

Code of Professional Ethics (To Supplement Code of Workplace Conduct in Employee Policy Handbook)
and Professional Teaching Standards

These ethical standards are specific to Parish/Catholic School personnel. Professionalism is an attitude which grows out of the conviction of pride in being a faculty/staff member. The Diocese of Joliet expects its teachers to perform their duties competently and conscientiously.

Catholic Identity

Displays attitudes and actions consistent with the Catholic faith which foster the school's religious mission and philosophy

Performance Indicators:

- Recognizes the role of parents as primary educators;
- Models and fosters behaviors that reflect high regard for Catholic school philosophy and teachings;
- Abides by the Diocesan Professional Code of Ethics;
- Emphasizes to students the concepts of Christian responsibility and moral decision making;
- Models Christian responsibility and moral decision making.

Exhibits a knowledge and understanding of Catholic school philosophy, tradition, history, and doctrine.

Performance Indicators:

- Understands and supports Catholic school philosophy and the basic teachings of the Church;
- Uses the bible, the Catechism of the Catholic Church, and the basic Church documents as resources. Infuses Gospel values and Catholic faith teachings through the curriculum. 74

Performance Indicators:

- Plans for the daily infusion of Gospel values and Catholic teaching into the curriculum;
- Seizes opportunities to use teachable moments to integrate Gospel values.

Demonstrates an understanding of teaching as a ministry.

Performance Indicators:

- Strives to further the development of a Catholic faith community for students, parents, and colleagues;
- Searches for and implements faith developing experiences for students;
- Values the unique characteristics of Catholic education as a ministry.

Instructional Competencies

Demonstrates knowledge of the subject matter

Performance Indicators:

- Understands and teaches the central concepts of each content area;
- Creates meaningful learning experiences that develop students' competence in subject matter;
- Understands and aligns instruction to diocesan curriculum standards;
- Integrates concepts within and across content areas.

Displays evidence of planning and preparation

Performance Indicators:

- Develops short- and long-range plans consistent with curriculum goals;
- Prepares lesson plans according to diocesan standards;

- Adjusts plans to meet individual student's needs.

Engages students in learning.

Performance Indicators:

- Maintains and communicates high expectations for learning;
- Uses strategies that foster student responsibility;
- Actively involves students in purposeful learning activities;
- Creates multiple learning activities that allow for variations in student learning styles;
- Organizes and manages time, materials, and space to provide active and equitable engagement of students in productive tasks.

Recognizes the unique learning needs and abilities of students and provides appropriate accommodations.

Performance Indicators:

- Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs;
- Facilitates a learning community in which individual differences are respected;
- Makes appropriate referrals for students with particular learning differences or needs;
- Understands and can follow Individual Services Plans;
- Strive to meet the individual academic and behavioral needs of each child. Utilizes multiple forms of assessment. Performance Indicators:
- Develops and uses a variety of formal and informal assessments to evaluate the progress and performance of students;
- Uses assessment results to diagnose student learning, align and modify instruction, and design appropriate strategies;
- Involves students in self-assessment, reflection, and goal setting.

Integrates the use of technology into the curriculum.

Performance Indicators:

- Integrates technology into classroom instruction;
- Accesses and uses a wide range of information and instructional technologies to enhance student learning;
- Uses various technological tools to access and manage information.

Learning Environment

Maintains an identifiably Catholic environment.

Performance Indicators:

- Plans and maintains an appropriate prayer focus in the classroom;
- Assigns and displays student work that exhibits knowledge of the Catholic faith.

Creates an atmosphere where mutual respect and cooperation are maintained.

Performance Indicators:

- Recognize and model respect of each student's religious and cultural traditions;
- Utilizes strategies for effective classroom management;
- Establishes good rapport with students;
- Provides opportunities for students to assume responsibility for themselves and one another;
- Helps students work collaboratively and productively in groups;

- Allows students to participate in decision making activities;
- Provides commendation and reproof in a manner which respects the dignity of the individual;
- Carry out all discipline fairly.

Communicates well defined expectations regarding learning and behavior.

Performance Indicators:

- Establishes and communicates clear expectations for student learning and behavior;
- Keep aware of professional responsibilities to students;
- Utilizes information on how students grow, develop, and learn;
- Be specific in communicating student progress and steps toward improvement;
- Provides learning opportunities that support students' cognitive, social, emotional, spiritual and physical development.

Motivates students to be self-directed learners.

Performance Indicators:

- Engages students in individual and group learning activities that help them develop the motivation to achieve.

Maintains a student-centered environment conducive to learning.

Performance Indicators:

- Provides stimulating materials and activity areas for student use;
- Maintains a neat and orderly classroom.

Professional Responsibilities Sets goals for personal/professional improvement.

Performance Indicators:

- Develop a yearly plan of professional growth and goals consistent with the educational goals and philosophy of the school;
- Cooperates with the school community to meet annual goals and objectives;
- Accepts and is receptive to suggestions regarding professional growth and improvement of instruction;
- Exhibit pride in the teaching profession and the school;
- Keep aware of current educational trends and best practices.

Explores new methods and utilizes technology to improve instructional effectiveness.

Performance Indicators:

- Participates actively in curriculum and staff development opportunities;
- Initiates and develops educational projects and activities for classroom use;
- Stays abreast of current educational theory and practice and applies where appropriate.

Demonstrates respect for students, staff, administrations, and parents.

Performance Indicators:

- Seeks to develop cooperative relationships to promote students learning and well-being;
- Works collaboratively with others to develop an effective learning climate;
- Recognize the role of parents as primary educators;
- Keep aware of professional responsibilities to parents.

Communicates clearly and effectively.

Performance Indicators:

- Models accurate, effective communication with a variety of communication tools, including current technology;
- Communicates with administration and all other constituents in a positive, supportive, and prompt manner;
- Practices effective listening, conflict-resolution, and group-facilitation skills;
- Informs administration of all aspects of student performance and other important issues;
- Submit reports accurately and promptly as directed.

Models professionalism in word and action.

Performance Indicators:

- Adheres to terms of contract, and supports and follows school policy and procedures, respecting the boundaries of professional responsibilities in working with students, colleagues, and families;
- Attends scheduled staff meetings, and participates in, accepts, and cooperates with group decisions to meet Catholic school goals and objectives;
- Maintains proper classroom decorum and displays appropriate non-classroom behavior;
- Speaks constructively of others;
- Support in a positive manner the school, its policies/procedures, and the administration in all public forums and conversations with parents;
- Resolve concerns and other business through established procedures;
- Refrains from discussing one student with another or another student's parents;
- Respects confidentiality.

Maintains accurate records.

Performance Indicators:

- Uses a consistent record-keeping system for reporting pupil progress utilizing available technology;
- Follows diocesan and school policies regarding grading;
- Maintains grades and gives regular feedback to students and parents regarding student work and performance.

Confidentiality Expectations—All Faculty and Staff Employees are not to disclose without proper authorization, or outside the normal execution of their job responsibilities, any confidential matters which come to their attention because of their employment with the Parish/Catholic School. Disclosure to anyone of such information without proper authorization, or outside the normal context of one's job, may be cause for disciplinary action, including discharge, and legal action.