

EXCELLENCE IN TEACHING PROGRAM

The purpose of the St. Ignatius Excellence in Teaching Program is to assist teachers in their personal integration of the growing knowledge base on teaching, learning, and Ignatian Pedagogy. In all cases, this program is designed to foster community and collaboration by providing all Ignatian educators a framework with which they might reflect upon their teaching and develop their craft.

AREAS OF EXCELLENCE IN TEACHING PROGRAM

I. Management

This category includes engaging students' attention, using effective discipline techniques, and managing transitions, space, furniture, time, routines, and technology.

- (a) Engages students' attention on task.
- (b) Effectively manages time and routines, technology, space, climate, and furniture.
- (c) Maintains effective discipline, enforces school policies, and encourages student growth in self-control.

II. Instruction

This category includes understanding the context and clarity of lessons, effectively applying principles of learning, using a variety of teaching styles and methods, and skillfully employing technology to enhance student learning.

- (a) Effectively utilizes the first and last five minutes of class time, demonstrates appropriate pacing and transitions, and connects new learning to what students know and need to learn.
- (b) Effectively uses the principles of learning derived from research on student learning.
- (c) Demonstrates effective clarity of lessons.
- (d) Uses a variety of assessments that both assess and enhance student achievement of course outcomes.
- (e) Makes knowledge accessible to all students by effectively using various models of teaching and information technology.

III. Motivation

This category includes the building of personal relationships with students, setting and communicating appropriate expectations and standards, and creating the general emotional tone of the class.

- (a) Maintains a classroom atmosphere that engages students in learning.
- (b) Clearly communicates to students and parents the course outcomes and standards of assessments.
- (c) Establishes and maintains positive and effective relationships with students.

IV. Curriculum

This category includes setting appropriate curricular outcomes and designing learning experiences that match student learning styles. It includes incorporating diverse assessments that genuinely measure and enhance student achievement of course outcomes.

- (a) Sets meaningful and productive curricular outcomes.

- (b) Uses learning experiences that match the diversity of our students and their learning styles.
- (c) Utilizes a variety of assessment strategies in a way that promotes student learning.
- (d) Engages in consistent curriculum evaluation and design to meet course outcomes using the Understanding by Design curriculum model (“backwards design”).
- (e) Demonstrates command of the subject matter.
- (f) Demonstrates command of technology that is relevant and necessary for the curriculum.

V. Collaboration & Professionalism

This category encompasses the norms and expectations central to building community and fostering a collaborative work environment.

- (a) Participates as an active, supportive, and collaborative member of her/his department.
- (b) Effectively collaborates with colleagues in all academic areas and levels.
- (c) Communicates effectively with all members of the community.
- (d) Embraces and puts into action the Ignatian characteristics of presuming goodwill and using discernment in dealing with all members of the community.

VI. Mission & Vision

This category includes the identifying and weaving into the curriculum the religious values, spiritual lessons, and other key aspects of Ignatian and Catholic identity.

- (a) With mission in mind, sets course outcomes that help students embrace the descriptors identified in the Profile 2000: The Graduate at Graduation.
- (b) Provides students with an opportunity for faith-filled development and prayer on a regular basis.
- (c) Embraces and puts into action the Ignatian concept of *cura personalis*.
- (d) Demonstrates ability to adapt curricula to meet individual needs.

STEPS FOR IMPLEMENTING THE EXCELLENCE IN TEACHING PROGRAM:

1. By September 8, each *tenured* faculty member will choose one specific characteristic from among the six areas of Excellence in Teaching.
2. All *non-tenured* faculty members will be assigned a characteristic by their department chair and the Assistant Principal for Academics.
3. Each faculty member will be supervised and evaluated, specifically regarding her/his chosen or assigned characteristic and generally in all six Areas of Teaching Excellence.
4. The principal will informally observe each teacher once each year.
5. Each teacher will keep evidence of her/his teaching activities in a portfolio that displays work related to the characteristic and other selected teaching activities.
6. At the end-of-the-year-conference, the teacher and principal will review all observations and teacher portfolios.
7. The Chair will visit new teachers monthly and non-tenured and tenured teachers annually. Teachers applying for tenure will be visited twice in the first semester by the Excellence in Teaching Team. Part-time teachers will be visited once each year. Tenured faculty not applying for tenure may be visited annually by the Excellence in Teaching Team.