CHARACTERISTICS OF MARIANIST EDUCATION

Teacher Self Review

Formation in Faith

Bears witness with a personal and committed faith
- Actively participates in faith activities on campus
- Participates in the retreat program
- Incorporates prayer into the classroom structure
- Models respect for and/or involvement in liturgies
- Speaks, acts, and instructs the student in a manner consistent with the teachings of the Catholic Church on issues of faith
- Invites discussion of current or historical events in relation to faith and morals
- Demonstrates Christian behavior in language and demeanor
- Relates own faith to the student
- Articulates and understands the Characteristics of Marianist Education
- Actively participates in faculty spiritual programs such as prayer groups, retreats, etc.

Promotes an understanding of Gospel values and forms students in them
- Shows love for the student as Christ modeled love for the young in the Gospels
- Implements a perspective that encourages students to share their faith they learn in the classroom with others
- Is a role model of Gospel values
- Creates lessons in which the student is encouraged to reflect on Gospel values
- Integrates religious attitudes and values in all academic subjects
- Uses language/teaching that incorporates the Gospel message "To Teach as Jesus Did"
- Treats the student with unconditional respect
- Promotes a sense of justice in the classroom
- Uses/refers to scripture in class lessons

Fosters the qualities of the Blessed Virgin Mary in the students
- Knows and can articulate the qualities of the Blessed Virgin Mary
- Holds up the Blessed Mother as a focus of reference when making decisions
- Acts as a 'bearer' of the presence of Jesus in the classroom
- Encourages perseverance and compassion
- Displays materials emphasizing Marianist heritage and the blessed Mother
- Encourages a caring and nurturing perspective by the students toward one another
- Encourages students to accept differences among students
- Models the proper respect, treatment, and appreciation of women
- Fosters gentleness in student interpersonal relationships

Actively participates in building a faith community

- Attends and participates in the retreat program
- Starts all meetings, practices, games, classes, etc. with a meaningful prayer
- Is present and supportive of all religious events at the school
- Sits with the students, models active prayer, and participates in all liturgies
- Prays with students during trying times and times of guidance
- Demonstrates a willingness to plan faith activities and to encourage others to plan and participate
- Leads the three o'clock prayer each day through example
- Encourages students to participate in campus ministry programs
- Displays visible symbols of faith in the classroom
- Participates in a faculty faith sharing group and encourages others to participate
- Works to develop vocations to religious life and Marianist Lay family

Educate in Family Spirit

Exhibits the Marian traits of hospitality and graciousness
- Is gracious and welcoming to students and adults
- Creates a welcoming classroom atmosphere
- Greets the students by name
- Displays flexibility when interrupted
- Responds to all correspondence in a timely manner
- Models good sportsmanship and polite conduct
- Exhibits a positive attitude
- Supports colleagues
- Is kind and patient
- Challenges students and colleagues to exhibit Marian traits

Encourages a school climate of acceptance, discipline, and love with an understanding of "prudent tendency toward leniency"
- Regularly challenges students to display behavior that reflects high standards
- Is consistent, but flexible, in implementing school/class guidelines
- Listens well and gathers all facts in order to make informed decisions on discipline
- Emphasizes the importance of the student being a positive participant in the class
- Post expectations and consequences for academic and behavior standards within the classroom
- Regularly communicates with parents concerning their child's academic and behavioral progress
- Blends justice with mercy, yet works within the guidelines established by the school
- Disciplines the student in a respectful and gentle manner
- Recognizes appropriate use of humor in the classroom to create a welcoming atmosphere

Encourages collaborative structures and processes
- Implements activities that are group related
- Addresses issues personally and welcomes input from all concerned
- Encourages students to take ownership of the class
- Volunteers to serve on school committees
- Engages colleagues in professional conversation about a student
- Encourages peer critiques at the student and adult levels
- Works in cooperation with colleagues when planning instructional activities
- Facilitates tutoring between the teacher and the student and between one student and another student
- Employs both formal and informal cooperative learning methodologies in the classroom
- Regularly communicates with the parents and encourages them to maintain an active role in their son's education

An Integral, Quality Education

Promotes the education of the whole person
- Expects students to display multiple ways of illustrating comprehension of the subject matter
- Counsels the "whole" student
- Relates classroom subject matter to everyday life
- Understands and employs methodologies that address various learning styles
- Refers to various academic disciplines to illustrate teaching points
- Moderates/coaches an activity above and beyond regular school hours
- Demonstrates the relationship between curricular and co-curricular activities
- Knows the student as a person and demonstrates concern on both an academic and personal level
- Teaches students to mentor each other
- Regularly attends a variety of student activities

Provides a coherent, well formed curriculum
- Expects the student to display proper writing and communication skills across the curriculum
- Presents information in a cohesive, engaging manner
- Provides students with a clearly written syllabus that outlines topics, assignments, projects, etc
- Keeps abreast of the latest curricular trends through course work and/or membership in various professional organizations
- Regularly incorporates new ideas in teaching
- Creates a student-centered classroom
- Develops and maintains a course web page
- Develops a curriculum that is within the scope and sequence of the academic discipline

Develops respect for the dignity of the student as a person of God, unique and individual
- Refrains from gossiping about students
- Works cooperatively with other professionals helping students to achieve
- Provides opportunities for individual expression in the classroom
- Encourages personal exploration, reflection, and creativity
- Promotes a positive self-image in the student; balances constructive with sincere praise
- Treats each student as a valued individual; is willing to work with each student individually
- Recognizes and promotes a student's individual strengths
- Immediately and appropriately corrects any taunting between students
- Regularly addresses issues of diversity

Encourages an interior spirit and desire for self-knowledge in the student
- Provides opportunities for personal reflection for the student during class time
- Gives the student an opportunity for self-evaluation
- Encourages the student to employ the use of the school's guidance counselors
- Gives open-ended assignments to foster the development of critical thinking skills
- Allows students to question "conventional thinking"
- Utilizes outside sources in order to stimulate student creativity and curiosity
- Challenges students to set high but achievable goals
- Creates a classroom atmosphere where student generated questions are welcomed
- Encourages the student to arrive at the correct process through trial and error

Educate for Service, Justice, and Peace

Exhibits a missionary spirit
- Encourages students to contribute to mission collections
- Participates and/or encourages participation in service projects
- Models contributions to the mission collections
- Devotes extra time and effort to the school community
- Teaching methodologies reflect the teaching mission of the Church
- Treats every person with dignity
- Works for vocations to religious life, priesthood, Marianist lay family
- Organizes service projects

Educates with clear, fair and well articulated policies
- Provides students with a syllabus containing clearly stated expectations
- Class rules and regulations are posted and/or distributed
- Consequences are positive in nature
- Rules and policies are age appropriate
- Demonstrates effective ability to communicate expectations
- Expectations are clear, fair and communicated to students, parents and administrators
- Grading procedures allow the student to measure progress
- Provides time for the student to ask questions about policies and procedures

Promotes the dignity and rights of all people
- Appropriately addresses the student whose behavior reflects a lack of respect for the rights of others
- Lesson plans present all people in a respectful manner that transcends stereotypes
- Discusses with students the important role people have played in his/her life
- Demonstrates respect for all states of human life
- Avoids engaging in gossip
- Maintains confidentiality
- Discusses the struggle men and women face in maintaining their dignity and rights

Promotes in students a responsibility toward service to others; especially to the economically disadvantaged and the marginalized
- Encourages students to be compassionate and understanding toward the disadvantaged and marginalized
- Promotes, creates, and participates in service to the disadvantaged
- Actively promotes the rights of the disadvantaged and marginalized to the student
- Encourages the student to explore a career that brings personal satisfaction and not just financial rewards
- Encourages students to "walk a mile" in the shoes of the disadvantaged and marginalized

Educate for Adaptation and Change

Educates students to accept and respect differences in a pluralistic society
- Presents ideas that encourage students to reflect on other cultures, belief systems, etc.
- Accepts each student as an individual and values his opinions and beliefs
- Works with students to develop leadership skills
- Models kindness as a genuine means of accepting the difference of others
- Highlights cultural differences through the curriculum
- Integrates global perspectives into the curriculum
- Challenges racist attitudes
- Challenges sexist attitudes
- Carefully monitors the manner in which the student treats other students and intervenes if unacceptable behavior occurs

Develops critical thinking skills in students so that they learn to evaluate alternatives, judge prudently, and choose responsibly
- Uses reflective practices as a regular part of the curriculum
- Encourages the student to be open minded
- Teaches the student how to learn
- Encourages the student to be a positive participant in class discussion
- Encourages the student to make thoughtful, informed decisions about college selection
- Reflects an acceptance of different learning styles in the students and when evaluating student work
- Creates assignment for students which require application of skills previously learned
- Accepts that students will make mistakes and allows students to learn from mistakes
- Promotes inquiry-based assignment
- Encourages the students creativity through projects that use technology

Educates with an appropriate understanding of the use of technology
- Develops assignments that engage the student in the use of technology
- Regularly employs the use of the internet in class presentations and assignments
- Uses e-mail to communicate with student, parents, etc.
- Is not hesitant to have the student be the 'technology teacher'
- Stresses the moral and ethical implications of the use of the internet and technology
- Creates and maintains a web page for instructional purposes

Is available and responds to the signs of the times in faith: "Do whatever He tells you."
- Is willing to be a leader of constructive change
- Responds well to directives given by administrators and colleagues
- Is willing to meet with the student before and after schools when the need arises
- Is open to the needs of others
- Responds to the needs of the school and is willing to accept co-curricular assignments
- Displays initiative in attending conferences and seminars
- Displays initiative in seeking advanced educational expertise
- Is flexible and accommodating
- Is willing to make sacrifices to educate the student
- Strives to teach in a manner that is interesting and enjoyable for the student
- Demonstrates trust and faith in the future
- Is willing to offer an opinion when appropriate, but accepts changes
- Allows God to lead him/her through life

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