sharing ideas
- Facilitate student to student relationship building
- Bay Way lessons

Model:
- Life Long Connections/ Staff, Students
- Attending extra – curricular
- Being explicit about why we as teachers have chosen to work at Bay – What Bay is about? Why it is special? Why students should treat it as such
- Wearing Bay shirts

Recognize:
- Identify students without mentorship early
- More ASB involvement and Upperclassmen involvement & Flight Crew
- Thank students/positive reinforcement
- Value individuals' differences

PERSEVERANCE

Teach:
- Set up a climate of "I can" growth mindset
- Encourage retakes
- Inspirational videos/quotes
- Scaffolding – differentiate all students to meet each student's need based on level

Model:
- Use peers as resources to problem solve
- Use an example (nonspecific) to show peers persevere through tough times
- Don't give up on kids
- Being honest, Admit imperfections, Make improvements, Try again

Recognize:
- Allowing late work
- Celebrate students
- Give Bay Way tickets for hard work

CRITICAL THINKING

Teach:
- Involve students in creation of performance tasks, assessments, rubric ect.
- Use problem based learning
- Instill critical thinking through student projects
- Use data for analysis

Model:
- Ask higher level questions.
- Ask student to find the teacher's mistakes
- Comparing/contrasting different points of view
- Involve students in the decision making process

Recognize:
- Students making connections of ideas
- Highlight when students ask quality questions

OWNERSHIP

Teach:
- Classroom expectations/norms
- Encourage peer review, self-directed projects/jobs and self-reflection
- Growth mindset
- Pride in accomplishments and ownership of work and behavior
- Breakdown success steps

Model:
- Consistency in expectations
- Self-care and self-regulation
- Using mistakes and challenges as growth opportunities toward positive future outcomes
- Enthusiasm, effort, and other desired student behaviors

Recognize:
- Student success, even small ones
- Ability to admit mistakes
- Responsibility in academics and extracurriculars
- Time management skills

EMPATHY

Teach:
- Class speakers - more than just a person in front of a class
- What IS empathy? Mode the behavior to the class
- Peer involvement

Model:
- Be authentic. Actively listen to students/staff
- Conflict resolution - see both sides
- Learning how to cope with struggles

Recognize:
- Celebrate/recognize specific growth
- Focus on strengths of students
- Be intentional with Bay Way tickets. WHY you got one for empathy