

Resource Page

Area I: Management

This page includes specific behaviors applicable to the characteristic on the other side of this page. It also includes a bibliography of books and articles accessible in our own Professional Development Library and the Internet.

a. *Engages students' attention on task*

Below are five categories of teacher behaviors that specifically assist in gaining student attention:

1. **Desisting** messages that are corrective and direct to the student. These involve verbal commands to desist. They range from threats, punishments, sarcasm, and simple requests to change a behavior, to group pressure and peer competition, standing near the student, pausing until students are attentive, and offering to help a distracted student.
See Pages 16-17 in The Skillful Teacher
2. **Alerting** behaviors are indirect messages directed towards a group of students and are designed to keep students focused on task. They can be as simple as stopping a lesson or film to ask a question, or using student names in instructional examples, to redirecting a partially answered question to another student. Skilled teachers keep students alert by being unpredictable about who they will call upon, making eye contact with students, and asking questions that the entire class can answer in unison. They minimize visual and auditory distractions in the classroom.
(See Pages 17-18)
3. **Enlisting** behaviors on the part of the teacher "sign up" or enlist individual students and groups voluntarily in curriculum activities. Many of these enlisting behaviors are simple verbal "hustles" that emphasize the appeal or attractiveness of what is coming next and use props and multimedia to capture attention. (See Page 19)
4. **Acknowledging** behaviors involve the teacher in acknowledging to the students that their current inattentiveness is caused by some outside event and has nothing to do with the lesson. When a student's feelings and inner states are given value by the teacher that allows them to pay more attention to the activity. (See Page 19-20)
5. **Winning** moves are positive and are designed to attract rather than force a student's attention. These make use of the teacher's personality to encourage attention. Enthusiasm, praise, humor, and dramatizing (teacher performs or directs students to perform material related to lesson) all help focus students' attention on the teacher. (See Page 20-21)

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See Pages 13-27 in The Skillful Teacher

Discipline Techniques Video Series, Professional Development Library

LD Student Films Learning Disabilities and Social Skills (film), in Professional Development Library

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b. Manages effective use of time and routines, space, climate, and furniture

Below are three categories of behaviors that specifically assist teachers in regulating schedules for the most productive learning time, that guide teachers in keeping events moving with smooth and rapid transitions and procedural routines, and that enable teachers to get the most out of the physical environment.

1. **Scheduling student time** involves allocating time on task and student engagement with actual high-quality learning. It determines what mix of time for instructional activities results in the greatest learning and matches the pacing and rhythm of a lesson to students. Skilled teachers realize that the beginning and ending of a class are the most important times for learning. See Pages 61-84 in The Skillful Teacher
2. **Routines** are determined by the teacher directly, by default, or by consulting with students. They allow the smooth functioning of a learning community and are essential for skillful management. To achieve their goal these routines must be directly and specifically communicated to students, must be repeated and modeled by the teacher, and they must be consistently used and tenaciously adhered to until students have learned them. (Pages 85-102)
3. **Space, Climate and Furniture** when skillfully adapted by the teacher makes a major difference in student learning. Classroom arrangement and patterns of space support and encourage different forms and degrees of learning. Factors as simple as classroom temperature and noise level have major impact on learning. (See Pages 46-59)

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See Pages 46-59 in The Skillful Teacher
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c. Maintains effective discipline

Below are five categories of behaviors that specifically assist teachers in maintaining the effective discipline and class atmosphere that are the prerequisites for achieving the student outcomes outlined in the Graduate at Graduation, our course descriptions, and department handbooks:

1. **Basic Classroom Management** problems are often caused by the inability of the teacher to focus students' attention, poor use of space, time and routines, inability to maintain momentum, and failure in personal relationship building. Discipline problems with the entire class often have their roots in these basic management categories which are the subject of the first two sections of Area 1. See Pages 13-102 in The Skillful Teacher.
2. **Expectations and Consequences** must be clear to the teacher and students. There must be no doubt when a rule has been broken or boundaries crossed. An attitude of positive expectancy must permeate the often repeated expectancies (pages 111-112 and 298). Consequences must be logical rather than punitive, be flexible, include rewards for good behavior, and be delivered consistently and in a matter-of-fact manner that indicates student choice. (pages 112-119).
3. **Self Discipline and Responsibility** occurs when teachers give students a sense of ownership, control, influence and responsibility in class life. These student behaviors are facilitated by skillful use of cooperative learning to build student community, use of social contracts (pages 251-252 & 378), and appropriate goal setting (pages 251-252 & 378). It is important to remember that these techniques will succeed only after clear expectations and consequences have been set and communicated (pages 119-124).
4. **Six Models of Discipline** have been identified in behavioral science research as effective with particular types and ages of students. Keep in mind that these six models are within the capabilities of most teachers, but require considerable skill, study, and practice to implement effectively. They are: Behavior Modification, Self-Awareness Training, Personal Influence, Logical Consequences, Reality Therapy, and Teacher Effectiveness Training. It is expected that a skillful teacher will match elements of these models to varying students (pages 125-163).
5. **Matching** six models of discipline to students is the mark of an accomplished teacher. Students psychological and educational needs shift over time and skillful teachers must be able to use these different models to meet changing and evolving needs (pages 163-173).

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

Beyond Discipline, Alfie Kohn, 1996 ASCD

Discipline with Dignity, Curwin, & Mendler, 1988, ASCD

Motivating Classroom Discipline, William Gnagey, 1981, Macmillan

See Pages 103-185 in The Skillful Teacher

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Resource Page

Area II: Instruction

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a. *Effectively uses the principles of learning*

Below are four general categories that embrace two dozen learning principles that psychologists have assembled from behavioral science research. Most teachers use at least six of these on a regular basis, and probably no one uses them all. How many of these do you use?

1. **Research Leading to Enhanced Memory :** Research of human memory has established that the more personally meaningful information or tasks is to a student's life, the easier it is to remember. In addition this research proves that teachers who can elicit visual imagery (vividness, page 244 in The Skillful Teacher) of new information, active participation (page 244) in its learning, and strong feeling tones (page 245) or emotions associated with the learning will enhance learning (pages 235-245).
2. **Techniques to Enhance Memory:** Master teachers make good use of mnemonic devices such as rhymes (page 245), apply knowledge of sequence and backward chaining (position in a list) (page 246), and facilitate learning in an environment similar to where it will be practiced (page 238). They further assist students in breaking complex information and tasks into simpler hierarchical parts (page 250) and they establish a classroom atmosphere that students associate with learning. (pages 238-250).
3. **Techniques to Deepen Understanding:** Depth of understanding always leads to enhanced complex learning. Skillful instructors teach for transfer (page 242) so that students can apply new learning to more difficult and meaningful settings and they isolate the critical attributes of an item under study and label them (page 241). They avoid erroneous associations and learning and close confusers (page 239-240) until learning is solid and they provide knowledge of results or timely and specific feedback (pages 238-247).
4. **Practice Techniques to Enhance Learning:** Resourceful teachers are consistent, appropriate, and precise in their reinforcement (page 248) of learning and they provide adequate guidance (page 249) for difficult tasks. They make skillful use of practice (page 250) and cumulative review (page 257) that will solidify learning and model (page 253) new skills and make these readily available to students. They encourage students to participate in goal setting (page 251) for their own learning, and encourage them to say-do (page 254) new learning with as many senses as possible to assure good assessment results. (pages 248-267).

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See Pages 237-267 in The Skillful Teacher

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b. Demonstrates effective clarity of lessons

Below are two general categories that are essential to achieving clarity of instruction.

1. **Cognitive Empathy** or knowing when students don't understand and what they don't understand are really two different skills: First the teacher must know how to check for understanding. Second, the teacher must have means for unscrambling confusions. (page 190-1)

Checking for Understanding describes teachers trying to determine if students are confused. Teachers may check a student's body language, periodically ask checking questions, or check in depth by using such techniques as Madeline Hunter's *dipsticking*. (page 192-194 in The Skillful Teacher) Anticipating and Unscrambling Confusions and Misconceptions means that teachers have the experience to anticipate what material is difficult and easy to misinterpret and the means to unscramble confusions. When teachers detect that students are confused they can do the following to achieve greater clarity: (See pages 196-198).

- Simply reexplain more slowly and hope that this offers greater clarity.
- Question students to pinpoint precisely where in the sequence of learning the students became confused.
- Persevere with confused students, having as many exchanges as time allows. Come back later in the lesson and check for understanding. If necessary offer assistance after class or with other students in a small group.
- Ask students to describe their own thinking for more than the actual lesson itself. Perhaps the lesson objective is beyond the present frame of reference of the student.
- **Explanatory Devices:** Master teachers possess a repertoire of explanatory devices to facilitate the clearing up of student confusions. These include mental imagery, the modeling of thinking aloud, graphic organizers, clarity of their own speech, and being unusually explicit. (pages 198-210)

2. **The Big Picture** are teacher behaviors designed to help students place current information or operations into a larger framework of meaning. (See pages 210-219) These include:

- Giving students the itinerary, the list of activities they will be doing.
- Communicating what the students will know or be able to do at the end of the lesson.
- Activating current student knowledge about the new concept or curriculum item.
- Making connections with the old and the new, integrating information into the context of previous knowledge, thus allowing transitions to new levels of understanding.
- Summarizing of what has been learned by the teacher or more powerfully by students.

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See Pages 187-233 in The Skillful Teacher

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c. *Effectively uses varying models of teaching*

Research over several decades by Joyce and Marsha Weil (*Models of Teaching*, 1996) has identified more than two dozen successful models of teaching. This research supports the conclusion that no model is superior to another in achieving test scores and content, but that different models teach students how to learn and think in different ways. For example, Direct Instruction by a teacher and the Group Investigation Model may teach the same content. But the Group Investigation Model allows students to learn group process, leadership, and coordinated plans of inquiry. This resource page provides a brief outline of six of the fifteen current models of teaching described in The Skillful Teacher, pages 271-292.

The six models below are described briefly. In-depth study is required to learn to use them more skillfully. Models of Teaching, (see below) describe over two dozen models in detail.

1. **Advanced Organizer Model** is used most often to present concepts derived from well-defined bodies of knowledge such as mathematics, history, and science. In this model concepts are introduced by the teacher progressively, through lectures, media presentations, demonstrations, or readings. The student then applies the organizer (concept) to an assignment (essay, math problems) and demonstrates mastery through varying assessments designed by the teacher (pages 275-6).
2. **Concept Attainment** is closely related to the Advanced Organizer Model and is learning by logic, analysis, comparison, and contrast. Instead of advancing a concept the teacher presents the data in the form of examples that contain and do not contain attributes of the concept. .
3. **Inductive Thinking Model** enables students to generate knowledge as if they themselves were scholars by producing insights from a series of steps (pages 272-3, 277-8).
4. **Inquiry Training** allows the students to apply their knowledge to solving problems. In the process there is more knowledge to be gained (pages 278-9).
5. **Non-Directive Teaching Model** asks students with the help of the teacher to plan and organize, carry out and evaluate their own learning. Personal development is just as important a goal as learning a body of knowledge. (page 281)
6. **Group Investigation** is a problem-solving model for groups of students to experience a puzzling situation followed by discussion of their reactions and their identification of the problem. Students plan how to solve the problem, carry out the plan and then reflect on their experiences (page 282).
- **Patterns of Instruction** are three common patterns of teaching that actually make up the majority of teaching in America and at St. Ignatius. They are lecturing, recitation (by students), and direct instruction (most math instruction). They are not true models because they seek only to convey content, not to stretch the way students think and learn (pages 283-5).

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See Pages 269-292 in The Skillful Teacher

Models of Teaching. Joyce & Weil, 1996 Addison-Wesley

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Area II: Instruction

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d. Effectively varies teaching methodologies and instructional settings

Research over several decades by Joyce and Marsha Weil (*Models of Teaching*, 1996) has identified more than two dozen successful models or methods of teaching. This research supports the conclusion that no model is superior to another in achieving test scores and content, but that different models teach students how to learn and think in different ways. Master teachers vary their methodology because they know that different models allow individual students to shine while teaching them to learn and think in diverse ways (pages 271-292 in The Skillful Teacher).

The six models below are described briefly. In-depth study is required to learn to use them more skillfully. Models of Teaching, (see below) describe over two dozen models in detail.

1. **Advanced Organizer Model** is used most often to present concepts derived from well-defined bodies of knowledge such as mathematics, history, and science. In this model concepts are introduced by the teacher progressively, through lectures, media presentations, demonstrations, or readings. The student then applies the organizer (concept) to an assignment (essay, math problems) and demonstrates mastery through varying assessments designed by the teacher (pages 275-6).
 2. **Concept Attainment** is closely related to the Advanced Organizer Model and is learning by logic, analysis, comparison, and contrast. Instead of advancing a concept the teacher presents the data in the form of examples that contain and do not contain attributes of the concept. Students arrive at the concepts inductively and learn how concepts are formed (pages 276-7).
 3. **Inductive Thinking Model** enables students to generate knowledge as if they themselves were scholars by producing insights from a series of steps (pages 272-3, 277-8).
 4. **Inquiry Training** allows the students to apply their knowledge to solving problems. In the process there is more knowledge to be gained (pages 278-9).
 5. **Non-Directive Teaching Model** asks students with the help of the teacher to plan and organize, carry out and evaluate their own learning. Personal development is just as important a goal as learning a body of knowledge (page 281).
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e. Makes knowledge accessible to all students

Decades of research as well as common experience of teachers clearly suggests that the ability of teachers to empower students, to make them feel safe and accepted will allow them to learn more. Skilled teachers ensure that student's whose learning style preferences are different from a teacher's methods, who are of a different culture or ethnic group, or who have learning disabilities feel valued and welcome in their classrooms. They are always open to examining their own practice to ensure that it meets the needs of all students. Below are factors that are the basis for making knowledge accessible to all students:

1. Professional knowledge and data about student needs should inform teachers' choice regarding the content and practice of their own learning. In this way they can effectively move to ensure that all students can meet course objectives.
2. The classroom atmosphere should provide for basic psychological needs: safety, self-control, affection, inclusion, self-esteem, recognition, emotional intelligence, self-actualization, and relative freedom. Students should have an environment that meets their needs for community and mutual support. The degree to which these needs are met determines how much energy is available for learning.
3. The classroom atmosphere should help prepare students for the information rich, diverse and collaborative world in which they will live and work. Their ease and comfort in a diverse and collaborative world must be matched by their ability to make critical distinctions about information.
4. The ability of a teacher to help students understand their own learning styles and preferences sets the stage for some important forms of empowerment and contributes mightily to a positive classroom atmosphere.
5. Student and teacher understanding of learning styles strengths and weaknesses enables both to associate difficulties with differences, not deficiencies, and to work hard to mobilize extra effort and seek help to meet high standards (page 423-455 in The Skillful Teacher).
6. The skill with which a teacher establishes a learning community that builds confidence and encourages students to take risks and believe that it is good to do so.
7. The willingness of the teacher to accommodate students with physical, psychological, and learning disabilities values these students and gives them the opportunity to have full access to learning.

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See Pages 355-394, 423-455 and page 571 in The Skillful Teacher

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Area III: Motivation

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a. *Maintains an effective classroom atmosphere and engages students minds and hearts in learning*

To assist all of us in the St. Ignatius community in creating and evaluating an effective classroom atmosphere and engages students minds and hearts in learning we propose the following areas of emphasis:

1. The classroom atmosphere should provide for basic psychological needs: safety, self-control, affection, inclusion, self-esteem, recognition, emotional intelligence, self-actualization, and relative freedom. Students should have an environment that meets their needs for community and mutual support. The degree to which these needs are met determines how much energy is available for learning.
2. The classroom atmosphere should help prepare students for the information rich, diverse and collaborative world in which they will live and work. Their ease and comfort in a diverse and collaborative world must be matched by their ability to make critical distinctions about information.
3. The ability of a teacher to help students understand their own learning styles and preferences sets the stage for some important forms of empowerment and contributes mightily to a positive classroom atmosphere.
4. Student and teacher understanding of learning styles strengths and weaknesses enables both to associate difficulties with differences, not deficiencies, and to work hard to mobilize extra effort and seek help to meet high standards (pages 423-455 in The Skillful Teacher).
5. The skill with which a teacher establishes a learning community that builds confidence and encourages students to take risks and believe that it is good to do so.
6. The willingness of the teacher to foster a classroom environment that allow students control and influence over their own learning and the opportunity to be authentic knowledge producers.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See Pages 355-394, 423-455 in The Skillful Teacher

The Leadership Wisdom of Jesus, by Charles C. Manz, 1998, Faculty Library

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Area III: Motivation

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b. Effectively communicating expectations

There are four important qualities that serve as messages teachers send to students about what is expected:

1. The expectations are given directly to the student and are **specific**, detailed, and **clearly stated** and are **repeated** often to make sure they are understood.
2. The expectations are **positive**, in the “you can do it” flavor, and are an expression of confidence and sometimes challenge that the student will meet the expectations.
3. Teachers who practice what they preach **model** their expectations and powerfully demonstrate their importance.
4. When students resist the teacher must demonstrate **tenacity**. While students have a clear responsibility for their own learning, teachers also must match their own behaviors to the needs of unskilled or poorly motivated students. The importance of an expectation is often demonstrated by the tenacity with which a teacher pursues its accomplishment. Teachers must must be tenacious without creating dependence. It is a delicate balance.

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See Pages 293-342 in The Skillful Teacher

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c. Sets and communicates achievable, appropriate, and challenging standards

In the real world we usually get four levels of matching of standards to students of diverse skills and motivation:

- A. The teacher has the same expectation for everyone. Everyone does the same amount of work.
- B. The teacher has different expectations for bright and slow kids. Low ability students are not held to the same achievement standard and so learn much less.
- C. The teacher has different expectations for bright and slow kids. The teacher make special provisions for slow students, bringing them along as fast as possible.
- D. The teacher presses all levels of students towards the same standards of excellence, providing extra boosts for those who need more time and assistance. Those who cannot achieve the standard learn about excellence and are rewarded for their incremental steps towards it.

Teacher A makes no discrimination among students and thus run the risk of letting low performing students be invisible as long as they are passing. Teacher B is accepting of difference but makes little effort to press low achievers to new heights. Teacher C is differential and provides for diverse levels, but never holds clear standards of excellence. Teacher D is clear about an image of excellence and challenges all students to achieve the same high level, being careful to reward those who take incremental steps towards the standard, but never allowing the student to stop striving for excellence..

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See Pages 343-354, in The Skillful Teacher

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d. *Builds positive and affective relationships with students*

To assist all of us in the St. Ignatius community in evaluating this characteristic, we identify seven key teacher traits that contribute to building positive and affective relationships with students:

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|----|-------------------------------|--|
| 1. | Fairness | The sine qua non for personal relationships. |
| 2. | Humor | Humor is a form of caring. Teachers need not be great joke tellers, but they must have a sense of humor since this seems to strike particularly responsive chords with students. |
| 3. | Courtesy | Students tend to respond to courtesy in kind. In addition, a teacher's courteous behavior is a powerful sign of respect and regard. |
| 4. | Respect | Honoring students, listening to them, offering corrective feedback, treating their products and ideas with care, and never using putdowns! |
| 5. | Realness | Students see their teacher as a real person only if the teacher allows it. |
| 6. | Reestablishing Contact | When a teacher is forced to discipline or reprimand a student it is important for the teacher to seek to interact in a positive and personal way and to model emotional intelligence and objectivity. Resentments and grudges must never be allowed. |
| 7. | Active Listening | Reflective listening feeds back what has been heard. Active listening adds a feeling component to the feedback. Both are valuable. |

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See Pages 300-304, page 321, in The Skillful Teacher
The Leadership Wisdom of Jesus, by Charles C. Manz, 1998, Faculty Library
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Area IV: Curriculum

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a. *Sets meaningful and productive curricular objectives that meet course goals*

To assist all of us in the St. Ignatius community in setting meaningful and productive curricular objectives that meet course goals, we have chosen to model five kinds of thinking about objectives:

1. **Generic Thinking Skills** are centered on the ways students function intellectually. "Diagram the workings of the three branches of the American Government." The objective would be for students to express or develop the concept of checks and balances.
2. **Mastery of Academic Knowledge or Skills** centers on what students will learn. "Be able to summarize the plot of *Othello*." The objective is to know the plot of *Othello*.
3. **Involvement** is centered on how students react. "Students will share their feelings after watching a film on the Holocaust." The objective is to experience and feel the Holocaust.
4. **Activity** centers on what students will do. "Engage in an email exchange with a pen pal in Spain." The objective is to write and read conversational Spanish.
5. **Coverage** centers on what the teacher will do to cover the material. He will write "First I will review the basic structure of DNA, then I will outline the process of transcription." The objective is for students to learn about transcription.

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See Pages 395-422 in The Skillful Teacher

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Education Week: www.edweek.org

Heritage On Line Courses: www.hol.edu

JSEA: www.jsea.org/

STUDY WEB: www.studyweb.org

U.S. Dept. of Education: www.ed.gov/

Area IV: Curriculum

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b. Uses learning experiences that match the diversity of our students and their learning styles

To assist all of us in the St. Ignatius community in using learning experiences that match student diversity and learning styles, we list* aspects of learning experiences that a teacher can match various learning styles:

1. The teacher will want to spend time to get to know the social and personal context of the students in the class and create a curriculum that is inclusive of both genders, different ethnicities, and learning styles. This teacher works to personally encounter each student daily, being careful to celebrate and include the contribution of all students
2. The teacher may use conventional sources of information and resources such as texts, libraries, film, outside experts, and the Internet to assist students or have students construct their own information from conventional or unconventional sources.
3. The teacher may structure learning experiences to be competitive, individualized, or cooperative, and to be supervised, or independent experiences that allow or disallow for self-expression about what has been learned. (drawing, creative writing, performing, etc.)
4. Learning experiences may be concrete (manipulative), visual, or abstract and may be presented at any cognitive level, from simple recall and comprehension, to synthesis and evaluation.
5. Experiences may have varying degrees of structure to match student and curricular need for structure and be presented in groupings of varying interpersonal complexity, from working alone to complex groups.
6. Experiences can be multisensory or not, allowing for students to learn with varying senses and for student output in the form of talk, writing, or performance.

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- c. ***Establishes effective assessment of learning objectives that encourage depth of understanding and life-long learning habits.***

We have identified eight characteristics of assessment systems that encourage depth of understanding and life-long learning habits:

1. These systems are based on significant and deliberately chosen learning objectives.
2. They provide crystal-clear criteria for success, with good models of what it looks like at the beginning of instruction.
3. They use tasks that approach or simulate real-life experiences when possible (authentic).
4. They involve students intimately in self-assessment, collaborative critiques, and goal setting.
5. They use multiple means of gathering data.
6. Such systems are documented with good records that are readily available to students.
7. These assessment systems meet the criteria for technical soundness, meaning that they are both valid and reliable measures of student progress.
8. They do not overemphasize assessment realizing that constant student focus on how they are doing reduces their intrinsic motivation to learn.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See Pages 457-542 in The Skillful Teacher

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Education Week: www.edweek.org

Heritage On Line Courses: www.hol.edu

JSEA: www.jsea.org/

U.S. Dept. of Education: www.ed.gov/

Area IV: Curriculum

This page includes specific behaviors applicable to the characteristic on the other side of this page. It also includes a bibliography of books and articles accessible in our own Professional Development

Resource Page

Library and the Internet.

d. *Engages in consistent curriculum evaluation and design to meet course objectives.*

The following aspects of curriculum design and evaluation are key when reviewing, purchasing, or designing curriculum:

1. The building blocks of good curriculum guided by objectives are the varying learning experiences we choose as outlined in the first section of this area.
2. The structuring of curriculum through arranging entities of varying sizes and duration in the form of learning experiences, lessons, units, assignments, etc..
3. The use of key concepts or essential questions around which subordinate main ideas and specific facts or operations are developed (rather than organizing around topics).
4. Returning to or recycling through key concepts in spiral fashion again and again over time, so that each time they are dealt with students treat them with more abstractness, generally applying in new contexts and examples, key concepts previously learned.
5. The organization of learning experiences in sequence so that each experience builds on a previous learning and provides a subsequent basis for the next concept.
6. The principle of integration, by which students apply or see knowledge from one area as it operates or relates to another area.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See Pages 543-547, in The Skillful Teacher

LD Student Films Learning Disabilities and Social Skills (film), in Professional Development Library

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Education Week: www.edweek.org

JSEA: www.jsea.org/

STUDY WEB: www.studyweb.org

U.S. Dept. of Education: www.ed.gov/

Area IV: Curriculum

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Resource Page

Library and the Internet.

e. Demonstrates command of subject matter

The following will assist a teacher wishing to improve his or her command of subject matter.

1. Whenever possible teachers should have a college major or at least a college minor or its equivalent in subjects taught in high school. Teachers who lack a California Credential in their subject or formal course work should seek the assistance of their department chairs and the Professional Development Director in obtaining assistance to undertake the proper course work.
2. Teachers of the same subject should meet regularly to plan common objectives and share lesson plans. In this way teachers share their knowledge and experience.
3. Regular attendance at workshops, conventions, and conferences and memberships in professional organizations will almost always enhance and broaden command of subject matter.
4. The most direct and productive ways to keep up and deepen command of subject is to read journals and books in the subject area.
5. Veteran and new teachers should regularly visit each other and consult on what's new and what works. Both can learn from each other.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

Sources will vary depending on subject matter.

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Education Week: www.edweek.org

JSEA: www.jsea.org/

STUDY WEB: www.studyweb.org

U.S. Dept. of Education: www.ed.gov/

Area V: Values and Spirituality

This page includes specific behaviors applicable to the characteristic on the other side of this page. It also includes a bibliography of books and articles accessible in our own Professional Development Library and the Internet.

Resource Page

a . *Focuses the curriculum on the individual student rather than the material to be covered*

The core of our work as Ignatian educators is to ensure that each student achieves to the best of his or her ability and capacity the Goals in the Graduate at Graduation. We seek to graduate students who “have the ability to understand and live in the modern world and Christianize it.” The resources below offer specific and detailed suggestions of how this might be accomplished:

1. Professional knowledge and data about student needs should determine the teachers’ choice regarding the content and methods used to meet the needs of each student. In this way they can effectively work to ensure that all students can meet course objectives.
2. The classroom atmosphere should provide for basic psychological needs: safety, self-control, affection, inclusion, self-esteem, recognition, emotional intelligence, self-actualization, and relative freedom. This will ensure that students perceive the teacher as facilitating the values of Jesuit education.
3. The ability of a teacher to adjust a lesson to meet the personal, social, or spiritual needs of students sets a positive emotional and intellectual tone and is evidence to the student of the teacher’s genuine and consistent concern.
4. Student and teacher understanding of learning styles strengths and weaknesses enables both to associate difficulties with differences, not deficiencies, and to work hard to mobilize extra effort and seek help to meet high standards.
5. The willingness of the teacher to accommodate students with physical, psychological, and learning disabilities values these students and gives them the opportunity to have full access to learning and sets a powerful example of the value of each human person.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See Pages 423--455, and page 571 in The Skillful Teacher

The Graduate at Graduation, Faculty Handbook

The Leadership Wisdom of Jesus, by Charles C. Manz, 1998, Faculty Library

Robert E. Newton, Ed.D., “Reflections on the Educational Principles of the *Spiritual Exercises*,”

Foundations, JSEA pp.83-100.

“Go Forth and Teach: The Characteristics of Jesuit Education,” Foundations, JSEA, pp. 129-170.

Robert J. Starratt, Ph.D., “Apostolic Consciousness: Key to Jesuit Education,” Foundations, JSEA, pp. 23-30.

Edwin J. McDermott, S.J., Distinctive Qualities of the Catholic School, Washington, DC: National Catholic Educational Association, 1997.

Ignatius of Loyola, “Annotations 2-7, 17-19,” The Spiritual Exercises.

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Catholic Telemedia Network: www.ctnba.org/

Education Week: www.edweek.org

JSEA: www.jsea.org/

U.S. Dept. of Education: www.ed.gov/

Area V: Values and Spirituality

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- b. *Identifies and chooses values which are inherently spiritual, Ignatian, and Catholic, and effectively weaves them into the curriculum***

The Profile of the Graduate at Graduation specifies the characteristics we want to see in our graduates. Our curriculum and instruction, extracurricular activities and Campus Ministry events are all guided by these objectives. The resources below offer specific and detailed suggestions of how this might be accomplished:

1. The building blocks of good curriculum must be guided by objectives in the Profile of the Graduate at Graduation.
2. Key concepts or essential questions around which subordinate main ideas and specific facts or operations are developed can come from the Profile of the Graduate at Graduation and the documents that support our Catholic and Ignatian traditions.
3. Key spiritual, Catholic, and Ignatian values should be returned to or recycled in spiral fashion again and again over time, so that each time they are dealt with students apply them in new contexts and examples and relate them to key concepts previously learned.
4. The teaching of spiritual values are often objectives that seldom show up in unit and lesson plans. They do permeate everything a teacher does, from interactive experiences to decisions about learning activities. To be effective, teachers should have only a few of these objectives. Too many overarching objectives leads to diffusion of efforts and unsatisfactory progress. (pages 551-559 in The Skillful Teacher)

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See pages 543-547, 551-559 in The Skillful Teacher

The Graduate at Graduation, Faculty Handbook

The Leadership Wisdom of Jesus, by Charles C. Manz, 1998, Faculty Library

The Commission on Religious Education, "Teaching for the Kingdom: Christian Formation in Jesuit Schools," Foundations, JSEA, pp. 171-182.

Charles P. Costello, S.J., "Send Our Roots Rain," Foundations, JSEA pp.183-200.

Robert J. Starratt, Ph.D., "Sowing Seeds of Faith and Justice," Foundations, JSEA, pp. 107-128.

Edwin J. McDermott, S.J., "Faith and Justice," Foundations, JSEA, pp. 55-82.

Pedro Arrupe, S.J., "Men for Others," Foundations, JSEA, pp. 31-40.

Edwin J. McDermott, S.J., Distinctive Qualities of the Catholic School, Washington, DC: National Catholic Educational Association, 1997.

Anthony S. Bryk, et. al., Catholic Schools and the Common Good, Cambridge, MA: Harvard University Press, 1993.

Terrence McLaughlin, et. al., eds., The Contemporary Catholic School: Context, Identity and Diversity, Washington, DC: The Falmer Group, 1996.

ASK ERIC: www.askeric.org/; ASCD: www.ascd.org/;

Catholic Telemedia Network: www.ctnba.org/ JSEA: www.jsea.org/

Area V: Values and Spirituality

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- c. *Provides the opportunity for faith development and prayer on a regular basis.***

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It is difficult for a teacher to provide a classroom environment that is faith centered without classroom prayer and active support for Campus Ministry events. The resources below offer specific and detailed suggestions of how this might be accomplished:

1. Read and become familiar the Profile of the Graduate at Graduation. Incorporate these values into curriculum and classroom prayer.
2. Set up a regular process for classroom prayer. Support and value student participation in Campus Ministry events.
3. Consider bringing the class to school liturgies and perhaps having students design one or more prayer services that support curricular goals.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

The Bible

The Graduate at Graduation, Faculty Handbook

The Leadership Wisdom of Jesus, by Charles C. Manz, 1998, Faculty Library

Robert E. Newton, Ed.D, "Reflections on the Educational Principles of the *Spiritual Exercises*," Foundations, JSEA, pp.83-100.

The International Commission on the Apostolate of Jesuit Ed., "Go Forth and Teach: The Characteristics of Jesuit Education," Foundations, JSEA, pp.129-170.

Edwin J. McDermott, S.J., Distinctive Qualities of the Catholic School, Washington, DC: National Catholic Educational Association, 1997.

Charles Costello, S.J., "Send Our Roots Rain," Foundations, JSEA, pp. 183-200.

Robert J. Starratt. Ph.D., "Sowing Seeds of Faith and Justice," Foundations, JSEA, pp. 107-128.

Edwin J. McDermott, S.J., "Faith and Justice," Foundations, JSEA, pp. 55-82.

Pedro Arrupe, S.J., "Men for Others," Foundations, JSEA, pp. 31-40.

Parker J. Palmer, To Know As We Are Known: Education as a Spiritual Journey, San Francisco: Harper, 1993.

Joseph F. Schmidt, Praying our Experiences, Winona, MN: St. Mary's Press, 1989.

ASK ERIC: www.askeric.org/

Catholic Telemedia Network: www.ctnba.org/

JSEA: www.jsea.org/

Area V: Values and Spirituality

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- d. Takes a personal interest in the intellectual, affective, moral, and spiritual development of every student and strives to affirm the student's self worth.*

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Though all educators should take a genuine interest in the educational development of each child, we in Catholic schools are called to attend to the whole person. The resources below offer specific and detailed suggestions of how this might be accomplished:

1. The classroom atmosphere should provide for basic psychological needs: safety, self-control, affection, inclusion, self-esteem, recognition, emotional intelligence, self-actualization, and relative freedom. Students should have an environment that meets their needs for community and mutual support. The degree to which these needs are met allows for student attention to moral and spiritual needs.
2. The skill with which a teacher establishes a learning community that builds confidence and encourages students to develop greater sensitivity to their moral and spiritual needs and those of their peers.
3. The teacher must have an overarching objective to advance the intellectual, affective, moral, and spiritual development of students. Teachers may use descriptors in the Profile of the Graduate at Graduation for intellectual, moral, and spiritual growth, and the work of Dan Goleman (Emotional Intelligence) as a guide for affective growth.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See Pages 343-394 and 551-559 in The Skillful Teacher

Profile of the Graduate at Graduation, Faculty Handbook

Emotional Intelligence by Dan Goleman, 1996; available in book and video

The Leadership Wisdom of Jesus, by Charles C. Manz, 1998, Faculty Library

Robert E. Newton, Ed.D, "Reflections on the Educational Principles of the *Spiritual Exercises*,"

Foundations, JSEA, pp.83-100.

The International Commission on the Apostolate of Jesuit Ed., "Go Forth and Teach: The

Characteristics of Jesuit Education," Foundations, JSEA, pp.129-170.

Edwin J. McDermott, S.J., Distinctive Qualities of the Catholic School, Washington, DC: National Catholic Educational Association, 1997.

REdwin J. McDermott, S.J., "Faith and Justice," Foundations, JSEA, pp. 55-82.

Pedro Arrupe, S.J., "Men for Others," Foundations, JSEA, pp. 31-40.

Robert J. Starratt, Ph.D., "Apostolic Consciousness: Key to Jesuit Education," Foundations, JSEA, pp. 23-30.

Parker J. Palmer, To Know As We Are Known: Education as a Spiritual Journey, San Francisco: Harper, 1993.

ASK ERIC: www.askeric.org/

Catholic Telemedia Network: www.ctnba.org/

JSEA: www.jsea.org/

The University of California at San Francisco LD Research: www-ld.ucsf.edu/ld.pgm.html

U.S. Dept. of Education: www.ed.gov/

Area VI: Collaboration/Collegiality

This page includes specific behaviors applicable to the characteristic on the other side of this page. It also includes a bibliography of books and articles accessible in our own Professional Development Library and the Internet.

a. Shows an interest in and is considerate of the needs of others

Education is a social enterprise and as such requires the professional staff to collaborate in a collegial

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atmosphere to achieve department and school wide objectives. The resources below offer specific and detailed suggestions of how this might be accomplished:

1. The interpersonal skills teachers bring to the collegial structures that make St. Ignatius work are essential to the establishment of a learning community among faculty and administration and thus facilitate the achievement the school's goals.
2. A successful faculty member must have as an overarching objective the advancement the intellectual, affective, moral, and spiritual development of colleagues as well as students. Teachers may use descriptors in the Preamble of the Professional Development Program (pages 49-50 in the Faculty Handbook) as one of many resources.
3. Emotional intelligence about oneself and others is critical in allowing professional staff to show interest in and be considerate of the needs of others.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See pages 563-576 in The Skillful Teacher

Preamble to the Professional Development Program, pages 49-50 Faculty Handbook

Emotional Intelligence by Dan Goleman, 1996

Emotional Intelligence by Dan Goleman (1 hour video), 1996

The Leadership Wisdom of Jesus, by Charles C. Manz, 1998, Faculty Library

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Catholic Telemedia Network: www.ctnba.org/

JSEA: www.jsea.org/

The University of California at San Francisco LD Research: www-ld.ucsf.edu/ld.pgm.html

U.S. Dept. of Education: www.ed.gov/

Area VI: Collaboration/Collegiality

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- b. Communicates effectively with parents, colleagues, and community members and seeks to understand the character and nature of the community.***

Communication at all levels is essential to the functioning of a modern high school. The ability of a

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faculty member to understand and share the character and nature of St. Ignatius greatly enhances his or her abilities to achieve school objectives. The resources below offer specific and detailed suggestions of how this might be accomplished:

1. Interpersonal and communication skills teachers bring to their jobs at St. Ignatius allow for smooth functioning at all levels. We have dealt extensively with good communication in the Instructional Area (b), *Demonstrates effective clarity of lessons*. See this resource package if you desire detailed suggestions about clear communication.
2. The Faculty Handbook, 1998-99 contains a mission statement, short history, Preamble of the JSEA, Credo, Philosophy, the Profile of the Graduate at Graduation, and the Preamble and Goals and Objectives to the Professional Development Program
3. The Ignatian Pedagogical Paradigm (IPP), a teaching method common in Jesuit schools throughout the world, is outlined in detail in Ignatius Knew, by Ralph Metz, S.J., and is available in our Professional Development library.
4. One of the hallmarks of effective communication is the timely answering of phone, written and e-mail messages. It is expected that all professional staff will answer all messages from parents, colleagues, and community members in a prompt and courteous manner.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See pages 187-234 in The Skillful Teacher

Catholic Schools and the Common Good by Anthony Bryk, Valerie Lee, and Peter Holland, Harvard University Press, 1993

Faculty Handbook, 1998-99

Ignatius Knew, by Ralph Metz, S.J.

The Leadership Wisdom of Jesus, by Charles C. Manz, 1998, Faculty Library

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Catholic Telemedia Network: www.ctnba.org/

JSEA: www.jsea.org/

The University of California at San Francisco LD Research: www-ld.ucsf.edu/ld.pgm.html

U.S. Dept. of Education: www.ed.gov/

Area VI: Collaboration/Collegiality

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c. *Respects the opinions of others even when disagreeing*

The ability of a faculty member to work in a collaborative and collegial environment is dependent in part on his or her ability to respect and value the opinions of others. The resources below offer specific

Resource Page

and detailed suggestions of how this might be accomplished:

1. Respecting the opinions of others, even when disagreeing is a key interpersonal and communication skill. In a collaborative environment such as St. Ignatius, teachers and administrators must respect each others opinions if we are to maintain a collegial atmosphere.
2. Two key components of emotional intelligence help us to respect the opinions of others. One is to realize that when we are secure in our self esteem it is much easier to value the opinions of others. The second is to realize that even if a colleague's opinion is of no absolute value to us, there is still value in the regard and respect we offer a colleague.
3. Dialogue is essential to the high level functioning of a school. Our teaching and administrative work can only be improved by open and thoughtful dialogue. Open communication reduces the chances of making decisions based on inadequate information and of misunderstanding decisions.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See pages 563-576 in The Skillful Teacher
Emotional Intelligence by Dan Goleman, 1996
Emotional Intelligence by Dan Goleman (1 hour video), 1996

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Catholic Telemedia Network: www.ctnba.org/

JSEA: www.jsea.org/

The University of California at San Francisco LD Research: www-ld.ucsf.edu/ld.pgm.html

U.S. Dept. of Education: www.ed.gov/

Area VI: Collaboration/Collegiality

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- d. Seeks out staff members providing special services to students and works cooperatively with such staff members to help students with special needs.*

Since its founding in 1855 St. Ignatius in San Francisco and Jesuit schools throughout the world have steadily embraced an ever expanding clientele. Both the Gospel and the social sciences have convinced

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us that inclusion contributes far more to building the Kingdom of God than exclusion. Thus our student body is equally male and female, reflects the racial and ethnic diversity of the Bay Area, is inclusive of students of diverse intellectual gifts and diverse social classes, and even includes gifted students with learning and physical disabilities. It is the policy of St. Ignatius that our professional staff will work collaboratively with colleagues to meet the needs of our diverse student body. The resources below offer specific and detailed suggestions of how this might be accomplished:

1. St. Ignatius maintains a professional Counseling Department, including a full time learning specialist and licensed therapists, whose job is to work with students and faculty to ensure that student needs are met. Faculty are expected to consult on a regular basis with the members of the Counseling Department and other professional staff when appropriate and to work cooperatively with them.
2. The classroom atmosphere should provide for basic psychological needs: safety, self-control, affection, inclusion, self-esteem, recognition, emotional intelligence, self-actualization, and relative freedom. This is all the more important for students whose intellectual, social, and cultural differences make it more difficult to meet their needs. Teachers who have a large repertoire of teaching strategies and who are skilled in applying the principles of learning will be more successful with these students.
3. The Professional Development Library contains films and books to aid faculty in meeting the academic needs of our learning disabled students.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

See pages 355-394, 235-268 in The Skillful Teacher
LD Student Films Learning Disabilities and Social Skills (film), in Professional Development Library
ASK ERIC: www.askeric.org/
ASCD: www.ascd.org
Catholic Telemedia Network: www.ctnba.org/
Education Week: www.edweek.org
JSEA: www.jsea.org/
The University of California at San Francisco LD Research: www-ld.ucsf.edu/ld.pgm.html
U.S. Dept. of Education: www.ed.gov/

Area VI: Collaboration/Collegiality

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e. Works with others in the interest of the individual student or the whole community.

Teachers are leaders and role models in the school community. As such they must always be willing to offer reasonable amounts of after-class assistance to students and be supportive of school functions requiring a teacher's presence. The resources below offer specific and detailed suggestions of how this

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might be accomplished:

1. Attendance at and support of various events outside of classtime is considered part of the job description as outlined in the Faculty Practices and Procedures section of the faculty handbook.
2. It is a professional expectation that teachers will work with others to meet the needs of students and the community. One place this may be accomplished is during required office hours during which students may receive assistance.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

Faculty Handbook

LD Student Films Learning Disabilities and Social Skills (film), in Professional Development Library

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Catholic Telemedia Network: www.ctnba.org/

JSEA: www.jsea.org/

The University of California at San Francisco LD Research: www-ld.ucsf.edu/ld.pgm.html

U.S. Dept. of Education: www.ed.gov/

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f. Demonstrates an openness to growth in professional, personal, and spiritual areas.

Men and women, inspired by the Ignatian vision are open to professional, spiritual, and personal growth. The Ignatian vision outlined in the Preamble to the Constitution of the Jesuit Education Association, eloquently records the philosophical basis for our requirement that all St. Ignatius

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educators provide and implement professional growth plans in these three areas. The resources below offer specific and detailed suggestions of how this might be accomplished:

1. St. Ignatius supports a Professional Development Program designed to assist Ignatian educators as they plan for their professional, personal, and spiritual growth. Faculty are expected to take full advantage of the range of services offered to them.
2. The Faculty Handbook provides descriptors of what is expected of an Ignatian educator in these three areas.

Resources Available in Print, Film and Tape in Our Professional Development Library and the Web

Faculty Handbook

ASK ERIC: www.askeric.org/

ASCD: www.ascd.org

Catholic Telemedia Network: www.ctnba.org/

Education Week: www.edweek.org

Heritage On Line Courses: www.hol.edu/

JSEA: www.jsea.org/

The University of California at San Francisco LD Research: www-ld.ucsf.edu/ld.pgm.html

U.S. Dept. of Education: www.ed.gov/

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