

Relational Cultivation Survey Responses

Friday, November 26, 2021 9:56 AM

If you'd like to include your name you can do so here (but please feel free to remain anonymous if that's your preference).	(Community Membership and Support-1) How have you observed Katie acting as a strong and positive ambassador for EPS? Please provide specific examples if applicable. Katie is open to constructive criticism, so if you have not observed this or think she could do better, your suggestions are appreciated!	(Community Membership and Support-4) How have you observed Katie recognizing and supporting diversity in all its forms? Please provide specific examples if applicable. Katie is open to constructive criticism, so if you have not observed this or think she could do better, your suggestions are appreciated!	(Collegial Dynamics-1) How have you observed Katie developing mutually respectful and productive relationships with colleagues? Please provide specific examples if applicable. Katie is open to constructive criticism, so if you have not observed this or think she could do better, your suggestions are appreciated!	(Collegial Dynamics-2) How have you observed Katie partnering consistently with colleagues on projects (i.e., integration, service learning)? Please provide specific examples if applicable. Katie is open to constructive criticism, so if you have not observed this or think she could do better, your suggestions are appreciated!
Adrienne Behrmann			My main professional interactions with Katie have been regarding her advisees whom I teach or my advisees whom she teaches. Katie responds in a very timely and detailed manner to any issues regarding advisees and she offers thoughtful and detailed feedback. On a personal level, Katie has always been an excellent listener, willing to share helpful insights and her infectious and irreverent, self-deprecating sense of humor are very endearing.	
Adam Waltzer	In addition to her overall great work in the classroom, I know that Katie does a great job of representing the EPS science discipline at open houses and back to school events. Having worked with her not only as a colleague but as a parent, I can say that Katie is an excellent ambassador for EPS.	I do not have first-hand knowledge of this.	I have had innumerable professional interactions with Katie over the years and have always found these interactions respectful and productive. In developing curriculum for the Marine Biology upper school elective, Katie was interested in my perspective. She was curious and open to suggestions regarding age-appropriate workload and content. Since implementing that curriculum, we have had frequent discussions about assessment, pedagogy and classroom management. From my observations of her teaching, it is clear that she has adapted her teaching style to suit the upper school students. Further, it certainly seems to me that the students have responded favorably to her teaching.	see above
Randi Peterson	<p>Katie is always willing to ask the tough questions. She is always analyzing what possible problems can come out of a situation. This is very helpful in group discussions when a new program is being implemented. She will ask her colleagues the who/what/where/when/why questions that others might not think to ask. This is great way to get others thinking about how to solve problems. She always has great ideas.</p> <p>Example: Many years ago an employee of the school (who is no longer here) was presenting an emergency evacuation plan. If the fire alarm goes off, the kids were to cross the busy street to the neighboring business. Katie (who had been gone all summer) was able to analyze the data in about 5 seconds flat to see that this was a dangerous situation to put the kids in. She immediately asked questions and convinced the community that</p>	I haven't been able to witness Katie in the classroom teaching in regards to diversity so I can't really answer to that. However, in personal conversations, she has mentioned her support for the LGBTQ community and has a full understanding that we have a diverse population of students here at the school.	Katie is well liked among her colleagues – she is very funny and smart. I know people appreciate her witty humor. She is also the faculty member who is asked to be on committees and be part of discussions because she has some great ideas.	When is comes to her science classes she is definitely always working hard to bring the best to her students. She works really well with Burton Barrager and Krissy Russell. She is always thinking of and planning for field trips, guest speakers and purchasing resources. She even has a connection with a grocery/ butcher shop to obtain pig hears for the kids to dissect. I don't think she likes spending a whole week at Camp Orkila in the rain, haha! 😊 – but, she will do it anyways cause she has a high level of responsibility to the kids and the program.

	<p>walking over to the far side of the business park (without crossing the street) was a far better solution.</p> <p>I just find it funny that the school had hired a whole person to figure out this emergency plan when they could have had Katie figure it out for them in about 10 minutes.</p> <p>This is what makes her a strong & positive ambassador for the school – she is always asking questions and getting others to think about what is best for the kids.</p>			
David KH	<p>Mostly this has been internal, but I believe Katie always speaking powerfully and passionately about this community of students and teachers. Her vibe is positively infectious. She knows how to focus on what matters and that is kids and serving/teaching/working with kids with a strong core of ethics and compassion!</p>	<p>Attendance and participation in the EICL faculty group. Embrace and engagement with EICL activities in advisory and class meetings. A strong voice and strong example for women in STEM!</p>	<p>Katie is open and receptive to feedback and engagement on any topic. I guess we both have a history of complaining about lack of a teacher rep on the SLT without seeing that this has changed. We probably share a level of ongoing frustration here, so maybe a nudge to try and figure out solutions to these kinds of ongoing situations, or let them lie in silence?! [This is an ongoing challenge to any of us who have been here for years.]</p>	<p>Leads by example on class service projects. Jumps right in and participates. Offers caring encouragement to students and faculty. She was an awesome colleague and member of the MS Head Hiring Committee. Spoke up with her views, concerns, priorities regularly in those meetings and also was a close, active, and supportive listener to fellow teachers, parents, and administrators on that committee.</p> <p>Kind, funny, super hard-working teacher and a fun office mate (despite the diet coke habit). Love to see her grow and grow our institution with the marine biology. Keep it coming!!</p>
Burton Barrager	<p>I have seen you at school Open Houses, Back-to-School-Nights, service days, school sporting events, school plays, parent events, and music nights speaking with families and supporting students.</p>	<p>You are a strong & supportive member of the EICL community on campus. You reach out to students and support them in their identity journeys - I remember an instance in my 1st year at EPS where you circled back with Maya Henry as an 8th grader because you had remembered that she had some questions/concerns about using different pronouns - this was 6 years ago and we were not so far along as a community in this arena, but there you were seeking her out and supporting her. I have seen you do this many times with many students for many reasons, encouraging and supportive of all, especially those that are marginalized. You are also supportive of your friends and faculty...you have helped me many times as I try to understand different view points and concepts, patiently listening, explaining, and encouraging me to practice things such as using different pronouns in a sentence so it comes naturally...and most recently teaching me about 'punching up.' You make me feel safe and listened to and thus are the person I seek first when I need to learn about such things and it is much appreciated!</p>	<p>You are a great person to bounce ideas off - pedagogical, philosophical, and scientific. I appreciated the time you take to ask questions as well as listen to questions being asked - you give thoughtful, honest answers. You are also detail oriented and not afraid to point out oversights and mistakes - we joke with you in division meetings, but we rely on you to speak your mind and point out errors...ideas have to pass the Dodd Test!</p>	<p>A specific example is partnering with me and Nickie Wallace to create your US electives. Just at the start anyway, as you have 'intelligently designed' them much further. I was witness to your meetings with Sarah Hollingshead to plan the Galapagos EBC trip that never went in 2020, as well as saw how you worked with and helped keep our advisory team together back in 2016-17. Happy to discuss other instances...</p>
Malcolm Yates	<p>Katie signs up for everything requested of her and then some. For example, I believe she is participating in four separate admissions events this very weekend.</p>	<p>Katie is stalwart member of the EICL work group and continuously assesses her own personal practice as well as school-wide concerns related to diversity. I've noticed, to give just one small example, how much thought and effort Katie puts into learning, pronouncing, and keeping straight names of her students that unfamiliar or new to her.</p>	<p>Katie makes develops genuine friendships with colleagues because she genuinely cares about their well-being and is interested in their lives.</p>	<p>Katie is an incredibly detailed-oriented person and that attention to detail is a help to everyone in her professional orbit. Having shared on office with her this fall, I have overheard and been a part of countless conversations between Katie and various colleagues discussing particular students and strategies that have worked to best connect with them, working out the complicated</p>

				<p>logistics of sharing scientific equipment and lab space, and just generally coordinating learning both at the discipline level and at the grade level.</p> <p>To give a specific example, partway through this fall trimester, Katie mentioned to me some changes she was considering making to the sequence of major assignments in winter tri of ST7. I mentioned that I was planning on altering a couple things around the same time in 7th grade Spanish, which would impact the exact same group of students. Katie immediately began to consider the view from the overall student perspective and started listing--off the top of her head, I should add--dates that she could move things around so as not to overburden the students. While her extemporaneous knowledge of the calendar was impressive, we decided to meet with Outlook in front of us to coordinate dates--her idea.</p>
Kelly Violette	<p>I talk a lot about volleyball below, but Katie was always such a great EPS representative out on the courts, with refs, with other coaches, etc.</p>	<p>When I was in the EICL faculty group (the first two years of its existence), Katie was an active participant and always contributed positively to the discussions in that space. I am sure I can come up with more here but I'm more drawn to the question below so I'm heading there.</p>	<p>Katie and I have been working alongside each other in totally different parts of EPS ever since we onboarded together and began sharing an office in 2009. One thing that Katie did, early on in our relationship, was sign on to be the Assistant Coach of the MS Volleyball team when I was coaching. She was explicit (with the AD and with me) that she was doing this as a way to stay connected with me since I think by then we were no longer sharing an office. I was touched not only by the fact that she was willing to step into this role as an opportunity to team with me, but especially by the fact that she was willing to make herself vulnerable by stating that's what she was doing. In the intervening years, I've seen Katie put herself out there in our community with brutal honesty. Sometimes she is hilariously self-deprecating and sometimes raw and vulnerable. This is just one way I see Katie developing mutually respectful relationships with her colleagues. Also - I loved our six years of coaching the Eaglets together.</p>	<p>Well, I kind of answered this above, but Katie was my long-term partner in coaching the MS Volleyball team. One thing I loved about partnering with Katie was that she was totally willing to jump into whatever role needed to be filled. In our pairing, that meant she really had to step up and provide the behavioral guidelines for excited middle schoolers, because my behavior management skills were really lacking. It also meant that she often had to jumped in to run the practice, wait with a kid whose parents were late, and - during the season when I broke my foot immediately before our first practice - she had to suit up and demonstrate the skills. Katie is willing to jump in and do the work to make stuff happen - she's a really valuable partner/teammate as a result.</p>
Krissy Russell	<p>I remember being a science faculty host with Katie during a fall 2019 open house. Katie greeted each prospective family with enthusiasm and answered questions knowledgeably and with confidence. What I appreciated most about Katie during that time was her ability to balance honesty with positivity. For example, I recall Katie very honestly answering a question from a parent about EPS participation in science fairs, something like this: "No, we don't do science fair at EPS because we find that science fair projects are often more parent-driven than student-driven and at EPS we focus on the students." As well, I took a</p>	<p>In middle school meetings, I can recall Katie on several occasions advocating for students with diverse needs. Although I can't think of a particular example off the top of my head, I do recall frequently feeling like I've learned something about learning styles or teaching styles after hearing Katie speak. With regards to neurodiversity, I recall Katie telling me that she does not praise students for writing unnecessarily long responses to questions, especially if she knows it took them a long time and contributed to excess stress. I've incorporated this into my own practice.</p>	<p>The summer prior to me joining EPS, Katie oriented me to the EP8 class which she had been teaching just before me. She answered my many questions about the course in the year that followed, including how to set up field trips and organize projects. It was a lot of work for Katie! Katie continues to forward me emails with any information she believes will be useful for me in teaching that class (and has also asked me if she'd like me to stop if it's too many emails). Katie and Burton share a lab classroom and I have observed them coordinating respectfully on numerous occasions. Katie is</p>	<p>I observed Katie coordinating the EBC trip to Washington DC which she led with Randy a few years ago. It was a quite a bit of logistical coordination as I believe they were trying new activities. I've seen Katie participate in service learning, most recently with the 7th graders at Watershed Park in the fall of 2021. Katie is also co-teaching Marine Biology this year with Adam. I don't know if Katie does any coordination with Upper School Biology for her 7th grade biology class, but by copy of this survey response,</p>

	professional development seminar with Katie this summer "The Joy of Advising" and Katie was a strong participant, representing EPS positively.		extremely conscientious and empathetic and this just naturally allows for mutual respect and productive relationships with colleagues.	I'm sure we'll have this conversation :)
Bess McKinney	Most of my observation of Katie as a strong and positive ambassador for EPS has been in the realm of EICL. In those spaces, she's been impressive--curious, incredibly prepared when necessary and open to critique. I am specifically thinking of my time spent with Katie in a pre-PoCC session about whiteness that was intense. Katie was so ready to learn and engage while also maintaining a level of professionalism that I admire. That's what I think most impresses me about Katie--her ability to be curious AND consummately prepared.	I'm not quite sure how to interpret diversity here, but I'm going to respond from an EICL angle, again. Katie is clearly dedicated to learning and understanding her own position and the lenses she brings to the classroom. While I've not talked with her specifically about navigating race or ethnic differences in her classroom, I do know she's worked hard to revamp her 7th grade science curriculum to serve all students, regardless of gender identity. The anonymous question box springs to mind--Katie was ready to shift from a gender binary anonymous gender box answer session to one that was not separated in this way.	Katie reliably steps forward when work is needed to improve EPS, especially in the EICL realm. She is a constant and engaged presence in EICL morning meetings. She also just clearly cares about her colleagues.	
Elin Kuffner	I have observed Katie acting as a strong and positive ambassador for EPS during our school open houses, mock classes, and prospective student visit days, as well as during fall harvest, winter celebration, and other parent/guardian events. Katie always speaks highly of Eastside Prep and articulately describes our school's attributes to those who do not get to witness the strong academic and community experiences from which our students benefit each and every day. Katie is highly participatory in the EPS community, and you will often find her chaperoning student socials, sponsoring middle school clubs, and assisting with admissions events. Furthermore, she supports and helps with service learning days and EBC orientations and experiences/trips. Katie's community membership and opinions are so highly valued that she often is selected to be on multiple committees at once, from the admissions committee to the head of middle school search committee. And when Katie participates in all these endeavors, she does so with energy, enthusiasm, and passion.	I have observed Katie recognizing and supporting diversity in all its forms when she stands up for what is right and for what is equitable. Katie often speaks up during faculty/staff meetings when others do not feel comfortable. Katie speaks her mind and seeks justice and fairness for all. Katie attended the NWAIS People of Color Conference (or perhaps it was the NWAIS Student Diversity Conference?) recently and she often puts herself in positions where she is constantly learning about and supporting others' cultures, ethnicities, races, genders, orientations, religions, and other identities. In addition, I have observed Katie recognizing and supporting diversity in her curriculum with regard to the LGBTQ+ community during her science units on adolescent and sexual health education.	I have observed Katie developing mutually respectful and productive relationships with colleagues when she enthusiastically collaborates on curriculum development with other science colleagues during Professional/Program Development Days. I have also observed this when Katie has collaborated with the EICL Coordinators and a couple 5th/9th-grade teachers about necessary adolescent health topics at our school. Katie listens to others' opinions and engages in respectful discourse. This develops trust in her relationships with her colleagues. Katie is genuine and honest, and this keeps her coworkers wanting to further engage with her both professionally and socially.	I have observed Katie partnering with colleagues on projects when she helps coordinate and participates in service learning with Mountains to Sound Greenway, Kirkland Watershed Park, and Eastside Baby Corner. I have also observed Katie partnering with colleagues on projects when she participates in cross-divisional integration during science discipline meetings and PDDs- such as when the science faculty was deciding on the four skills to track as students move from 5th-12th grade science classes. Katie has a great perspective on cross-divisional integration since she teaches in both the middle school and upper school divisions. Many years ago, I also remember observing Katie's strong efforts with regard to integration when she would partner with the historical thinking and literary thinking teachers on the 7th-grade Materials Project.
Karen Mills	Admissions - Katie is always willing to do her part by teaching mock classes, serving on panels, saying yes to more than her fair share of responsibility. Hiring team - Katie lent her strong voice to the MS Head hiring committee this fall. She cares deeply about the middle school, about diversity and relationships within it, and she made her ideas known in clear and confident ways. Katie has a way of asking "the right" questions that get others thinking.	EICL team - Katie has been part of this volunteer group since it started. Katie's strength of empathy is a vital force in her life and work. She has an intense ability to feel as others feel, and she harnesses that power to dig into their lives and motivations. On numerous occasions, I have used Katie as a "voice of reason" when I need to work out a challenge with a colleague, a student, a personal friend. She sees the trees and the forest in most situations.	Where to start? She is a great listener, a critical thinker, a dedicated friend. I have lots to say about this ... maybe this could be an in-person conversation?	I'm not as familiar with this aspect of Katie's work since we haven't taught the same grades in a while ... We definitely work together on MS advisory issues. I'm thinking about things like streamlining self-reflections, where Katie has an idea and shares for others to use or where she hears an idea and implements it in her own work.
Sam Uzwack	Katie is a thoughtful and enthusiastic representative for EPS. Just last week, we were on a community admissions panel in which Katie spoke about our program and her experience at EPS in a way that really helped our audience understand the culture of the place.	Katie is always thinking about how to reach all of her students. Examples of this include: visiting Learning Support to talk through a new project, attending the Faculty/Staff EICL Work group, making sure students see women represented in science.	Katie is a wonderful colleague. She has deep bonds with veteran faculty, but also looks after new folks. She mentors new teachers. She is also a respected voice in our faculty meetings, and will lead conversations from time to time as well.	Katie helps the team with service learning. She worked with her colleague Allison to lead a yearlong discussion about assessment in the middle school. Such a team player! :)
Luhrs (there's so much more to say than	When I think of the EPS Middle School, I think of Katie Dodd. She exemplifies the warm-demonstrator	EICL work has gained a lot of attention in recent years, but if my memory is correct Katie was one of	Katie's a good listener and a great supporter of others. She remembers things like birthdays	This question brings back memories of the early Materials Project (Timeline?)

what I wrote in this survey...but this is what came to mind first!)	teacher type I've always held up as the ideal in a middle school setting-- actually, in any setting where students are involved. She is her students' best advocate, but she also holds them accountable. Likewise, she applauds the work EPS does, and she holds our school accountable as well. If we say we're making MS Lunch E-free, Katie follows through--and encourages the rest of us to do the same. If we say we value equity and inclusivity, Katie's not afraid to question situations that don't appear equitable or inclusive. In my mind, making sure we are being consistent in our approach to students and values is part of being a strong and positive ambassador for EPS. The acts of serving on hiring committees (MS Head, for example) and just generally being a friendly face on campus don't hurt, either.	the original members of the EICL faculty group. Even then she was teaching students about cis- versus trans- gender as a way to make her 7th-grade curriculum more inclusive. She's always looked for ways to help students of different learning strengths demonstrate their knowledge and is ALWAYS willing to meet with students individually to help them in their learning.	and special events and demonstrates genuine interest in what her colleagues are doing in their classes. She's consistently ready with a kind or funny remark and never too busy to stop and connect. She even let a group of us hear her perform bass in her rock band many years ago! :)	days--when a huge piece of butcher paper would cover the floor (totally blocking access to the middle school bathrooms!) and students would be furiously cutting and pasting images and descriptions on as a way to meld history and science. Katie's helped plan and execute EBC trips; service learning days; many, many advisories drawing on a variety of skills and goals (as GLC and regular advisor); and worked with fellow teachers to create a unified approach to a grade level. Specifically, I remember the 7th-grade team meeting over Teams during the summer of 2020 to strategize how we could support each other and our students as we headed into a year of remote learning.
Mike Anderson		Katie has been on the EICL faculty group from its inception. Beyond the work she has done with this group, I have observed Katie strive to serve our neurodiverse population and accommodate their needs continuously over the 11 years I have worked with her. Katie is constantly meeting kids where they are at while also stretching them to find their greatest potential.	Working with Katie in many different arenas from teaching, advising, chaperoning and the heads search, Katie is a well respected member of the EPS community. She is constantly looking for ways to improve students experiences while thoughtfully and respectfully bringing up issues that are important and need attention. Outside of a professional setting, Katie has always been there for me and other colleagues. Personally, she is a rock for me and has been for countless others throughout the time I have known her. She is a wonderful friend and colleague and we love her!	From the time I began in Learning Support, Katie has partnered with me and other members of learning support to change, adapt and learn how to make her lessons and projects more accessible to students with various learning challenges.
Lisa Frystak	Katie is honestly one of the best chaperones of ANY of the faculty members here at EPS. She comes ready, with a positive attitude, communicates clearly, and brings her best self. She's more than excited to see students work, and, shows enthusiasm when being asked to play ridiculous games in the 5/6 Halloween Social. Not only will she play games, she helps clean up after an event - and sometimes has to be ushered out and be told to stop because her job is done! She represents EPS in the countless professional development trips she takes to learn more about how and what her field looks like.	Katie attends almost all of the EICL meetings in the mornings. She is hungry to place getting to know her authentic self in the classroom at the same level of getting to know the students. Students respect her, and I wish I had her as a science teacher growing up because then I would have enjoyed the subject that much more - (or at all).	Katie loves collaboration and intentional work with colleagues. I've taken many a Dodd suggestion on my own work and would feel safe and comfortable bringing lessons to Katie to have her provide input not only on the lesson itself but on student behavior as well.	Katie will go on any field trip, go to any service day, take kids to waste treatment plants, encourage outside, and field work. She focuses on the learning and education aspect of EBC trips. I wish I had the chance to work with Katie more. Her presence is always known all around campus before school, during school, and after. Sometimes just as a friend, sometimes a thoughtful colleague, and sometimes as someone with a critical eye looking to make EPS a better place.