

ACADEMICS Formation Sheet

Mission & Identity: <i>Shares and helps to shape the school's mission and vision with flexibility, generosity, optimism, and innovation.</i>	
Engagement	<ul style="list-style-type: none"> • Designs curriculum that relates to the Mission and Grad at Grad.
Cura Personalis	<ul style="list-style-type: none"> • Builds culture of respect and mutual trust in the classroom, creating positive emotional tone, • Seeks and makes effective use of relevant information about student's backgrounds, strengths, and learning needs to create collaborative community. • Makes oneself available to students outside of class time and encourages students to seek assistance and available resources when needed.
Faith that Does Justice	<ul style="list-style-type: none"> • As appropriate, designs curriculum that provides students with an opportunity to reflect upon social justice issues
Cultural Proficiency	<ul style="list-style-type: none"> • Encourages respect for differing ideas and perspectives. • Establishes a classroom atmosphere that fosters understanding and acceptance of others.
Ignatian Tradition	<ul style="list-style-type: none"> • Integrates faith, reflection, and prayer into curriculum as appropriate. • Remains open to attending JSEA events like the Colloquium and Symposium.
Leadership	<ul style="list-style-type: none"> • Creates classroom opportunities for leadership, followership, and collaboration. • Develops and effectively manages a collaborative classroom where all students are included. • Serves a leadership role in the department, including mentor, level-leader, or chair.

Program Design & Instruction: <i>Develops curriculum with appropriate outcomes and facilitates student achievement of these outcomes.</i>	
Content Knowledge	<ul style="list-style-type: none"> • Demonstrates deep and flexible understanding of subject matter in terms of overall content and skills of the discipline. • Demonstrates understanding of the scope and sequence of the department. • Demonstrates knowledge of how students learn and applies to teaching practice.
Curriculum Development	<ul style="list-style-type: none"> • Uses Backwards Design methodology to create an appropriately challenging curriculum that: <ul style="list-style-type: none"> ○ aligns with our Mission, Grad at Grad, and discipline-specific standards; ○ reflects the multi-cultural diversity of our school and global society; ○ enables students to make inter-disciplinary and authentic real-world connections; and ○ contains measurable course and unit outcomes. • Anticipates students' background knowledge when formulating course and unit outcomes. • Engages in regular curriculum evaluation and redesign to help students meet course outcomes.
Engagement, Management, Motivation	<ul style="list-style-type: none"> • Manages time and space to create an inviting environment. • Maintains routines, expectations, and standards of student behavior that minimize distractions and off-task behavior; responds appropriately to student misbehavior. • Transitions between activities skillfully to maximize student learning. • Conveys enthusiasm for the subject and uses appropriate humor (not sarcasm) to create a positive classroom atmosphere. • Encourages students to be self-disciplined and take responsibility for their actions. • Involves all different types of students in classroom activities.
Instruction	<ul style="list-style-type: none"> • Implements instructional methods in the classroom based upon research on student learning. • Clearly communicates the goals of each lesson, activity, and/or assignment. • Demonstrates appropriate pacing and transitions that connect new learning to what students already know. • Demonstrates clarity of instruction, anticipating student misconceptions and providing strategies to overcome them. • Provides opportunities for deep and higher-ordered thinking, not just rote memorization or factual acquisition. • Encourages students to take appropriate risks and learn from mistakes. • Uses effective questioning and discussion techniques. • Uses heterogeneous and homogenous grouping as appropriate to help students learn. • Provides variety of class activities that speak to different learning styles. • Adapts lessons and/or units with flexibility to address teachable moments. • Nurtures the imaginative, emotional, and creative dimensions of learning.

	<ul style="list-style-type: none"> • Assigns engaging homework that helps students achieve course outcomes. • Uses and encourages students to use appropriate technology that is relevant for instruction and that enhances the learning experience.
Assessment	<ul style="list-style-type: none"> • Uses assessments that are tied to learning goals and instruction. • Uses a variety of formative and summative as well as formal and informal assessments to monitor student learning. • Provides clear criteria, rubrics, and models of student work. • Regularly checks for understanding and uses that feedback to inform future instruction and reshape assessments. • Involves students in assessing their own learning. • Uses clear grading system that indicates student achievement of course outcomes. • Regularly collects, analyzes, and shares data with colleagues to evaluate student achievement of course outcomes.

Openness to Growth: <i>Seeks out opportunities to develop both personally and professionally.</i>	
Willingness to Risk	<ul style="list-style-type: none"> • Demonstrates ability to be innovative, learning from failures and sharing successes. • Does not settle for "good enough," but strives to find even new ideas and more effective ways to help students learn best. • Displays passion for the subject matter taught.
Life-long Learning	<ul style="list-style-type: none"> • Frequently reads, attends lectures, and/or participates in other events related to one's discipline and creative interests. • Demonstrates openness to changes that could expand one's pedagogical expertise. • Actively seeks out feedback from students and colleagues to improve teaching. • Uses healthy ways to manage stress and create balance.
Reflection	<ul style="list-style-type: none"> • Engages in regular reflection on one's teaching.
Professional Development	<ul style="list-style-type: none"> • Has completed advanced degree in one's field. • Participates in professional workshops and/or conferences. • Participates in professional association related to one's discipline.

Professionalism & Collaboration: <i>Builds community and fosters professionalism and cooperation.</i>	
Communication	<ul style="list-style-type: none"> • Makes important class information, including class grades, available to students and parents via PowerSchool and on-line presence. • Shows cultural sensitivity and tact in student/parent interactions. • Deals with parent concerns effectively while promoting student self-advocacy.
Collaboration	<ul style="list-style-type: none"> • Collaborates positively and productively with colleagues on curriculum development, assessment review, and/or special projects in the department or school. • Performs collegial observations and welcomes colleagues to observe one's classes. • Participates effectively in department level meetings. • Interacts with colleagues from different schools through on-line media, conferences, workshops, or other exchanges. • Serves as a mentor to newer members of the department as appropriate.
Professional Expectations & Administrative Obligations	<ul style="list-style-type: none"> • Follows all handbook policies and expectations. • Maintains appropriate professional boundaries with colleagues and students. • Meets grade-posting and other administrative deadlines. • Follows procedures for student attendance and teacher absences; carries out assigned proctoring duties. • Assists in enforcement of school rules for students. • Ensures that announcements are heard and that students maintain silence during daily prayer and weekly Examen. • Attends all department and faculty meetings.