

EXCELLENCE IN TEACHING

AREA V: COLLABORATION & PROFESSIONALISM

Characteristic V (a): Participates as an active, supportive, and collaborative member of her/his department.

Professional Understanding: Good staff relationships are vital in an Ignatian educational institution.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Shows Interest in Other Adults in the St. Ignatius Community	<i>The teacher is professional and cooperative in his or her interactions with others, and is concerned for the well being of colleagues.</i>	The teacher is consistently positive and cooperative in relations with colleagues; presumes goodwill.	Is generally agreeable and cooperative.	Does not presume goodwill; is uncooperative or disengaged.
Respects Opinions of Others	<i>The teacher is willing to listen to opinions of any colleague.</i>	Always willing to listen, dialog, and debate in a collegial manner; is open to new ideas.	Usually respects the opinions of others; can be open to new ideas.	Does not listen to or respect the opinions of others; is not usually open to new ideas.
Follows Guidelines in the Faculty Handbook	<i>The Ignatian educator has taken ownership of the material incorporated in the Faculty Handbook, including the Grad at Grad: Profile 2000.</i>	Has taken to heart the guidelines in the Faculty Handbook; understands and embraces the principles behind them.	Follows the guidelines outlined in the Faculty Handbook.	Follows the guidelines in the Faculty Handbook inconsistently or selectively.
Demonstrates Openness to Growth	<i>Professional, personal, and spiritual growth is a continual process.</i>	Is active in a long-range program for professional growth in professional, personal, and spiritual areas.	Shows interest in growth in all areas; participates in growth activities.	Has no professional growth plan; resists or shows no interest in improving or growing in any of the three areas.

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Characteristic V (b): Effectively collaborates with colleagues in all academic areas and levels.

Professional Understanding: Uses time, resources, and funds for curriculum development in collaboration with colleagues.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Work Collaboratively on Curriculum Development	<i>Teachers work together to find and utilize resources to aid in curriculum development.</i>	Along with colleagues, the teacher fully utilizes available resources.	The teacher, along with colleagues, utilizes most resources.	Has not participated in curriculum development activities with colleagues.
Uses 5/4 Time to Collaborate	<i>Successful teachers use time to engage in instructional development with colleagues.</i>	Meets weekly with level colleagues; meetings are productive and collegial.	Communicates regularly with colleagues on curricular issues; meets regularly, if not formally.	Does not meet formally with other teachers of the level; occasionally participates in the sharing of ideas and strategies.
Collaboratively Develops Effective Assessment Strategies	<i>Appropriate assessments, developed collaboratively, measure the effectiveness of curriculum and teaching strategies.</i>	Frequently works together with colleagues to develop effective assessments.	Revises assessments regularly and collaboratively, and often uses results to make curriculum decisions.	Does not collaborate on assessment, and does not see assessment as a guide to curriculum development.

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Characteristic V (c): Communicates effectively with all members of the community.

Professional Understanding: Clear communication is an essential component of student achievement of outcomes, the successful operation of the school, and fostering community.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Promptly and Courteously Answers Messages	<i>Answers mail, voice mail, e-mail, in a timely, courteous manner.</i>	The teacher always responds to messages in a professional manner.	Usually responds professionally to messages.	Checks messages infrequently, or often does not respond in a professional manner.
Keeps Students and Parents Informed	<i>Posts assignments and course outcomes on a website or "The Homework Site" and provides appropriate and timely feedback.</i>	Always keeps students and parents informed.	Usually keeps students and parents informed.	Is not consistent in keeping students and parents informed.
Follows Proper Channels	<i>Effective teachers work within established procedures with counselors, administrators, campus ministers, moderators, and coaches to ensure student achievement of graduation outcomes.</i>	The teacher always works with appropriate personnel to help solve problems and to provide greater support for students.	Often seeks out appropriate personnel; often follows up to provide greater support for students.	Seldom seeks out other school personnel for help or support in dealing with students.
Respects Confidentiality	<i>Successful learning takes place in an environment of mutual respect and confidentiality, where student information is shared according to established standards.</i>	The teacher shares confidential information only with the appropriate personnel.	Usually shares confidential information with only appropriate personnel.	Does not respect the confidentiality of students or colleagues.
Promotes Ignatian Vision	<i>The successful teacher understands and appreciates the culture of the school, is an integral part of the culture, and feels personally responsible for the healthy promotion of the culture among students, faculty, and parents.</i>	Considers herself or himself to be an integral member of the community; uses every opportunity to promote the Ignatian vision of the school.	Is familiar with the Ignatian culture of the school, and uses opportunities that arise in class to promote this vision.	Does not feel it is his or her duty to promote the Ignatian vision of the school.

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Characteristic V (d): Embraces and puts into action the Ignatian characteristics of presuming goodwill and using discernment in dealing with all members of the community.

Professional Understanding: The Ignatian educator brings a spirit of prayer and discernment, and embraces the spirit of Ignatian indifference when dealing with issues. Understands that members of the community act, collaborate, and make decisions with the intention of goodwill for students, faculty, and parents.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Uses the Presumption of Goodwill to Guide Decision-Making	<i>Understands that an Ignatian educator presumes goodwill as a way of proceeding.</i>	Always has a positive frame of reference and presumes goodwill.	Usually has a positive frame of reference and often presumes goodwill when not convinced that the correct decision has been made.	Has a negative frame of reference; does not presume goodwill.
Presumes All Personnel Act in the Best Interest of Students and the School	<i>Presumes goodwill while learning about decisions and their effect on the school community; looks to the school as a whole for a frame of reference for decisions.</i>	Always considers the best interest of the whole school; trusts that school personnel are acting in the best interest of the school.	Usually trusts that school personnel are acting in the best interest of the school.	Does not believe that school personnel act in the best interest of the school; considers his or her own department or personal issues as the basis for decision making.
Uses Thoughtful Reflection When Making Decisions	<i>Utilizes Ignatian discernment by allowing time for dialog and reflection before making decisions, and uses Ignatian charism as a frame of reference.</i>	Always thoughtfully gathers information, dialogs with colleagues holding different viewpoints, and allows time for reflection before making decisions.	Often gathers an appropriate amount of information; consults with some colleagues, and is thoughtful about decisions.	Does not gather information; consults only with like-minded colleagues, and does not allow time for dialog or reflection.

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Characteristic V (e): Teacher generated.

Professional Understanding:

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