

A Conversation about How GPPM Can Support High School Teachers and Campus Ministers

Tuesday, July 24, 2018
11:30 a.m.-1:30 p.m.



Adobe Lodge, Room 2
Santa Clara University

Background

The GPPM, founded at Santa Clara University in 1983, has throughout its history focused primarily on the theological and pastoral training of lay ministers in Catholic parishes, with emphases in catechetics, liturgy, liturgical music and spirituality. Historically, it has also trained many teachers and campus ministers in local Catholic high schools. For the past six years, we have begun to work closely with the Dioceses of Monterey, Sacramento, San Bernardino, and now Los Angeles, to train deacons and lay ministers there as well.

As we expand in the state, and as we seek new ways to serve, we believe that we can more intentionally put the university, through our program, at the service of Catholic high school religion teachers and campus ministers. We have begun to build out some resources that we anticipate might be helpful, such as a Google map of Catholic high schools in California, a chart comparing curricula and service requirements at the schools of the northern eight dioceses (of 12), and a very initial bibliography of resources on high school teaching (see p. 5 below). But before we go further, we are interested in holding focus groups with teachers and campus ministers to learn how you would identify the concerns, strengths, needs and areas of potential support.

Purpose of Today's Lunch

The purpose of today's lunch is to identify areas you would identify as the greatest unmet needs of Catholic high school religion teachers and campus ministers, and to brainstorm ways that Santa Clara University's Graduate Program in Pastoral Ministries might be able to better support you in your work.

Welcome

Introductions

- Catherine Aquino, Presentation
- Helen Ciernik, Notre Dame Belmont
- Kelsey Connolly, Mercy Burlingame
- Ryanne DeGood, Woodside Priory
- Sigrid Jacobsen, Mitty
- Gary Meegan, Serra
- Scott McDade, Sacred Heart Schools
- Rosalyn Moorehouse, St. Francis
- Orlando Perrotta, Cristo Rey San José Jesuit HS
- Deidre Savino, Notre Dame San Jose
- Missy Scott-Flórez, Bellarmine (*unable to attend*)
- Kitty Murphy, SCU GPPM

Notes from Conversation

1. What are the two most successful things your department is doing?
 - Kairos retreats: successful because student-led; alumni involvement can give students a sense of tradition, a vision for their future at a critical moment, and a realization that they won't be spared problems because they *think* they're different from everyone else
 - Retreats in general: it's important to know student cliques and break them up in grouping students
 - Immersion trips: can be tricky to balance male/female at coed schools; male-female spirituality at that age can be very different, as well
 - Importance of classroom serving as a space for:
 - civil discourse, hospitality
 - integration as opposed to fragmentation (see Pope Francis' [Address at the Pontifical Catholic University, Santiago](#) [17 January 2018])

2. What problems do you face (or, what support do you most need) in your work at your high school?
 - Students don't want to engage
 - Large percentage are not only not Catholic, but not religious
 - Students are starved for experience, experience of something *real*
 - Fragmentation and stress of college-prep or future planning; the need to develop resilience (learning the positive value of failure)
 - Admiral William H. McRaven, [Make Your Bed: Little Things That Can Change Your Life...And Maybe the World](#) (2017) – from a former Navy SEAL
 - Pema Chödrön, [When Things Fall Apart: Heart Advice for Difficult Times](#) (1996) – from a Western Buddhist nun
 - Academic/pastoral distinction
 - Homework levels?
 - Final exams?
 - What are the benchmarks for the “skills” that religion/theology departments teach? What skills *do* we teach (e.g., critical thinking, interpersonal, moral imagination)? Sometimes what we say we want and what we assess are two different things.
 - Should courses count for UC credit (benefit: grade factored into gpa, units count towards UC)? How to do this with integrity when much of the language of what you really do or want to do has to be stripped out?
 - Educating parents and students about academic expectations of religion/theology classes

- Are teachers primarily to teach critical thinking about the tradition from an academic standpoint or are they supposed to be forming students' spiritual lives?
 - "Religion" and "Theology" titles for departments as one location where this issue is addressed or signaled
 - How much say should the religion/theology faculty have over campus ministry, and vice versa?
 - Some schools have fused campus ministry and religion/theology, so that faculty teach less than 5/5ths because of their cm responsibilities
 - Catholics sometimes don't feel "safe," in a predominantly secular atmosphere of some schools
 - Catholics sometimes don't feel safe in the Catholic church (when addressing moral issues, intimacy and sexual relations, LGBTQ issues [James Martin at LA Congress, "[genderbread person](#)" controversy])
3. What could cross-school networks like this do to help you teach or minister?
(see below)
4. What could the GPPM could do to support you?
(see below)

Resources mentioned

Content Resources

- [The Bible Project](#) – YouTube channel, podcasts teaching the Bible from the standpoint that it's "a unified story that leads to Jesus." Animations and videos are useful for prep and teaching.
- [Understanding Catholicism: An Interactive Introduction to the Catholic Faith](#) (St. Mary's Press, \$24.95/student) – an eLearning platform that can be customized for your school, with pictures of your students and modules about your school's charism or tradition, all added *for free*
- [Facing History and Ourselves](#) – great case studies to use in class, such as "[The Bad Samaritan](#)," with a Bay Area office in [Oakland](#)
- [Crash Course](#) – short videos on a whole lot of subjects, including the Ancient Egypt, Floods in the Ancient Near East, Rome, Christianity, The Apocalypse, the Crusades, Reformation, Israel and Palestine, Peace, Capitalism, etc.
- **Resources on Judaism** – [Aleph Beta](#), [MyJewishLearning](#), [myJLI](#) (for middle school and high school educators), and [Bimbam](#) (children's but also adult lessons)
- **Literature** – Greg Boyle, *Tattoos on the Heart* (we might build a "library" of short stories or books with your brief description of how you use this and in what class)

Pedagogy Resources

- [Hyperdocs](#) – Resources for using Google Apps to do digital lesson design (see also Lisa Highfill, Kelly Hilton and Sarah Landis, [The HyperDoc Handbook: Digital Lesson Design Using Google Apps](#) (EdTech Team, 2016))
- **Summative assessments** – projects can be designed to allow students a variety of modes and means to display their learning, e.g., on a topic like “conscience” (though oriented to middle school teachers, [this resource](#) at the AMLE website offers a simple summary of summative and formative assessment). You can give them class time to prepare their work.
- **Structured Reflection Papers** – communicates clear expectations for student analysis/presentation, but allows room for opinion and reflection; can be therapeutic in the best sense in classes like moral theology (Jim Keenan’s book [Moral Wisdom](#) is useful)
- **Accountability tools** – importance of clear learning objectives, even rubrics
 - [Rubric Maker](#)
 - [RubiStar](#)
 - [Quick Rubric](#)
- [Graphic Organizers](#) – Pick one, blow it up, put it on the wall, have students create inputs and stick them up on the chart
- [The Elements of Thought](#) – website on critical thinking with teaching resources by Gary Meegan, department chair at Serra High School in San Mateo; he has a [YouTube channel](#) as well
 - 3 types of questions: Type 1 – who what when where how; Type 2 – preference (no right or wrong answer); Type 2 – existential questions; you ask students to read something short and bring a couple questions of each type to start class discussion

Next Steps?

- Find out what books, online resources and software do teachers use for each course in the curriculum
- Find out what LMS each school uses
- Develop a speaker pool for topics related to theology and religion
- Continue focus groups, rotating sites to different schools, including prayer
- Build “library” of resources, such as those listed above, with descriptions from teachers about how they use them successfully in the classroom
 - could include samples of student work, but only with their advance permission
- Continue to create opportunities to form and enliven teachers’ intellect, affect, service, prayer/spirituality
- Give high school students opportunities to see what they can do with theology (dedicated career, career complement); bring our students in to mentor high school kids

- Develop prize for best high school theology or religion paper or project (parameters to be determined); limit high schools to one vetted paper each; if Junior year, might encourage college or career choice
- Conference or gathering along the lines of the [Great Plains Undergraduate Theology Conference](#) (in which Helen Ciernik has been involved), or the [Ignatian Family Teach-In for Justice](#) (which Deidre Savino has attended)

Map & Initial Bibliography of Resources

[Catholic California](#) – a Google map with layers you can toggle on and off for dioceses and diocesan centers, Catholic high schools, colleges, Newman centers, graduate programs, seminaries, retreat centers. Clicking on an icon pulls up information about the site; for high schools, this includes enrollment, diversity, number of years of religion/theology required, the affiliated order (or diocesan affiliation), and other information

Buchanan, Michael T. and Adrian-Mario Gellel. *Global Perspectives on Catholic Religious Education in Schools*. Basel: Springer, 2015.

Congregation for Catholic Education. "[Educating to Fraternal Humanism: Building a 'Civilization of Love' 50 Years after *Populorum progressio*](#)." *Vatican* (16 April 2017).

Schroeder, Carrie J. "[The USCCB Curriculum Framework: Origins, Questions, and a Call for Research](#)." *Journal of Catholic Education* 19:1 (2015) 5-26.
<http://dx.doi.org/10.15365/joce.1901022015>.

United States Conference of Catholic Bishops. [Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age](#). Washington, D.C.: United States Conference of Catholic Bishops, 2008.

Western Catholic Educational Association. "[Ensuring Educational Excellence](#)." September 2013. See also their standards for [The Catholic Identity of the School](#).