Welcome to the Catholic School 2013h

ETHICS CAMP

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well we asked you to put out the do not disturb sign

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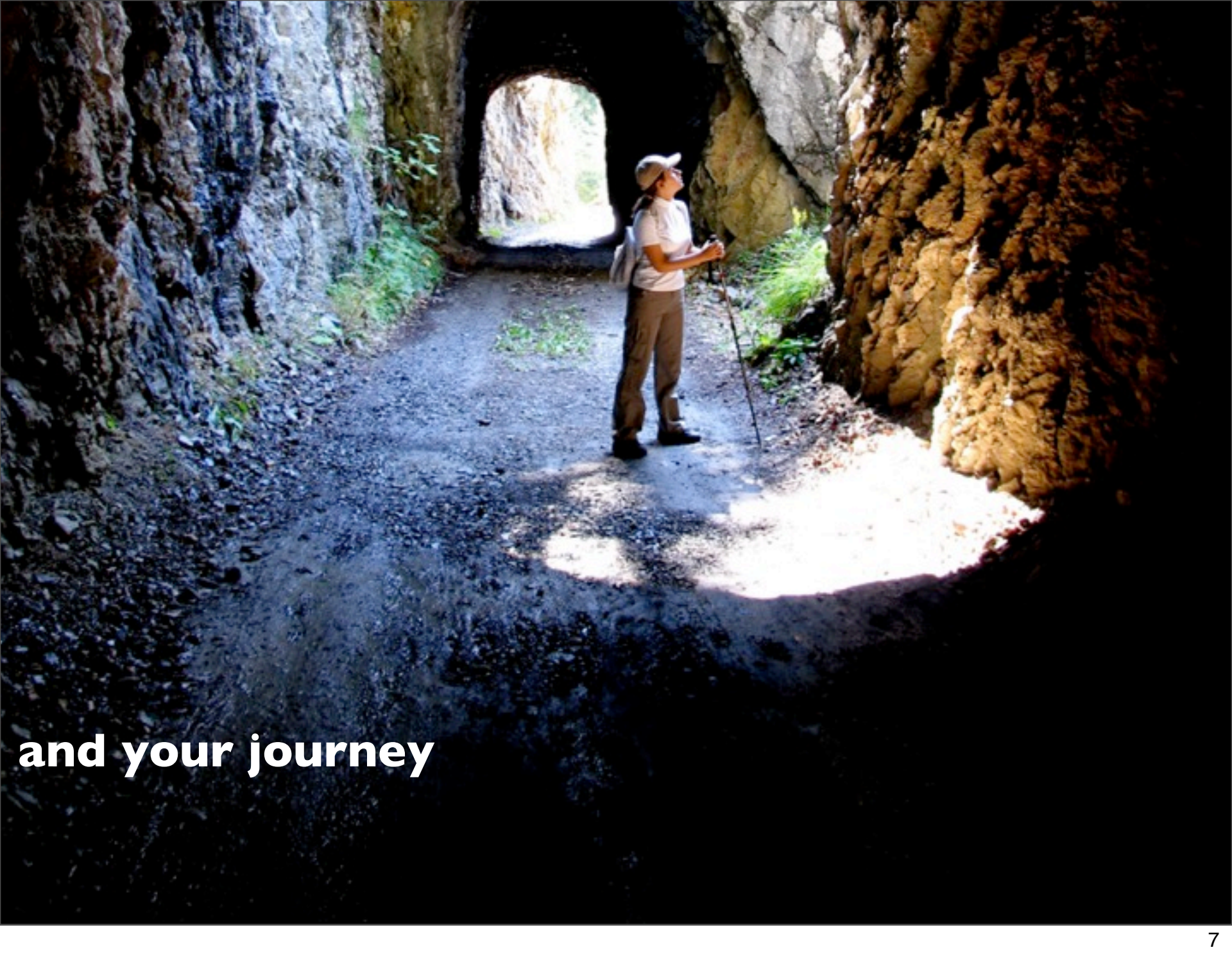NE PAS DERANGER

DO NOT DISTURB

BITTE NICHT STÖREN

and join us on a journey this week around what it means to teach in Catholic schools today, and sometimes just around our wonderful campus

we hope it won't scare you too much

and we hope you will find some ideas and tools useful for the road

and your journey

because this is where you will of course have to use all of this

but a few thoughts on leading the mission and curriculum and making it work for everyone at the school first

The Catholic School

The Christian tradition offers valuable wisdom for leaders of Christian educational institutions.   It reminds them that besides being their own person, they need also to be members of a community committed to both intellectual and moral learning, aware and appreciative of the many forms that leadership takes, guided by the social responsibilities that follow from the gospel, and finally, sensitive to the fragility of everyone, especially themselves, and those with whom they work and teach.

Rev. James Heft, SM "Truths and Half-truths About Leadership"
in Hunt, Oldendenski and Wallace [2000] *Catholic School Leadershi*

FIVE CHRISTIAN THEMES RELEVANT FOR LEADERS

- Individuals need to remember they are part of a larger community, and that commmunity is shaped by stories.

- Our mission is to continue the neverending story and to live the narrative.

FIVE CHRISTIAN THEMES RELEVANT FOR LEADERS

- members of communities are enriched by tradition whose intellectual and moral lives are intertwined

- we engage in practices to form the whole person, including habits of virtues grounded in our whole tradition

- moral education is a chosen work

COURAGE

staying on mission regardless of emotion or obstacle

FIVE CHRISTIAN THEMES RELEVANT FOR LEADERS

- leadership takes many forms

- the *both/and* rather than *either/or*

- Hans Urs von Batharasar 's discussion of the four types of discipling: Mary, Peter, Paul and John

- Dorothy Day and Peter Maurin

FIVE CHRISTIAN THEMES RELEVANT FOR LEADERS

- Justice

- proclaiming or sidestepping

- educating students to fit into society or transform it

- social analysis or salve

FIVE CHRISTIAN THEMES RELEVANT FOR LEADERS

- fragility marks the human condition

- it is not the case that people could be perfect if only they tried hard enough: compassion is necesssary

- people need not only to be led, they neeb to be nourished

Perhaps the idea is unpopular because it compels us to look at two of the most difficult truths about teaching. The first is that what we teach will never "take" unless it connects with the inward, living core of our students' lives, with our students' inward teachers.

We can, and do, make education an exclusively outward enterprise, forcing students to memorize and repeat facts without ever appealing to their inner truth —and we get predictable results: many students never want to read a challenging book or think a creative thought once they get out of school. The kind of teaching that transforms people does not happen if the student's inward teaching is ignored.

The second truth is even more daunting: we can speak to the teacher within our student only when we are on speaking terms with the teacher within ourselves.

Parker Palmer The Courage to Teach

SUPPORTING TEACHERS

- whose classrooms today are

  - more diverse, inclusive

  - parents want more information, quality, tailoring

  - expectation of success, technology and future orientation

  - expectation of engagement and relevance

School Assessment Beginnings

A Curriculum Model based on the work of Ralph Tyler

Source: Madeus, G.F., & Stufflebeam, D.L. (1989). <u>Educational evaluation: The works of Ralph Tyler</u>.Boston, MA: Kluwer Academic Press.

The Tyler Model of Curriculum Design

- The nature & structure of knowledge
- The needs of the society
- The needs of the learner

Fundamental Questions in Developing Curriculum

1 What educational purposes should the school seek to attain?

2 What educational experiences can be provided that are likely to attain these purposes?

3 How can these educational experiences be effectively organized?

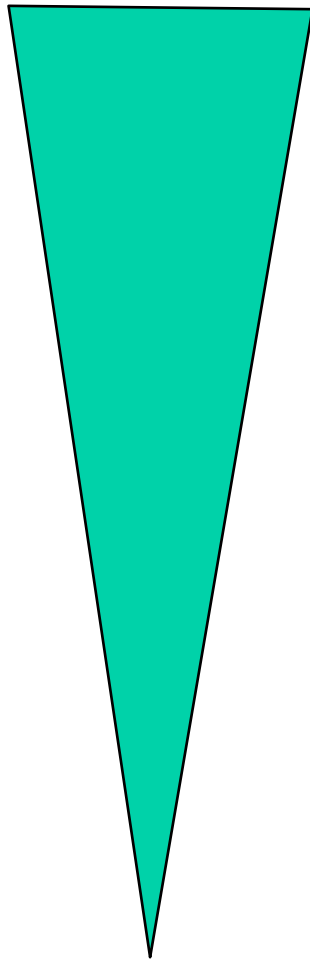4 How can we determine whether and to what extent these purposes are being attained?

The Nature & Structure of Knowledge

Selection of subject matter

Organization of subject matter or discipline

Theoretical basis of methods & approaches

Curriculum Development Process

Philosophy of Education

Goals & Aims

General Instructional Objectives

Specific Instructional Objectives & Outcomes

Task Analysis & Content Selection

Learning Activities

Selection of Subject Matter

Criteria: Relevance, importance, priority

Scope: Amount, depth of coverage, concentration

Sequence: Hierarchy & progression of complexity or difficulty

Aims
Goals
Objectives

Outcomes
ESLR's

Proficiencies
Competencies
Standards
Benchmarks

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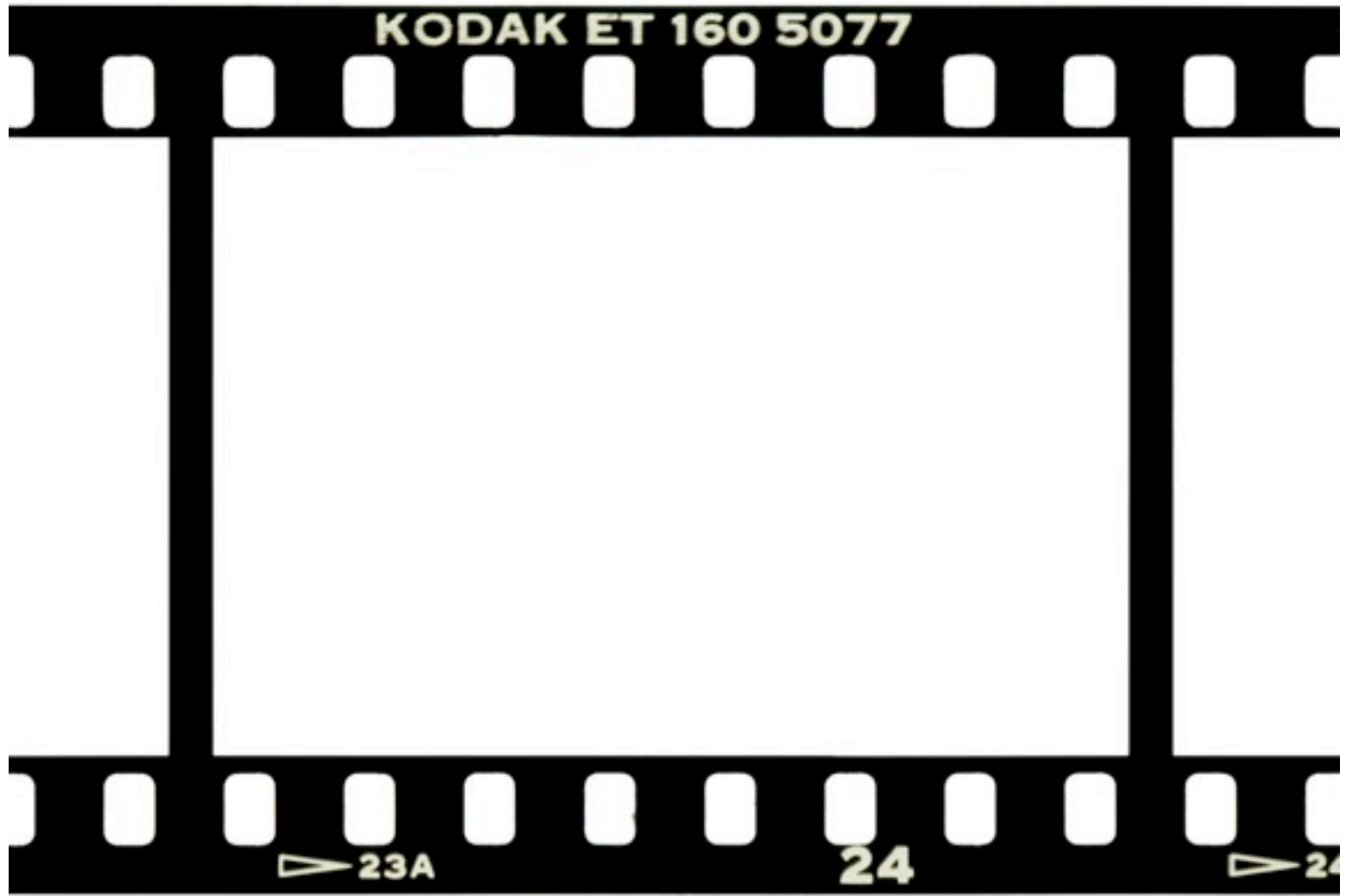Aims   school
Goals   year
Objectives temporal or topical <yr

Outcomes   effect
ESLR's   WASC for aims

Proficiencies   minimum
Competencies   demonstration
Standards   adopted
Benchmarks   necessary

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Assessment of, for, as learning

assessment

- *gathering educationally relevant data for the purpose of a making a decision to benefit the child*

- *making inferences about qualities from observations*

assessment

- *of learning*

- *for learning*

- *as learning*

assessment

- *student learning*

- *program*

- *processes*

methods

- *paper pencil*

- *performance*

- *personal communication*

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What outcomes do we hope to achieve?

Knowledge:
increase what students know
[consider factual].

Skill:
increase what students are able to do.

Attitude:
Move the dispositions or habits of mind of the student.

Belief:

stimulate the reflection and expression of convictions.

Habits:

good habits and bad habits, become and overcome

What is a behavior?

- behaviors

  - specific

  - observable

  - measurable

- exactly what does the student do?

Target Behavior

- the behavior to be changed

- the behavior you must pinpoint

- the behavior for which you must write a behavioral objective

Generalization dimensions

1. Various instructions

2. Various materials

3. Various persons

4. Various settings

Measurable Terminology

- Understand?
- Appreciate?
- Characterize?
- Recognize?
- Judge?

- Formulate?
- Rationalize?
- Evaluate?
- Interpret?
- Analyze?

response hierarchy

- Generalization: in other environments

- Maintenance: using without re-teaching

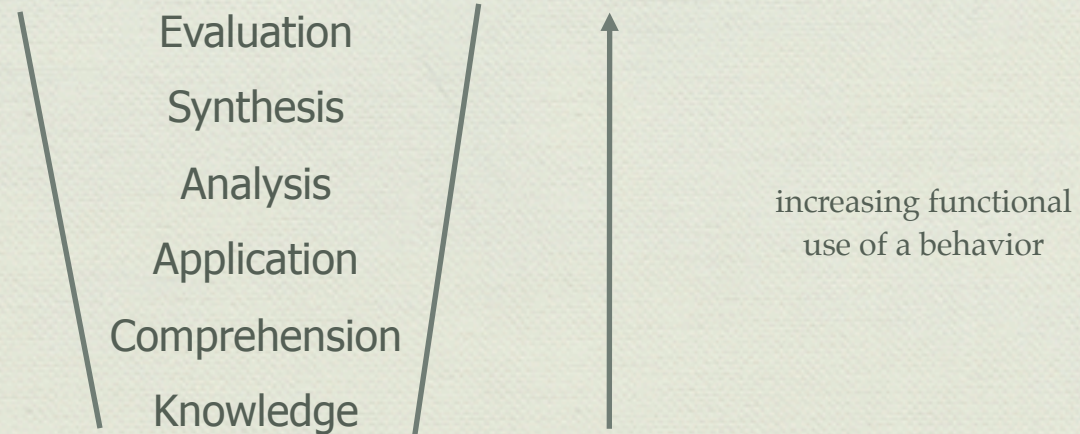- Fluency: at higher rates

- Acquisition: correct performance

Expanding the Scope of the Basic Behavioral Objectives

Generalization

Maintenance

Fluency

Acquisition

increasing functional
use of a response

♦ Hierarchy of Response Competence

Expanding the Scope of the Basic Behavioral Objectives

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

increasing functional
use of a behavior

◆ Hierarchy of Levels of Learning (Bloom, 1956)

Defining Characteristics of Catholic Schools

1. Centered in the Person of Jesus Christ
2. Contributing to the Evangelizing Mission of the Church
3. Distinguished by Excellence
4. Committed to Educate the Whole Child
5. Steeped in a Catholic Worldview
6. Sustained by Gospel Witness
7. Shaped by Communion and Community
8. Accessible to All Students
9. Established by the Expressed Authority of the Bishop

What's Next?
21st Century Learning

XILINX

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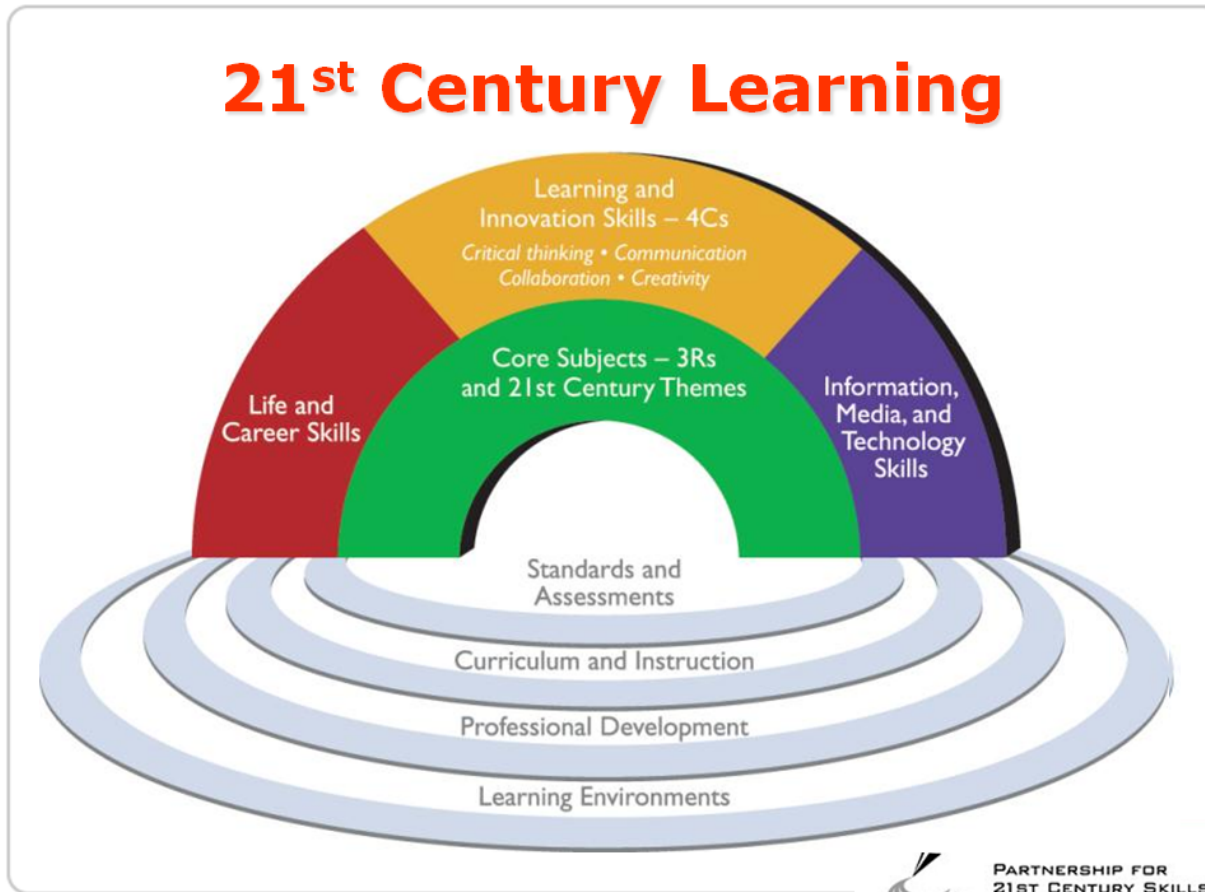
evaluation tools

- *rubrics*

- *marking schemes*

- *scales*

- *dipsticks*

- *anecdotal comments*

- *descriptive feedback*

formats

- *reflection*

- *group*

- *action*

- *service*

- *narrative*

- *project*

- *reflection*

- *group*

- *action*

- *service*

- *narrative*

- *project*

- *paper pencil*

- *performance*

- *personal*

communication

- *rubrics*

- *marking schemes*

- *scales*

- *dipsticks*

- *anecdotal comments*

- *descriptive feedback*

activity

- *reflection*
- *group*
- *action*
- *service*
- *narrative*
- *project*

product
or
process

- *paper pencil*
- *performance*
- *personal*

communication

tool

- *rubrics*
- *marking schemes*
- *scales*
- *dipsticks*
- *anecdotal comments*
- *descriptive feedback*

event   event   event   event   event

←———●———————●———————●———————●———————●———→

select   orient   event   reflect

←———●———————●———————●———————●———————→

choose   purchase   deliver   train   implement

←—●———————●———————●———————●———————●———→

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acquisition   fluency   maintenance   generalization

needs   baseline   intervention   transition   exit

◄—●———————●———————●————————————●———————●———→

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