

EXCELLENCE IN TEACHING

AREA VI: MISSION & VISION

Characteristic VI (a): With mission in mind, sets course outcomes that help students embrace the descriptors identified in the Profile 2000: The Graduate at Graduation.

Professional Understanding: Ignatian educators create an environment of trust and respect with the understanding that the pastoral care of the individual student (*cura personalis*) is a hallmark of Jesuit Education. The Ignatian educator strives to locate specific curricula within the context of the larger mission of the Catholic Church. They are called to identify specific Ignatian values that pertain to their curriculum and to implement goals and objectives that are clearly identified in the Profile 2000 (Openness to Growth, Intellectually Competent, Religious, Loving, Committed to Justice and In Pursuit of Leadership/Collaboration).

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Identifies Profile 2000 Characteristics in the Curriculum	<i>As Ignatian educators, teachers at SI are called to identify those specific outcomes in the Profile 2000 that are addressed within the curriculum.</i>	Has clearly identified characteristics from Profile 2000.	Has identified some characteristics from Profile 2000.	Identifies few, if any characteristics from Profile 2000.
Articulates Specific Outcomes Reflected in Profile 2000	<i>The Catholic school teacher looks beyond the subject matter and encourages the growth of the whole person (intellectually, affectively, morally, and spiritually).</i>	Has developed a curriculum with outcomes that promote the growth of the whole person.	Has developed a curriculum with outcomes including some activities that encourage growth of the whole person.	Has developed a curriculum lacking outcomes that promote the growth of the whole person.
Clearly Sees Herself/Himself Engaged in Ministry of Teaching	<i>The teacher creates an environment of trust and respect, understanding that pastoral care of the student is at the heart of her/his ministry.</i>	The teacher demonstrates an understanding that the student is at the heart of her/his ministry.	The teacher usually demonstrates an understanding that the student is at the heart of her/his ministry.	The teacher does not demonstrate an understanding that the student is at the heart of her/his ministry.

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Characteristic VI (b): Provides students with an opportunity for faith-filled development and prayer on a regular basis.

Professional Understanding: The Ignatian educator supports an environment that is faith-centered, fosters community, and provides a daily experience of prayer.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Creates Environment that Supports the School's Overall Mission	<i>The teacher provides a classroom environment that supports and fosters a community of faith.</i>	Creates a classroom environment that supports and fosters a community of faith.	Usually creates a classroom environment that supports and fosters a community of faith.	Is not concerned with the concept that the school is a community of faith.
Actively Supports Activities of the Faith Community	<i>The teacher actively participates in school-wide liturgical experiences, promotes spiritual events sponsored by Campus Ministry, and models appropriate participation in the life of a faith community.</i>	Actively participates and supports activities that promote the faith dimension of the community.	Often participates in and supports activities that promote the faith dimension of the community.	Seldom participates in and supports activities that express the faith dimension of the community.
Provides Daily Experience of Prayer	<i>The teacher makes efforts to include prayer in the daily experience of the classroom.</i>	Provides a daily experience of prayer.	Often provides an experience of prayer.	Does not integrate prayer into the classroom experience.

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Characteristic VI (c): Embraces and puts into action the Ignatian concept of *cura personalis*.

Professional Understanding: The Ignatian educator respects each student's identity and self-worth, involves each student in classroom activities, and challenges each student to grow in a variety of areas beyond the subject matter.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Respects Each Student's Identity and Promotes His/Her Self-Worth	<i>The teacher respects each student, mixing positive reinforcement with encouragement to achieve.</i>	Always respects the student's identity and promotes his/her self-worth.	Usually respects the student's identity and promotes his/her self-worth.	Seldom respects the student's identity nor promotes his/her self-worth.
Challenges Students to Grow Beyond the Subject Matter	<i>The teacher challenges students and provides opportunities to see the connections among the three areas of the school and the society into which he/she will enter.</i>	Always challenges students to see beyond the curriculum and its relationship to themselves and society.	Frequently challenges students to see beyond the curriculum and its relationship to themselves and society.	Rarely challenges students to see beyond the curriculum and its relationship to themselves and society.
Involves Every Student in Activities and Discussions	<i>The teacher involves every student in each day's lesson.</i>	Includes every student in activities and discussions.	Often includes most students.	Seldom includes many students in activities and discussions.

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Characteristic VI (d): Demonstrates ability to adapt curricula to meet individual needs.

Professional Understanding: Ignatian educators model competence, compassion, and conscience by determining the needs of each student and showing genuine concern by adapting the curriculum to meet student needs.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Shows Genuine Concern for the Needs of Students	<i>The teacher uses instruction and curriculum to determine student needs.</i>	Demonstrates genuine concern for student needs.	Usually shows concern for student needs.	Does not demonstrate genuine concern for student needs.
Appropriately Adjusts Curriculum	<i>The teacher is willing to appropriately adapt the curriculum to meet student needs.</i>	Appropriately adjusts the curriculum to fit the needs of the students.	Usually makes appropriate accommodations in the curriculum.	Sees no need to change the curriculum to meet student needs.

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Characteristic VI (e): Teacher generated.

Professional Understanding:

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended