

# NAPCIS Standards of Excellence for Teachers

## MAGISTERIAL PRINCIPLES OF EDUCATION

### *Principle One*

There can be no true education which is not wholly directed to man's last end. There can be no ideally perfect education which is not Christian education. (*Divini illius Magistri*, 7)

### *Principle Two*

Education belongs preeminently to the Church, by reason of the double title in the supernatural order, conferred exclusively upon her by God himself, namely: "Teacher" and "Mother". This is absolutely superior to any other title in the natural order. (*Divini illius Magistri*, 15-17)

Subordinately, education also belongs to the two natural societies. In the first place comes the family, instituted directly by God for its particular purpose, the generation and formation of offspring; for this reason it has priority of nature and therefore rights over civil society. The state, or civil society, is a perfect society, having in itself all the means for its particular end, which is the temporal well-being of the community. Therefore in view of the common good, it has pre-eminence over the family, but only by way of subsidiarity, for the family finds its own suitable temporal perfection precisely in civil society. (*Divini illius Magistri*, 12)

### *Principle Three*

The subject of Christian education (that is, he who is educated) is man whole and entire, soul united to body in a unity of nature, with all his faculties natural and supernatural, such as right reason and revelation show him to be: man, therefore, fallen from his original estate, but redeemed by Christ and restored to the supernatural condition of adopted son of God, though without the preternatural privileges of bodily immortality or perfect control of appetite. There remain therefore, in human nature the effects of original sin, the chief of which are weakness of will and disorderly inclinations. (*Divini illius Magistri*, 58)

### *Principle Four*

Good teachers make perfect schools, for they are thoroughly prepared and well-grounded in the matter they have to teach; who possess the intellectual and moral qualifications required by their important office; who cherish a pure and holy love for the youths confided to them, because they love Jesus Christ and His Church, of which these are the children of predilection; and who have therefore sincerely at heart the true good of families and country. (*Divini illius Magistri*, 88)

### *Principle Five*

Catholics, in agitating for Catholic schools for their children, are engaged in a religious enterprise

demanded by conscience. (*Divini illius Magistri*, 85)

## S STANDARDS OF CATHOLICITY

### *Standard One*

The teacher has knowledge of and adheres to the tenets of the Catholic Faith and moral life.

### *Standard Two*

Catholic traditions, liturgy and the sacraments are promoted in word and deed.

### *Standard Three*

Inquiry and study are pursued through the union of Faith and Reason.

### *Standard Four*

The teacher knows, models, and instructs youth in the natural and supernatural virtues, gifts, and beatitudes.

### *Standard Five*

The teacher has a signed profession of Faith to the Holy Roman Catholic Church and an Oath of Fidelity to the Magisterium.

## S STANDARDS OF PROFESSIONALISM AND RESPONSIBILITY

### *Standard Six*

With due regard to the chain of command, the teacher maintains confidentiality in all circumstances, and murmuring is neither practiced nor tolerated. All grave or persistent problems are to be communicated to the administrator immediately.

### *Standard Seven*

A spirit of cooperation with fellow faculty is fostered. Furthermore, fidelity and loyalty to the mission of the school and its governing body, administration, and staff are promoted and defended by the Catholic teacher.

### *Standard Eight*

The teacher actively pursues communication with administration and parents. A spirit of cordiality and approachability is manifest in the daily routine. Right manners and respectful discourse are kept at all times. Fraternization with students is not appropriate.

### *Standard Nine*

Curriculum materials, lesson plans, student records, classroom materials, and all other items in the possession of the teacher are safely kept, neatly organized, and readily available.

### *Standard Ten*

All required functions are attended punctually, and suitable dress, worthy of the dignity of the office of teacher, is worn each day.

## S STANDARDS OF TEACHING AND EVALUATION

### *Standard Eleven*

The teacher is prepared for the work of educating children. The subjects to be taught are mastered and the teacher knows and practices traditional pedagogy. Clear goals and distinct means are planned for the year, the quarter, the week, and the class period.

### *Standard Twelve*

The teacher uses effective and proven instructional methods, including preview, exposition, discussion/application, and review, all of which are ordered to the goal of mastery.

### *Standard Thirteen*

Adequate time for student work is built into lesson plans which allows youngsters to wrestle with the material to be mastered.

### *Standard Fourteen*

The teacher develops pupils into self-learners and encourages student-initiated activities where appropriate.

*Standard Fifteen*

Assessment of learning and teacher effectiveness is gauged through written and oral examination, oral presentation, annual assessments keyed to the curriculum, and where appropriate, standardized achievement tests.

## S STANDARDS OF MENTORING AND MOTIVATING

*Standard Sixteen*

The master teacher seeks both to train the mind and form the will of the student.

*Standard Seventeen*

The classroom environment is carefully planned to maximize the learning potential of students.

*Standard Eighteen*

The master teacher consistently challenges students with noble ideas, and cultivates wonder and anticipation in the student.

*Standard Nineteen*

When instructing a student, the teacher will have him reproduce what he has been given.

*Standard Twenty*

The teacher will foster engaging projects and inspiring competitions.

## S STANDARDS OF DISCIPLINE AND CLASSROOM MANAGEMENT

*Standard Twenty-one*

There is a plan for the engagement of the students at all times.

*Standard Twenty-two*

Clear rules are posted and regularly reviewed.

*Standard Twenty-three*

The teacher follows school policies and seeks the support of the administrator for their implementation in the classroom.

*Standard Twenty-four*

The teacher has a two-plan policy: be prepared for anything, and always have a backup.

*Standard Twenty-five*

Immediate consequences follow the violation of order. Threats are not made.