Walsh Jesuit High School

Faculty Formation Program

For Implementation, Beginning Fall of 2009

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**Faculty Formation Program – Framework**

Five tools of formation are utilized in the Walsh Jesuit Faculty Formation Program:

1. **Self-Improvement Plan**

**Purpose:** to enable the teacher to set goal(s) in line with the *Profile of a Walsh Jesuit*

*Educator* in order to foster personal and/or professional growth and contribute to the betterment of the Walsh Jesuit community.

**Method:** discuss with and submit materials to an Administrator prior to a teacher’s improvement cycle and review with an Administrator at the end of each cycle.

1. **Administrative Evaluation**

**Purpose:** to allow the Administrators and Department Chairs to assess and promote

the development of the teacher by providing feedback on specific pedagogical practices observed during the classroom lesson.

**Method:** submit a pre-observation form, receive a 40-minute classroom observation, and hold a post-observation conference with the evaluator.

1. **Peer Observation**

**Purpose:** to allow the teacher to observe, discuss, and reflect upon approaches and strategies practiced by a Veteran Teacher to determine best practices and ways to incorporate new ideas into the classroom.

**Method:** observe a Veteran Teacher for a 40-minute class period.

1. **Peer Drop-In**

**Purpose:** to allow the teacher to solicit an observation from a Veteran teacher and a resulting follow-up discussion for suggestions on how the teacher might improve as an educator.

**Method:** invite a Veteran Teacher to observe a classroom lesson (minimum of 10 minutes) and follow up with an informal discussion.

1. **Student Survey**

**Purpose:** to provide student feedback on the teacher’s classroom practices and dispositions in order for the teacher to improve as an Ignatian educator.

**Method:** conduct in each class without the teacher present in the classroom and submit to an Administrator for compilation and later discussion with the teacher.

**Each of the five tools has a complementary reflection piece that is to be completed along with the tool. Copies of all completed tools and reflective pieces should be submitted to the Administration, and original documents are to be maintained by the teacher in the school-issued *Faculty Formation Binder*.**

**Faculty Formation Program – Faculty Categories and Responsibilities**

The Walsh Jesuit High School Faculty Formation Program divides faculty members into two categories:

1. Faculty members with 0 – 5 Years of Employment at Walsh Jesuit (Learner Teachers)
2. Faculty members with 5+ Years of Employment at Walsh Jesuit (Veteran Teachers)

Requirements for each category of faculty members\*:

**0 – 5 Years (Learner Teachers)**

Learner Teachers utilize all five tools of formation during **each** of their first five years at Walsh Jesuit.

1. Self-Improvement Plan

* Learner Teachers are required to complete the Self-Improvement Plan for Learner Teachers and meet with an Administrator prior to the beginning of each school year to set **one** yearly goal.
* Learner Teachers are required to meet with an Administrator at the end of each school year to review yearly goal.

1. Administrative Evaluation

* Learner Teachers are required to have **two** Administrative Evaluations per year (one per semester) from an **Administrator.**
* Learner Teachers are required to have **one** Administrative Evaluation per year from the **Department Chair.**

1. Peer Observation

* Learner Teachers are required to conduct **two** Peer Observations of Veteran Teachers per year (one per semester).
* One Peer Observation should be within the Department and one Peer Observation should be outside the Department.

1. Peer Drop-In

* Learner Teachers must arrange for **two** Veteran Teacher Drop-Ins per year (once per semester) or as often as he/she feels is necessary.

1. Student Survey

* Learner Teachers must schedule for students from all of his/her classes to complete the Student Surveys **once** per year (in April), or once per semester (in December), if he/she teaches semester classes.

**5+ Years (Veteran Teachers)**

There are three groupings of Veteran teachers based on the cycle of the continuing contract (Aug. ’06 – June ’09, Aug. ’07 – June ’10, Aug. ’08 – June ’11). Veteran Teachers’ use of formation tools correspond to their position within the three-year improvement cycle (see page 6).

**Year #1 Requirements:**

1. Self-Improvement Plan

* Veteran Teachers are required to complete the Self-Improvement Plan for Veteran Teachers and meet with an Administrator in the summer prior to Year #1 to set **three** goals for that particular three-year improvement cycle.

1. Student Survey

* Veteran Teachers must schedule for students from all of his/her classes to complete the Student Surveys during designated months of Year #1.

**Year #2 Requirements:**

1. Peer Observation

* Veteran Teachers are required to conduct **two** Peer Observations of Veteran Teachers during Year #2 of a particular three-year improvement cycle.
* One Peer Observation should be within the Department and one Peer Observation should be outside the Department.

**Year #3 Requirements:**

1. Administrative Evaluation/Peer Drop-In

* Veteran Teachers are required to have either **one** Administrative Evaluation or **one** Peer Drop-In during Year #3 of a particular three-year improvement cycle.
* Veteran Teachers have the option of choosing both the method of evaluation (Administrative or Drop-In) and the evaluator (Administrator or Department Chair).

1. Self-Improvement Plan

* Veteran Teachers are required to meet with an Administrator at the end of the three-year improvement cycle to review the three goals set before Year #1 of a particular three-year improvement cycle.

\* Note: All stipulations regarding the frequency of the use of formation tools are *minimum* requirements. Teachers may utilize the formation tools more often than is required by the Walsh Jesuit Faculty Formation Program. **The Administrators and Department Chairs reserve the right to observe and/or evaluate teachers as many times as may be deemed necessary.**

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|  |  |  | |  | |  | |  |
| **Faculty Formation Cycle for the 2010-11 School Year** | | | | | | | | | |
|
|  | | |  | |  | |  | | |
| **Learner Teachers** | | | **Veteran Teachers** | | **Veteran Teachers** | | **Veteran Teachers** | | |
| **(0-5 Years)** | | | **(5+ Years)** | | **(5+ Years)** | | **(5+ Years)** | | |
|  | | | **Formation Cycle - Year #1** | | **Formation Cycle - Year #2** | | **Formation Cycle - Year #3** | | |
| Adair | | | Byrne | | Benton | | Banks | | |
| Barker | | | Dodds | | Bok | | Bizga | | |
| Beigie | | | Dowdell | | Gorbach | | Cowling | | |
| Cousineau | | | Duarte | | Grimm | | Gaone | | |
| Dorsch | | | Drake | | Howieson | | Karthan | | |
| Hudec | | | Grescovich | | LaGuardia | | Massaro | | |
| Humiston | | | Petrus | | Larlham | | Napoletano | | |
| Kudro | | | Rardin | | Lee | | Ritchie | | |
| Kukurza | | | Rich | | Norris | | Rybka | | |
| Madden | | | Rushnok | | Schorr | | Schvartz | | |
| Marquard | | | Storad | | Thomas | | Sistek | | |
| McLenaghan | | | Strubbe | | Truax, A. | | Tate | | |
| Osborne | | | Weber, R. | | Truax, M. | | Weber, D. | | |
| Pallotta | | | Worthington | | Vanas | | Zakelj | | |
| Razek | | | Ziemianski | | Wojno | |  | | |
| Torrence | | |  | |  | |  | | |
| Varnish | | |  | |  | |  | | |

**Veteran Teachers in Formation Cycle – Year #1** are either beginning the first cycle of their continuing contracts or had their most recent continuing contract cycle run from 2007-10. During the 2010-11 school year, these teachers will complete the Year #1 requirements (found on Page 5).

**Veteran Teachers in Formation Cycle – Year #2** are in the midst of their current continuing contract cycle that has run from 2009-10. During the 2010-11 school year, these teachers will complete the Year #2 requirements (found on Page 5).

**Veteran Teachers in Formation Cycle – Year #3** are in the midst of their current continuing contract cycle that has run from 2008-10. During the 2010-11 school year, these teachers will complete the Year #3 requirements (found on Page 5).

**Self-Improvement Plan – Learner Teacher**

Purpose: The Self-Improvement Plan enables the Learner Teacher to set one yearly goal in line with the

*Profile of a Walsh Jesuit Educator* to foster personal and/or professional growth

and contribute to the betterment of the Walsh Jesuit community.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Improvement Cycle: \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ through \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Month) (Year) (Month) (Year)

**Goal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Area of Development (Circle one):** Professional Co-Curricular Spiritual

***Profile of a Walsh Jesuit Educator* Characteristic (Circle One):**

Open to Growth Religious Loving

Committed to Doing Justice Intellectually Competent Professionally Competent

***Profile of a Walsh Jesuit Educator* Disposition (Bullet Point): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Action Steps Toward Achieving Goal:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Teacher Signature Administrator Signature**

**Self-Improvement Plan Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the space below to provide a typed reflection based on your Self-Improvement Plan that addresses the following question:

“*What did I learn about myself, my profession, and others from the Self-Improvement Plan, and in what ways can this knowledge help me develop as a professional educator at Walsh Jesuit High School*?”

**Self-Improvement Plan – Veteran Teacher**

Purpose: The Self-Improvement Plan enables the Veteran Teacher to set three goals for a given three-year cycle in line with the *Profile of a Walsh Jesuit Educator* to foster personal and/or professional growth

and contribute to the betterment of the Walsh Jesuit community.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Improvement Cycle: \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ through \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Month) (Year) (Month) (Year)

**Goal #1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Area of Development (Circle one):** Professional Co-Curricular Spiritual

***Profile of a Walsh Jesuit Educator* Characteristic (Circle One):**

Open to Growth Religious Loving

Committed to Doing Justice Intellectually Competent Professionally Competent

***Profile of a Walsh Jesuit Educator* Disposition (Bullet Point): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Action Steps Toward Achieving Goal:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Self-Improvement Plan – Veteran Teacher**

**Goal #2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Area of Development (Circle one):** Professional Co-Curricular Spiritual

***Profile of a Walsh Jesuit Educator* Characteristic (Circle One):**

Open to Growth Religious Loving

Committed to Doing Justice Intellectually Competent Professionally Competent

***Profile of a Walsh Jesuit Educator* Disposition (Bullet Point): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Action Steps Toward Achieving Goal:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Self-Improvement Plan – Veteran Teacher**

**Goal #3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Area of Development (Circle one):** Professional Co-Curricular Spiritual

***Profile of a Walsh Jesuit Educator* Characteristic (Circle One):**

Open to Growth Religious Loving

Committed to Doing Justice Intellectually Competent Professionally Competent

***Profile of a Walsh Jesuit Educator* Disposition (Bullet Point): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Action Steps Toward Achieving Goal:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Teacher Signature Administrator Signature**

**Self-Improvement Plan Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the space below to provide a typed reflection based on your Self-Improvement Plan that addresses the following question:

“*What did I learn about myself, my profession, and others from the Self-Improvement Plan, and in what ways can this knowledge help me develop as a professional educator at Walsh Jesuit High School*?”

**Self-Improvement Plan – Veteran Teacher - Sample**

Purpose: The Self-Improvement Plan enables the Veteran Teacher to set three goals for a given three-year cycle in line with the *Profile of a Walsh Jesuit Educator* to foster personal and/or professional growth

and contribute to the betterment of the Walsh Jesuit community.

Name: \_\_\_\_\_Sean Lynch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_August 25, 2009\_\_\_\_\_\_\_\_\_\_

Improvement Cycle: \_\_\_August\_\_\_ \_\_\_\_2009\_\_\_\_\_ through \_\_\_\_June\_\_\_\_\_\_ \_\_\_\_2012\_\_\_\_\_

(Month) (Year) (Month) (Year)

**Goal #1:** \_\_\_\_\_\_\_\_\_\_I want to increase my knowledge of the Roaring 20s and the Great\_\_\_\_\_\_\_\_

Depression for my U.S. History classes.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area of Development (Circle one):** Professional Co-Curricular Spiritual

***Profile of a Walsh Jesuit Educator* Characteristic (Circle One):**

Open to Growth Religious Loving

Committed to Doing Justice Intellectually Competent Professionally Competent

***Profile of a Walsh Jesuit Educator* Disposition (Bullet Point): \_\_\_\_\_** Continually updates expertise in

his or her discipline and increases knowledge and skills in light of advancements in technology,

communication, and information exchange.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Action Steps Toward Achieving Goal:**

1. Read *The Roaring Twenties (Cornerstones of Freedom)* by R. Conrad Stein.\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. Observe U.S. History classes taught by Doc Worthington and Walter Dodds covering this period.
3. Take course *HIST 454:* *U.S. History from 1900-1945* at Kent State University in Spring 2010. \_\_\_\_
4. Develop a student project dealing with causes of the Great Depression and/or how it ended. \_**\_\_**

**Self-Improvement Plan – Veteran Teacher**

**Goal #2:** \_I want to learn more about Ignatian spirituality and how to incorporate aspects of that

spirituality into my life.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area of Development (Circle one):** Professional Co-Curricular Spiritual

***Profile of a Walsh Jesuit Educator* Characteristic (Circle One):**

Open to Growth Religious Loving

Committed to Doing Justice Intellectually Competent Professionally Competent

***Profile of a Walsh Jesuit Educator* Disposition (Bullet Point): \_**Participates in programs that foster\_

religious development, such as prayer, retreats, the Spiritual Exercises, spiritual direction, local\_

faith communities, liturgical involvement, or pilgrimages.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Action Steps Toward Achieving Goal:**

1. Volunteer to be part of Fr. White’s “Companions 2” Faculty Program in the Fall of 2010 (includes

daily journal reflection using the *Challenge 2000* book, faith sharing, and an 8-week retreat). \_\_\_

1. Read *A Pilgrim’s Journey* by Joseph N. Tylenda, S.J.\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. Serve as a faculty mentor in a CLC (Christian Learning Community) with a few Walsh students.\_\_
3. Attend daily mass 3 days per week in the Walsh Jesuit chapel before school.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Self-Improvement Plan – Veteran Teacher**

**Goal #3:** \_\_I want to get to know students outside of my classroom and support them in\_\_\_\_\_\_

extracurricular endeavors. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Area of Development (Circle one):** Professional Co-Curricular Spiritual

***Profile of a Walsh Jesuit Educator* Characteristic (Circle One):**

Open to Growth Religious Loving

Committed to Doing Justice Intellectually Competent Professionally Competent

***Profile of a Walsh Jesuit Educator* Disposition (Bullet Point): \_**Makes an attempt to know others

individually and in peer groups, affirming individual and group accomplishments.**\_\_\_\_\_\_\_\_\_\_\_\_**

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**Action Steps Toward Achieving Goal:**

1. Attend at least one game/match from every sport in the Fall, Winter, and Spring seasons.\_\_\_\_\_
2. Commit to two service/retreat opportunities per year through Campus Ministry.**\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. Attend one play and one band concert each school year. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. Ask at least one student per class each day about his/her life outside of school. \_\_**\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Signature Administrator Signature**

**Preliminary Administrative Evaluation Form**

*Purpose: The Preliminary Form provides the evaluator with an understanding of the content and objective of the lesson that will be observed. Further, it allows the teacher to request feedback on specific pedagogical practices.*

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_

1. What have your students been studying in class during the past week?
2. What content will you be going over in the class I’ll be observing?
3. What is the objective of the lesson?
4. Will all of the students be able to reach the objective of the lesson? If not, why not?
5. How do you want students to participate in the lessons? To what extent do you want students to participate?
6. What materials will you be using? (*please include a copy of any handouts*)
7. How will you know whether or not students have achieved the objective? (*please provide copies of homework assignments and other assessments*)
8. While in class, I will be taking notes. Is there anything you specifically want me to concentrate on during the observation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature Administrator/Department Chair Signature

**Administrative Evaluation Form**

Purpose: The Administrative Evaluation allows the evaluator to assess and promote the development of the teacher by providing feedback on specific pedagogical practices observed during the classroom lesson.

**Name: Date Observed:**

**Class Observed: Time of Observation:**

**Post-Conference Held: (Date) (Period)**

**Instructional Management**

1. Follows the scope & sequence of the instructional program.

Comments:

1. Skillfully presents the subject matter (*organization, variety of strategies, style, etc.).*

Comments:

1. Adapts materials, methods, and activities to meet individual abilities and/or learning styles.

Comments:

1. Appropriately plans and develops assessments that reinforce classroom learning.

Comments:

1. Establishes and maintains a positive and professional learning environment.

Comments:

1. Communicates effectively.

Comments:

1. Demonstrates respect, concern, and care for the individual students (*cura personalis*).

Comments:

1. Exhibits and promotes Graduate-at-Graduation characteristics in methodologies and interactions.

Open to Growth: Committed to Doing Justice:

Religious: Intellectually Competent:

Loving:

Signature of Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature does not necessarily indicate agreement; rather that the teacher has received a copy of this document.

**Administrative Evaluation Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the space below to provide a typed reflection based on your Administrative Evaluation that addresses the following question:

“*What did I learn about myself, my profession, and others from the Administrative Evaluation, and in what ways can this knowledge help me develop as a professional educator at Walsh Jesuit High School*?”

**Peer Observation Form**

Purpose: The peer observation allows the teacher to observe, discuss, and reflect upon approaches and strategies practiced by a Veteran Teacher to determine best practices and ways to incorporate new ideas into the classroom.

Teacher being Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_ Number of Students: \_\_\_\_\_\_\_\_\_

Lesson Summary:

Strong Points of Veteran Teacher’s Practice/Teaching:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature Observer Signature

\* Please remember to complete the Peer Observation Reflection and submit both this form and the Peer Observation Reflection to Sean Lynch.

**Peer Observation Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the space below to provide a typed reflection based on your Peer Observation that addresses the following question:

“*What did I learn about myself, my profession, and others from the Peer Observation, and in what ways can this knowledge help me develop as a professional educator at Walsh Jesuit High School*?”

**Peer Drop-In Form**

Purpose: The peer drop-in allows the teacher to solicit a 10-minute observation from a Veteran teacher and a resulting follow-up discussion for suggestions on how the teacher might improve as an educator.

Teacher Being Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ Level of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_ Number of Students: \_\_\_\_\_\_\_\_\_

Lesson Summary:

Strong Points of Teacher’s Practice/Teaching:

Suggested Areas of Improvement for Teacher being Observed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature Observer Signature

\* Please remember to complete the Peer Drop-In Reflection and submit both this form and the Peer Drop-In Reflection to Sean Lynch.

**Peer Drop-In Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the space below to provide a typed reflection based on your Peer Drop-In that addresses the following question:

“*What did I learn about myself, my profession, and others from the Peer Drop-In, and in what ways can this knowledge help me develop as a professional educator at Walsh Jesuit High School*?”

**Student Survey Form - Scantron**

Purpose: The student evaluation provides student feedback on the teacher’s classroom practices

and dispositions in order for the teacher to improve to as an Ignatian educator.

**Directions:** Please complete the following evaluation using your scantron sheet. Next to “NAME”, write the name of the teacher of this course. Next to “SUBJECT”, write the name of the course. Next to “DATE”, please indicate today’s date. *Teachers may excise any question they believe is not applicable to their particular course or area of study.* Your sincere and honest responses are welcomed and appreciated. Read each statement carefully then fill in the oval on the scantron sheet that best reflects your opinion or attitude.

**Scale:**

A – Strongly Agree B – Agree C – Neutral D – Disagree E – Strongly Disagree

**Pedagogy**

1. The teacher is prepared for class on a daily basis.

2. The teacher is able to control the class and maintain discipline.

3. The teacher uses a variety of teaching methods.

4. The teacher generates student interest in the subject.

5. The teacher communicates his/her expectations about assignments.

6. Students clearly understand how they will be graded.

7. The teacher offers a reasonable number of assignments with sufficient point values.

8. The assignments and assessments are meaningful and appropriate to the subject matter.

9. The teacher returns graded assignments and assessments in a timely manner.

10. The teacher is knowledgeable about the subject matter.

**Dispositions & Ignatian Identity**

11. The teacher acts in a professional manner (dress, language, confidentiality, etc.).

12. The teacher is patient with all students.

13. The teacher is available for extra help.

14. The teacher has a sense of humor.

**Scale:**

A – Strongly Agree B – Agree C – Neutral D – Disagree E – Strongly Disagree

15. The teacher is friendly and approachable.

16. The teacher treats all students fairly.

17. The teacher communicates clearly (voice quality, eye contact, etc.)

18. The teacher is a good listener.

19. The teacher displays a positive attitude.

20. The teacher fosters mutual respect in the classroom .

21. Overall, the teacher is enthusiastic about teaching.

22. The teacher is willing to admit a mistake.

23. The teacher is open to different points of view.

24. The teacher demonstrates what it means to be a “man or woman for others”.

25. The teacher values students as individuals and treats all students with understanding and respect.

26. The teacher holds students accountable to rules and procedures.

27. The teacher models Christian behavior.

28. The teacher makes an attempt to know students as individuals.

29. The teacher introduces and fosters discussion on global issues/current events.

30. The teacher displays a love for Walsh Jesuit High School.

**Additional Questions created by Individual Teachers (Optional)**

31. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

32. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

33. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

34. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Survey Form – Free Response**

*Purpose: The student evaluation allows students to offer feedback on the classroom practices and dispositions of Walsh Jesuit teachers in order for them to improve to as Ignatian educators.*

**Directions:** Please provide *sincere and honest* responses to the prompts below.

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the space below, write at least one thing *about the teacher’s method or practice that challenged you in a positive way to learn*. Explain.

In the space below, share at least one idea about *how the teacher can improve the course or his/her teaching.* Explain.

**Student Survey Reflection**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please use the space below to provide a typed reflection based on your Student Surveys that addresses the following question:

“*What did I learn about myself, my profession, and others from the Student Surveys, and in what ways can this knowledge help me develop as a professional educator at Walsh Jesuit High School*?”

*Profile*

*of a*

*Walsh Jesuit*

*Educator*

*On the mission of the faculty:*

*“Tirelessly to seek the truth and to form each student into a whole person*

*of solidarity who will take responsibility for the real world.”*

*Father Kolvenbach, S.J.*

*Introduction*

Founded in 1964, Walsh Jesuit High School has grown and evolved in substantial ways. The buildings and athletic facilities have expanded, the student body now consists of young men and women and has grown to over 900 students, and academic, athletic and extracurricular programs are continually revised to meet the needs of the 21st century. The collaboration between the laity and the Jesuit community has also evolved since Walsh Jesuit’s inception. Increasingly, as the number of Jesuits has declined across the country, the Society of Jesus views the laity as their partners in mission and the faculty of Walsh Jesuit accepts the call to partnership in the mission of Jesuit education.

The Jesuit Secondary Education Association was founded in 1970 to address the needs of schools and to ensure that the basic Jesuit principles, specified in the various documents within *Foundations*, remain at the heart of Jesuit education. As stated in a self-study conducted by Walsh Jesuit according to “Distinguishing Criteria for Verifying the Jesuit Nature of Contemporary High Schools,” Jesuit schools “must be based on the same first principles as those that serve as the foundation for the contemporary mission of the Society of Jesus.”

Encouraged by the 2007 JSEA Colloquium held at Xavier University in Cincinnati, the Colloquium Team from Walsh Jesuit organized committees of faculty members to identify the distinguishing characteristics of a Walsh Jesuit educator. The *Profile of a Graduate at Graduation* specifies religious, loving, committed to doing justice, intellectual competence and openness to growth as characteristics students should be striving to acquire. Using this document as a guide, the Colloquium Team added professional competence to embrace the additional characteristics an educator should possess. Thus, six committees were formed, each with the task of determining the descriptors for their designed characteristic. This document is the result of that collaborative effort.

The faculty determined the need for a way of proceeding that clearly defined our Ignatian identity now and for the future. This “educator’s profile” will allow us to maintain a focus on the Ignatian vision and on the Walsh Jesuit High School mission. This document will be helpful as a guide for hiring new faculty members and will be used in the New Faculty Orientation Program. In addition, this document will provide a valuable guide for discernment, reflection and goal setting for veteran educators’ own teaching, understanding of the *magis* and involvement in the school community. This document will allow us to individually and collectively set goals in areas that impact our Ignatian identity and mission.

*Colloquium Team 2007*

*Walsh Jesuit High School*

*Cuyahoga Falls, Ohio*

*April 24, 2008*

*Acknowledgements*

Jesuit High School, New Orleans for sharing their endeavor at the Colloquium.

Mr. Mark Hassman, Principal of Walsh Jesuit High School, for his leadership, enthusiasm and encouragement in this process.

The faculty of Walsh Jesuit High School that participated in this effort.

*“Those who teach make progress themselves and learn*

*a great deal by teaching others, acquiring greater confidence and mastery in their learning.”*

*St. Ignatius Loyola*

***Open To Growth***

Fundamentally, the Walsh Jesuit educator must seek opportunities to grow. We recognize that God’s creation is dynamic and ever-changing. Growth and change are synonymous, and Ignatian educators are open to this dynamism. To foster growth we must be willing to go beyond our comfort zones just as we challenge our students to do so. The on-going journey of Magis can only be navigated nobly if we remain open to its possibilities.

Specifically, the Walsh Jesuit educator:

* Challenges oneself by evaluating professional, spiritual and personal strengths and weaknesses and then taking action to magnify the strengths and improve upon the weaknesses.
* Develops habits of honest self-evaluation and reflection upon experience.
* Seeks new experiences outside the school milieu that contribute to the mission of Walsh Jesuit High School.
* Is aware of changing student cultural context.
* Develops and practices empathy with colleagues; is flexible and willing to consider others’ points of view.
* Seeks participation in various levels of the school community by embracing the other characteristics of the Walsh Jesuit Educator Profile.

***Religious***

An educator at Walsh Jesuit is compelled to serve and glorify God. This will be accomplished by recognizing God’s presence in all things and experiences, having the knowledge of the teachings of Jesus Christ, reflecting on these experiences and coming together as a community of faith and compassion. By developing one’s own personal spirituality, the educator can become a role model who promotes the Jesuit mission established by St. Ignatius.

Specifically, the Walsh Jesuit educator:

* Is knowledgeable about and respects the beliefs and practices of the Roman Catholic faith and exemplifies the basic principles of Ignatian spirituality; that all we do, we do for the greater glory of God.
* Is respectful of the religious beliefs and differences of others and promotes interreligious dialogue.
* Participates in programs that foster religious development, such as prayer, retreats, the Spiritual Exercises, spiritual direction, local faith communities, liturgical involvement, or pilgrimages.
* Encourages students to develop a sense of respect, awe, wonder and appreciation of the beauty and mystery of creation and human existence and sees God in all things.
* Is developing a philosophy of life that includes ongoing reflection and self-evaluation.
* Is developing a personal relationship with God through prayer, reflection and communal experiences.
* Demonstrates and promotes our motto “men and women for others” by putting one’s faith into action.

***Loving***

An educator at Walsh Jesuit strives, through attentiveness, to see God in each individual and to understand that relationships with others are manifestations of a relationship with God. All that we do is a result of our belief that we are called to love one another as God loves us.

Specifically, the Walsh Jesuit educator:

* Recognizes and develops his or her God-given talent for the good of the human and global community.
* Demonstrates a concern for others and esteem for human dignity.
* Recognizes that adolescence is a transitional period during which self-esteem and independence are crucial but fluctuating.
* Values students as individuals, treating them with empathy, respect and forgiveness, while holding them equally accountable and realizing there may be need for flexibility.
* Establishes trust with students and peers and demonstrates a willingness to listen to students, parents and colleagues; responds honestly and maintains confidentiality with discretion, being approachable when others need help.
* Uses courteous and sensitive language and action, modeling Christian behavior.
* Makes an attempt to know others individually and in peer groups, affirming individual and group accomplishments.
* Embraces a school community consisting of diverse backgrounds.

***Committed to Doing Justice***

Walsh Jesuit educators play an important role on campus and within the wider community as competent, conscientious and compassionate men and women for others. We understand that the promotion of justice is a constitutive dimension of our vocation as Ignatian educators. Therefore, we inspire a continued thirst for justice in and beyond the classroom. Walsh Jesuit educators are committed both to promoting the dignity of the individual as well as taking active stands against forces that oppose it.

Specifically, the Walsh Jesuit educator:

* Sees that Christian faith implies a commitment to a just society and understands that faith and justice must never be separated.
* Understands the complexity of many social issues and, therefore, seeks diverse sources including critical reading, immersion and experiential information.
* Is exposed to disadvantaged segments of society and seeks to not only be a man or woman *for* others but a man and woman *with* others.
* Has a sense of compassion for victims of injustice and supports social changes which will assist victims in gaining their rights and increased human dignity.
* Reflects upon one’s experience of working for and with others in order to know oneself more fully and also to be aware of alternatives in public policy that affect disadvantaged segments of society.

***Intellectually Competent***

The educational community at Walsh Jesuit High School is comprised of men and women who understand its unique nature and who contribute to the intellectual distinction that result from the Ignatian vision. Walsh Jesuit educators model excellence by joining intellectual competence to dedication.

Specifically, the Walsh Jesuit educator:

* Demonstrates a joy in learning and in teaching; manifests creativity, imagination and critical thinking.
* Guides inquiry into subject matter for deeper understanding of significant issues and complex values; is aware of the global nature of many current social problems and human abuses.
* Understands the importance of and seeks to implement interdisciplinary connections within one’s own discipline.
* Strives to be a more critically reflective teacher.
* Applies knowledge and skills to new situations and adjusts to a variety of teaching/learning formats.
* Demonstrates an organized approach to teaching tasks.
* Has achieved or is working to achieve mastery of his or her content area.

***Professionally Competent***

Educators at Walsh Jesuit High School value our vocation to the ministry of teaching and work to model a faith that promotes justice. By manifesting competence, conscience and compassion in carrying out responsibilities and duties, we support the school’s mission.

Specifically, the Walsh Jesuit educator:

* Adheres to the standards for continuing education set by the State of Ohio and other accrediting agencies to insure proper licensure but also pursues opportunities for continuing education beyond the state’s obligation.
* Continually updates expertise in his or her discipline and increases knowledge and skills in light of advancements in technology, communication and information exchange.
* Communicates with other Jesuit high schools, the JSEA and educational agencies to discover more effective intuitional policies and pedagogical methods; collaborates with colleagues for personal, professional and spiritual development.
* Offers encouragement, support and mentoring to new teachers for advancement of the profession.
* Applies the rules of the school set forth in the Student Handbook in the classroom and beyond. Maintains accurate records in a clear and timely manner. Communicates with parents in a professional manner.
* Creates an atmosphere conducive to learning by adequately preparing for class and delivering organized and clear presentations; clearly states expectations of student success.
* Devotes oneself to being a role model in the school in order to form graduates with a Christian value system who will be Ignatian leaders in the communities in which they live, work and worship.