

Dispositions of a Whole-Life Educator – Starting from the left, taking one row at a time, highlight words or phrases that describe oneself currently. The box immediately to the right provides suggestions for the next steps in professional growth.



Criteria*	Not Yet Developed	Emerging	Competent	Mastery
EXPERIENTIAL				
Embraces adventure in learning and in the field	Hesitant to try new things in unfamiliar contexts; little to no experience with helping children or adults to try new things; caution and lack of enthusiasm affect learning and engagement of others	Curious about new learning in academics, natural spaces and communities; accesses models, peers and mentors; seeks ways to help others to embrace new learning; understands risk-averse behaviors	Uses a variety of settings to explore and teach; uses awareness of risk, trial, and error in learning and teaching; maintains appropriate challenge; considers and coaches individual differences; shares enthusiasm	Models and guides students, adults, and peers to be joyful about learning; uses empathy with risk-averse learners; coaches others to build self-efficacy through reflection, planning, and embracing of adventure
Focus on collaboration	Working alone preferred; group work is stressful or unsatisfying; limited experience working with others with different values or backgrounds	Willing to engage in groups and teams when there's a defined leader and structure; seeks opportunities to work with people with different values or backgrounds	Comfortable in a group project with a variety of people; willing to try a new role; engages in respectful dialogue with people different from self; ensures all voices are heard	Facilitates team and group work members to take on a variety of roles; leads others to establish group norms and protocol; reflects and plans for increasing participation
Commitment to staying current in the field	Unfamiliar with the academic literature of environmental and experiential education or the dynamics that affect learning and teaching	Expands learning through exploration of the UW and IslandWood libraries, the Wiki, faculty libraries, and the online resources attached to articles	Shares resources and initiates critical dialogue with peers; seeks multiple perspectives and reflects on the impact on one's own thinking and practice	Demonstrates continuing commitment to staying current with new ideas and concepts, the ethical use of content, and toward being a student of the field
Self-initiates and plans for professional growth	Self-directed learning and planning are a new experience; reads what is assigned; hesitant to assert own interests and growth areas	Completed a self-assessment and ready to make a plan; mentor identified and meeting set; reflecting on interests and areas in need of feedback	Comfortable with oneself as a role model; relaxed in knowing how and when to flow between humor, playfulness, being direct, and being laid-back; emotionally available with peers and mentors	Professional growth planning and self-directed learning are a habit of practice
EQUITY				

*Criteria identified as essential to success as educators by IslandWood alumni, faculty, and the [Model Code of Ethics for Educators](#).

Commitment to equality, equity, and inclusion	Equity and inclusion are not a concern; "I treat everyone the same;" content, instruction and communication are not reviewed for bias.	Growing awareness and review of the biases that affect learning and teaching and the elements that create an inclusive learning environment.	Seeks feedback to refine cultural responsiveness; engages in dialogue across cultures; collaborates to resolve issues of equity and inclusion	Productively facilitates difficult conversations in equity and inclusion; supports others to refine inclusive environments; ongoing commitment to learning
Protects students from harm or the potential of harm	Unfamiliar with the role, skills, and regulations for educators in prevention and response to social or physical harm	Recognizes risks and knows where to access the rules, where to find resources, and who to turn to for guidance; responds immediately and reports issues of concern	Knows and upholds policies, procedures, and regulations regardless of personal views; responds appropriately to emerging safety issues and individual needs	Leads others in assessment of the contextual and individual challenges; seeks additional training to refine practice for a range of clients and for challenging environments
Addresses conflict constructively	Avoids conflict or defers resolution to another; Little experience in working with conflict; avoids situations where conflict may occur	Recognizes need and seeks opportunities to learn resolution skills; observes, reflects, and practices in low risk situations; open to examining how one's own behaviors may trigger conflict	Has a protocol and skills for preventing and responding to conflict; refines practice and seeks feedback in a variety of situations and across cultures; monitors and modifies own behavior with new information	Ongoing commitment to increase range of options to prevent and respond to conflict; helps peers and students to access and incorporate new learning with prior mindsets
POSITIVITY				
Professional expectations and presence	Unfamiliar with professional expectations for educators or IslandWood Core Values	Recognizes the need for growth hears feedback and makes a plan; clarifies IslandWood Core Values	Maintains professional presence, appearance, boundaries, and language; accepts responsibility maintains confidentiality;	Helps peers to recognize and navigate the boundaries of professional educators and models IslandWood Core Values
Demonstrates stamina, resilience and perseverance	Aware of barriers that prevent full participation; change often creates stress	Recognizes need for increasing stamina, perseverance, and resilience; identifies reasonable steps that fit; a plan is in place	Sufficient energy and desire to persevere through adversity; failure informs next steps; tolerates ambiguity and changing conditions	Coaches others to recognize the relationship of resilience to future success; helps others to reframe failure to inform next steps
Role model	Unaware of effects of behaviors on others; uncomfortable at times with the expectation of educators to be role models; personal	Observes, identifies, and reflects on the qualities of educators whose presence has a positive effect on learning;	Comfortable with oneself as a role model; relaxed in knowing how and when to flow between humor, playfulness, being direct, and being laid-back; emotionally	Recognizes one's influence and the potential differences between contexts and cultures; guides others to develop presence and to make adjustments to a variety of situations

	anxiety can get in the way of being with others	seeks counsel, readings, and/or a plan with the mentor	authentic and available; clear boundaries	
OPEN TO OUTCOME				
Shows growth mindset in words and actions	Uses fixed language when speaking about self and others			
Embraces a culture of normalizing error	Does not see error as feedback			