

Characteristics and Qualities of Child Study Team Members and Leaders

Principals may use the *Characteristics and Qualities of CST Members and Leaders* to organize information about educators who are interested in serving on the school's CST. Membership is not contingent on educators reflecting all of the characteristics and qualities described below. Instead, the Principal uses this exhaustive list to identify individual characteristics and qualities, and to get a sense of the combination that would be represented within the entire CST. After gathering the useful information and reviewing the *Framework and Guidelines*, the Principal decides on the composition of his/her CST.

Educator's Name: _____

Role: _____

To what degree does this educator show evidence of the characteristics and qualities of a CST Leader and/or Member?

1. An educator who is willing and able to collaborate with colleagues on the important work of supporting struggling students to be more successful

Evidence:

2. An educator who understands and supports a professional culture of reflection, inquiry, and collaboration

Evidence:

3. An educator who shares his/her own practice with colleagues, and models the skills and habits of collaborative problem solving

Evidence:

4. An educator who listens carefully

Evidence:

5. An educator who supports or will support classroom teachers

Evidence:

6. An educator who learns continuously and participates in professional development

Evidence:

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7. An educator who values and participates in documenting work and collecting/analyzing data
Evidence:

8. An educator who fulfills commitments and engages fully in meetings and on committees
Evidence:

9. An educator who understands that students perform along a continuum of behavioral, social, academic and levels of emotional functioning
Evidence:

10. An educator who is responsive to the needs of a diverse population of learners
Evidence:

11. An educator who is well-versed in interventions and strategies that will allow a child to access the curriculum and the environment more fully
Evidence:

12. An educator who has:

- a. ____ Knowledge of how to differentiate curriculum, instruction, and assessment
- b. ____ Knowledge of the neurodevelopmental constructs and management by learner profile
- c. ____ An understanding of child development and what is typical
- d. ____ Knowledge of language acquisition and how to teach English Language Learners (ELLs) effectively
- e. ____ Skills necessary for examining student work in order to learn from it,
- f. ____ Skills of observing and describing before drawing conclusions
- g. ____ Skills of recognizing and leveraging student strengths and affinities
- h. ____ Knowledge and skills of the inquiry cycle
- i. ____ Skills of giving and receiving feedback constructively
- j. ____ Knowledge of cultural proficiency and the belief in its value