Innovations in Catholic School Administration

A partnership between Catholic Extension and Loyola Marymount University for Catholic school leadership preparation
1. Introduction to Catholic Extension

2. Innovations in Catholic School Administration
   • Step 3: Making Time for Teachers
   • School Mission and Vision Planning
   • Increasing Grant Capacity
   • Technology Tools to Make Distance Irrelevant
   • Creating Vision Statements for Educational Institutions

3. The Catholic School Leadership Initiative (and your diocese!)
Catholic Extension: About Us

• A national Catholic funding organization

• Established in 1905 by Fr. Francis Kelly

Mission: to bring the Church to Catholics in geographically isolated areas who did not have access to church buildings, or the regular presence of Catholic priests
Over $550 million in total funding provided

All funding is entirely supported through private gifts from our donors

Today’s mission: To continue to grow and strengthen the Catholic Church in the “mission” dioceses of the United States
94 mission dioceses across the United States
• Isolated and/or under-resourced
Areas of Catholic Extension support:

- Mission church construction and repairs
- Salary subsidies for priests and women religious at mission parishes
- Seminarian education
- Hispanic ministry
- Campus ministry and youth ministry
- Strategic Initiatives based on donor support
Catholic School Leadership Initiative

- Established to help mission dioceses develop and retain promising Catholic school leaders
- 1 Year program
- Certificate in Catholic School Administration
- 15 students per year in a national cohort
- Takeaway: Develop a new project to enhance their own Catholic school or diocese in a strategic area of need
The LMU Certificate in Catholic School Administration (CCSA)
Certificate in Catholic School Administration (CCSA) program
Making Distance Irrelevant in Catholic School Leadership Preparation

The program covers four major themes in Catholic school administration; mission-focused leadership; faith and spiritual leadership; operational management; and instructional leadership. The integration of faith and professional practice is made relevant through practical experiences that prepare students to grow as Catholic school leaders through project based learning strategies. Students learn that assessment, accountability, and transparency can serve well the mission, vision, and learning outcomes of every Catholic school that strives to be a professional learning community.
The LMU CCSA

4 Courses – 10 graduate units – 11 months
One Professor

EDLA 6420 Invitation to Lead (1 unit)
Summer Session 2 - First weekend in August on the LMU campus

EDLA 6430 Mission-focused Leadership in Catholic Education (3 units)
Fall Semester - virtual online

EDLA 6431 Organizational Leadership in Catholic Education (3 units)
Spring Semester – virtual online

EDLA 6432 Instructional Leadership in Catholic Education (3 units)
Summer Session 1 – virtual online

LMU|LA  Loyola Marymount University
Meet the CCSA Presenters

Diocese of Reno: Step 3: Making Time for Teachers
Brianne Thoreson (F14)

Diocese of Knoxville: School Mission and Vision Planning
Liz Raudat (F14)
Lisa Maki (F14)
Andy Zengal (F14)
Jane Walker (F15)
Mary Sue Kosky (F15)

Diocese of Marquette: Increasing Grant Capacity
Christy Miron (F15)
Adam Husing (F14)

Diocese of Gallup: From Isolation to Collaboration
Antonio Trujillo (F14)

Dioceses of Springfield-Cape Girardeau and El Paso:
Creating an Effective Vision Statement for Educational Institutions
Bonnie Johnson (F15)
Lisa Zwiesler (F15)
Jessica Brito (F15)

Note: All course content, program outcomes, and student projects are aligned with the NSBECs.

Here some examples of the projects leading to achievement of the desired outcomes of the program.
STEP 3
Making Time for Teachers

A unified professional development and evaluation system based on the National Standards and Benchmarks for Highly Effective Catholic Elementary and Secondary Schools

Brianne Thoreson
Excellent Catholic School

Evaluation

Development

Summative Evaluation

Mission

Professionalism

Formative Evaluation

Basic Skills
Achievement Skills

Advanced Skills

Excellent Catholic Schools
Systematic Teacher Evaluation & Preparation
STEP 3: Making Time for Teachers

Systematic Teacher Evaluation & Preparation

STEP 3 pairs three elements for successful teacher evaluation and development:

① Formative Evaluation

② Professional Development based on Formative Evaluation

③ Summative Evaluation
Formative Evaluation

- Instruction
- Planning
- Classroom Management

Basic 1-3

Achievement 4-6
- Assessment
- Data Analysis
- Intervention, Remediation

Mentorship

Advanced 7+
- Modern Education
- Educational Excellence
- Augmentation
### Formative Evaluation - Sample

#### Observation Summary

<table>
<thead>
<tr>
<th>BEC Communication - NSBEC 8</th>
<th>BEE Engagement - NSBEC 7</th>
<th>BEEP Evaluation and Planning - NSBEC 8</th>
<th>BEPP Presentation and Planning - NSBEC 7</th>
<th>Signatures</th>
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**BEC Communication - NSBEC 8**

**BECl** Communication is clear, constant, and differentiated.

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<tr>
<th>Level of Performance</th>
<th>Clear Rating</th>
<th>Evidence</th>
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**BECl** The teacher speaks with students, allows students to speak, and encourages questions or concerns.

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**BEClb** Communication with students regarding assignments is written, verbally explained, and posted on classroom sites for parents.

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**BEClc** Emails are professional in tone and copied to the administrator when necessary.

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**BEClb** Phone calls are returned within 48 hours.

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**BEClc** Parent communication is consistent and frequent (immediate upon failing or D grade, immediately upon significant grade change, immediately upon concern).

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Formative Evaluation - Sample
Professional Development Community (PDC)

Ongoing formative component
Based on Formative Evaluation Cycle Groups
Catholic Teacher Network

Content
Yearly Professional Development Focus for in-depth understanding and professional strength

Development in Action
Blogging and/or classroom application required as part of formation

Desired Outcomes
Peer leaders
Domain: Mission and Religious Instruction

Standard 1

An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

1.4 The mission statement is visible in public places and contained in official documents.
   ① The faculty member has the mission statement clearly posted in the classroom for student and visitor observation.
   ② The faculty member uses the mission statement in newsletters and general class documents.

1.5 All constituents know and understand the mission.
   ① The faculty member teaches the meaning of the mission to students in word and deed.
   ② The faculty member provides opportunities for the students to know and experience the mission.
Domain: Instruction and Student Engagement

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

① The faculty member details links to teachable Catholicism within lesson plans.
② The faculty member includes activities that encourage moral and ethical development within the regular classroom curriculum.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

① Instruction is varied; the faculty member uses multiple instructional methodologies to encourage student learning.
② The faculty member relates instruction and lessons through the lens of Catholicism to current events.
③ The faculty member embraces new opportunities for technology use in the classroom, flipped classrooms, and collaborative learning.
Formative and Summative Evaluation App
1. Place teachers into Evaluation Cycle Groups
2. Pre-Conference with all teachers
3. Formative Evaluations begin (throughout the school year)
4. Development in Evaluation Cycle Groups (throughout the school year)
5. Summative Evaluation
6. Post Conference
School Mission and Vision Planning

Diocese of Knoxville
Diocese of Knoxville - School Mission and Vision Planning

A Constructivist Process

Mission Project
Fall 2014:
Website Tool

Presentation to
New Cohort:
Aug, 2015

Collaboration
and Solidarity

Feedback to
Improve Tool -
Ongoing

Application: Use of
Website Tool
Project - Fall 2015
St. Dominic School
DEFINING OUR MISSION

Mission Alignment and Integration for Catholic Schools in the Diocese of Knoxville
Diocese of Knoxville - School Mission and Vision Planning

MAKING A STATEMENT
Communicating the purpose of your school to the world in just a sentence or two.

DETERMINING CORE VALUES?
To start the process of writing a mission statement from scratch, it is important to reflect on core values and underlying strategies.

DETERMINING LEARNING OUTCOMES?
Examples of learning outcomes from Lorraine A. Ozar.

REVISING A MISSION STATEMENT?
Schools in the Diocese of Knoxville can renew or revise based on these common traits of effective mission statements.

Writing Your Vision Statement?
Diocese of Knoxville - School Mission and Vision Planning

Alignment: Catholic Identity

Does the mission statement exemplify the "Five Essential Marks of Catholic Schools"?

The Holy See's Teaching on Catholic Schools

Archbishop J. Michael Miller, CSB
Secretary, Congregation for Catholic Education

Click above.

Does the mission statement reflect the "Defining Characteristics of Catholic Schools?"

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS

Click above.
### Evaluating Catholicity in Catholic School Mission Statements

A framework using the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools – (2012)

#### Does your school’s Mission Statement reflect these ‘Defining Characteristics’?

As a ministry of its parish and with all stakeholders in mind, Saint Dominic Catholic School will believe in providing an exceptional development opportunity, will inspire social, intellectual, and spiritual growth, and will consciously celebrate the gifts God has provided.

Write your school’s Mission Statement in the space provided above.

#### From Section 1. “Defining Characteristics of Catholic Schools”

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Level does not meet criteria</td>
<td>Level meets minimal criteria</td>
<td>Level meets intermediate criteria</td>
<td>Level meets advanced criteria</td>
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1. Centered in the Person of Jesus Christ

“Catholic education is rooted in the conviction that Jesus Christ provides the most comprehensive and compelling example of the realization of full human potential. In every aspect of programs, life, and activities, Catholic schools should foster a personal relationship with Jesus Christ and communal witness to the Gospel message of love of God and neighbor and service to the world, especially the poor and marginalized” (Dox, 2012, p. 3).

**Counseling Team Comments:**

The current mission statement mentions God, but does not mention the person of Jesus Christ, nor does it mention fostering a personal relationship with Jesus Christ.
Revising Mission and Creating Vision

EDLA 6430 Culminating Class Project
Mary Sue Kosky and Jane Walker
PROJECT GOALS

Evaluate the Mission Statement

Report Findings to the School

Provide a Plan for Mission Statement Revision

Outline Steps to Develop a Vision Statement and Learning Outcomes
SDCS Interim Mission Statement

As a ministry of its parish and with all stakeholders in mind, Saint Dominic Catholic School will believe in providing an exceptional development opportunity, will inspire social, intellectual, and spiritual growth, and will constantly celebrate the gifts God has provided.
Mission Statement Evaluation

BREADTH
DURABILITY
CHALLENGE
DISTINCTION
ALIGNMENT WITH DIOCESAN MISSION
CATHOLIC IDENTITY

Mission Worksheet 4: Evaluate the Current Mission Statement

1. Write the current mission statement:
As a ministry of its parish and with all stakeholders in mind, the mission statement of the school will inspire and maintain an exceptional development opportunity.

2. Is the current mission statement short and snappy? If not, what is the problem?
The statement is short (one sentence), and it provides insight as to why the organization exists. Some concepts need to be clarified including what is meant by "an exceptional development opportunity".

3. Does the mission statement identify people who are served? If not, what is missing?
The mission statement identifies the people who are served and conveys the good that the organization is doing. The recipients of the services they provide are not clearly identified.

4. Is it grounded in the school's values? If not, what is missing?
The mission statement is grounded in the school's values (exceptional development, three-fold growth, celebration of gifts). The school should ensure that the revised mission statement is consistent with those values.

LMU|LA Loyola Marymount University

Catholic Extension Building Faith | Inspiring Hope | Igniting Change
Creating Vision

What will be different in the world in three to five years because our school exists?

What role will our school play in creating that difference?

Learning Outcomes

What shall students learn?

How will I know they have learned it?
Leadership Skills Honed

Collaboration and Consensus
Building as a Team & with Diocesan Colleagues

Delivery of Challenging yet Tactful Feedback

Application of NSBECS
Innovations in Catholic School Administration

Increasing Grant Capacity

Diocese of Marquette
Diocese of Marquette: Increasing Grant Capacity

- Grant-writing - may provide resources for helping our low achieving students plus the potential for increase in financial resources
- Narrowing our idea: training school principals/stakeholders
- Increasing alumni database/planned giving
Diocese of Marquette: Increasing Grant Capacity

- Grant-writing - may provide resources for helping our low achieving students plus the potential for increase in financial resources
- Narrowing our idea: training school principals/stakeholders
- Increasing alumni database/planned giving
Survey diocesan school principals

- Results: Hands down - interest high/needed

- Only one faculty/staff person among all eight schools had any training in grant writing

- Three principals indicated none of their faculty/staff had any experience writing grants; three indicated one faculty/staff at their school had experience writing grants; and two indicated two or more faculty/staff at their school had experience writing grants

- All eight principals (100%) indicated “yes” - need to explore additional sources of financial support

- Third source revenue categories: endowment funds, grant writing, traditional fundraising activities

- “How important is it that you personally develop more capacity for grant writing and development for your school?” Seven responded “very important” and one responded “important”
After some hangups we were still determined to make this happen

The belief that our Diocese needs this:

- New curriculum
- Low income
- New programs
- Marketing with Catholic School Management
Ace in the Hole:

Stephen Yanni

- Former professor at LSSU
- One of the courses taught: Grant Writing
- Presently: Land Grant Director
- Grant review panel (USDA)
Diocese of Marquette: Increasing Grant Capacity

Solidarity

- Collaboration
- Sharing

Now at every Diocesan meeting:

- Grants/Updates will be on the list
- Builds community and communion
From Isolation to Collaboration: Diocese of Gallup
Diocese of Gallup Demographics

- 55,000 square miles
- Isolated
- Rural
- Chapter 11 Reorganization
10 Catholic Schools
7 schools heavily subsidized by grants & foundations
63% Native Americans
50% Catholic
90% staffed by laity
Diocese of Gallup: Catholic Schools Issues

- Large distances between schools
- 5 schools are isolated on reservations
- Collaboration is infrequent
- Winter weather
- Schools are overwhelmed with need with little resources
Diocese of Gallup: Goals

- To improve communication and collaboration
- To further professional development in Catholic identity and academics
- To expand collaboration with other dioceses
Diocese of Gallup: Objectives

• Purchase HP Pavilion laptops
• Train principals in video conferencing
• Train principals in Cloud technology
• Create professional learning community through technology
• Have monthly meetings
Innovations in Catholic School Administration

A Road Map to Creating an Effective Vision Statement for Educational Institutions

Dioceses of Springfield-Cape Girardeau and El Paso
A VISION STATEMENT:

- provides the focus for all aspects of organizational life
- informs planning and the development of policies
- clarifies and prioritizes the work of individuals
- helps to articulate shared beliefs and develop a common language; thereby securing alignment and effective communication.

Our WORKBOOK will assist the school’s administration in the development of a vision statement. Upon completion your school will have a viable vision statement.
Vision Statements for Educational Institutions

A Road Map to Creating an Effective Vision Statement
For Educational Institutions

Workbook

LMU|LA Loyola Marymount University
Vision Statements for Educational Institutions

Thinking About Our Vision Statement

Vision Statements are about looking forward.

- What does forward mean and where do you envision your school to be?
- What do you value?
- What is the reason you separate schools? (your purpose)

Stakeholder’s Input Worksheet p. 8

- What are your values?
- What are your goals?
- What is your purpose for existing?
- What does your future hold?
- What can we measure?
- What are areas of concern?

List those other areas of our school or campus that we have overlooked. __If so, what are they?__

Do you understand the Vision Statement? __If not, how could we make it easier to understand?

Is your school in meeting the area you are proud of? __If not, how could we make it better?
Vision Statements for Educational Institutions

St. Joseph Catholic Academy in Springfield, Missouri is currently in the process of utilization of the prototype of this workbook. Slight revisions to the workbook may be necessary as the process continues to unfold.
How to apply:

If you have promising potential leaders you would like to nominate for this program:

- Work with your diocesan office to fill out an application form
- You can apply for 1-3 students from your diocese
- Final cohort of 15 students will be selected for 2016-17
- Participants receive a Certificate in Catholic School Administration and 80% of tuition costs are sponsored by Catholic Extension and LMU

Value: $13,663 per student

To apply: application available online at Catholic Extension Website, due by Wednesday, February 24
Dr. Anthony Sabatino
Director and Lead Professor of the Catholic School Leadership Academy at LMU
anthony.sabatino@lmu.edu or (310) 338-7862

Diocese of Reno: Step 3: Making Time for Teachers
Brianne Thoreson
bthoreson@mail.littleflowerschoolnv.org

Diocese of Knoxville: School Mission and Vision Planning
Liz Raudat elizabeth.raudat@stmarysjc.org
Lisa Maki lmaki@shcsknox.org
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Dioceses of Springfield-Cape Girardeau and El Paso: Creating an Effective Vision Statement for Educational Institutions
Bonnie Johnson bjohns83@lion.lmu.edu
Lisa Zwiesler stalzwiesler@gmail.com
Jessica Brito jbrito1@lion.lmu.edu
Thank you for joining us today!