

Profile of an Ignatian Educator at St. Ignatius College Preparatory

Mission & Identity: <i>Shares and helps to shape the school's mission and vision with flexibility, generosity, optimism, and innovation.</i>	
ENGAGEMENT	Is engaged in and supports programs in all three strands of the work – academic, co-curricular, and spiritual; shows a commitment to striving towards the Magis while maintaining healthy balance.
CURA PERSONALIS	Supports Jesuit philosophy of Cura Personalis and Cura Communis, caring for the individual (including oneself) and maintaining positive, respectful relationships with all members of the community, including students, parents, and colleagues.
FAITH THAT DOES JUSTICE	Supports Jesuit commitment to a faith that does justice by promoting equity and responding courageously to the challenges and opportunities of our time.
CULTURAL PROFICIENCY	Demonstrates cultural proficiency , recognizing how the diversity of the community reflects the richness of God's creation.
IGNATIAN TRADITIONS	Understands Ignatian traditions , including principles of presuming good will, discernment and prayer; makes commitment to enrich personal spiritual life as well as that of students.
LEADERSHIP	Models openness to leadership , fostering collaborative opportunities for oneself and students to lead and/or work as a member of a group or team.

Program Design & Instruction: <i>Develops curriculum with appropriate outcomes and facilitates student achievement of these outcomes.</i>	
CONTENT KNOWLEDGE	Maintains a deep and working knowledge of the discipline (academic, co-curricular, or spiritual), educational research, advances in technology, and adolescent development.
CURRICULUM DESIGN	Uses backwards design principles to create, share, and evaluate high-standards curricula that support the school's mission, Grad at Grad, and department or program goals.
MANAGEMENT & MOTIVATION	Engages students' attention on task with effective management and motivation techniques, fostering a community of respect.
INSTRUCTION	Delivers instruction that is clear and purposeful, meeting the needs of students of differing backgrounds and abilities; encourages students to take appropriate risks and learn from mistakes.
ASSESSMENT	Designs effective, data-driven assessments that measure student achievement of course/program outcomes and inform future instruction.

Openness to Growth: <i>Seeks out opportunities to develop both personally and professionally.</i>	
WILLINGNESS TO RISK	Demonstrates willingness to risk by innovating new methods and learning from failure.
LIFE-LONG LEARNING	Models and encourages an enthusiastic desire for life-long learning , developing habits of personal creativity, reading, and discovery.
REFLECTION	Engages in regular reflection upon one's work, including successes and areas of growth; responds appropriately to constructive feedback; and balances personal and professional growth.
PROFESSIONAL DEVELOPMENT	Engages in ongoing professional development in one's field to expand one's expertise in light of new research, best practices, and social or cultural changes.

Professionalism & Collaboration: <i>Builds community and fosters professionalism and cooperation.</i>	
COMMUNICATION	Communicates effectively with members of the community, including colleagues, students and parents, engaging in honest and respectful dialogue; informs administration of concerns or issues of conscience.
COLLABORATION	Collaborates as an integral member of department and level teams, meeting with colleagues to plan and evaluate programs, adding to the collective wisdom of the program, and mentoring newer members as appropriate.
PROFESSIONAL EXPECTATIONS	Follows school policies and procedures regarding professional expectations , including dress, language, demeanor.
ADMINISTRATIVE OBLIGATIONS	Fulfills proctoring and other assigned duties professionally, meeting deadlines and departmental or administrative obligations in good faith.