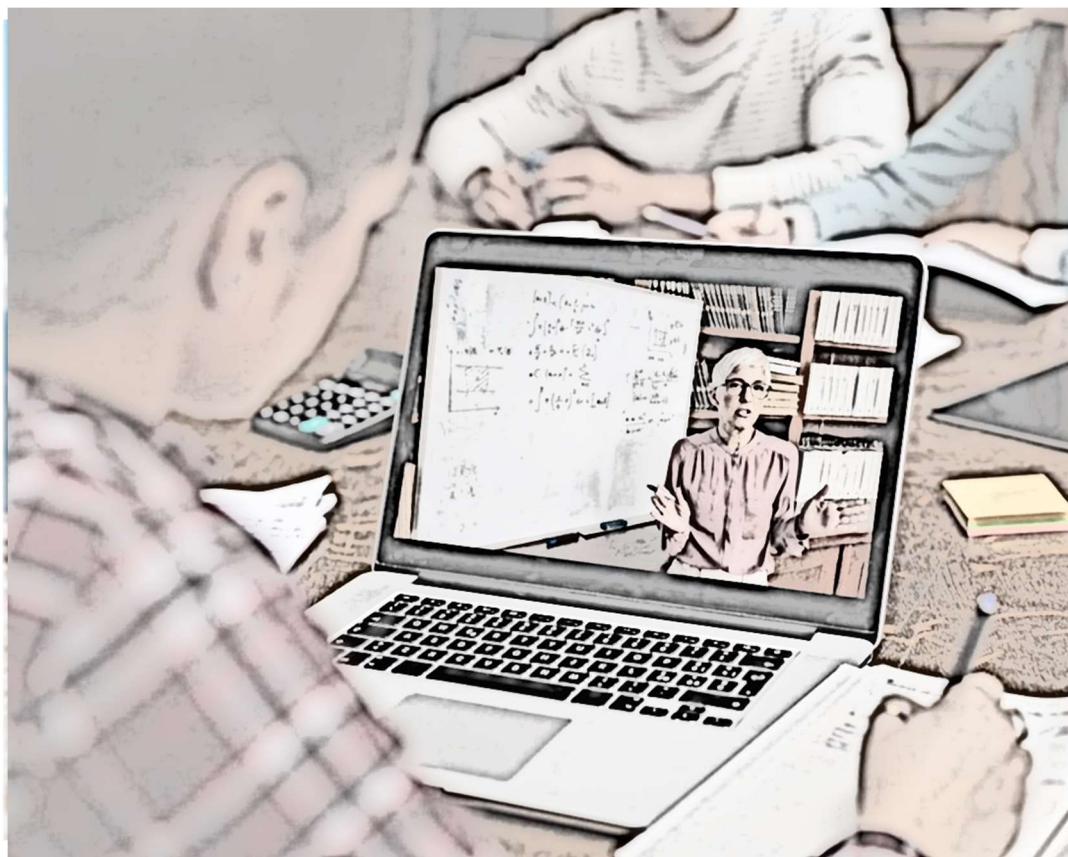




THE OFFICE FOR CATHOLIC SCHOOLS HIGH SCHOOL NEWSLETTER

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Still online ... for most.

Justyna P. King

I love so many things about Catholic schools – the community, the faith, the dedication to ensuring a great education to students of all backgrounds and abilities. Each high school has its own leadership team, its own needs, and its own culture – which makes collective decision making extremely difficult when it comes to diocesan-wide directives. Which is why each school in our 9 distinct regions has its own plan for digital, hybrid and in-person learning.

Our school principals and leadership teams are continually in discussion with each other and the leaders at the Office for Catholic Schools to ensure that communities are following local health department guidelines, while also taking into consideration the needs of each school environment, the needs of the faculty and staff,

and of course, the logistics of bringing back hundreds of learners into the school.

At the same time, we are closely monitoring the latest research about student anxiety, depression, and the inherent needs of teenagers to be social beings. This is a tough dichotomy to reconcile – how to keep our very social, very active teens safe, when this pandemic essentially is limiting what comes natural to them?

While we continue to abide by local guidance and pivot as necessary, we recognize the stress that uncertainty puts on everyone – teachers, students, parents, and the entire community. We are so grateful for your continued dedication to Catholic education and know that we will continue to be of support throughout the rest of the school year ... however that will look. – JPK

VIRTUAL, HYBRID, AND IN PERSON

What the high schools are doing around the Seattle Archdiocese to meet the needs of their communities

THE CEL 5D+ FRAMEWORK & A FOCUS ON STUDENT ENGAGEMENT

And what to do beyond using Kahoot! every day. :/

DOES ANTI-BIAS TRAINING WORK?

Small ideas to change the culture surrounding equity of your classroom and school

HYBRID OR VIRTUAL? WHERE ARE SCHOOLS AT NOW?

Caveat – with our quickly and ever changing Covid landscapes, know that the information below is based off of November plans and that these may have changed since then.

Bishop Blanchet High School (North Seattle) – students are learning virtually, with synchronous and asynchronous learning opportunities. Grade level team building activities were planned for some in-person socially distanced community connection times.

Forest Ridge of the Sacred Heart (Bellevue) – students are fully virtual with some opportunities to connect on campus for limited socially distanced activities; planning committee continues to search for ways for their students to make on-site connections.

Eastside Catholic (Sammamish) – fully virtual learning with some opportunities for students to go on campus for additional education support, socially distanced science labs, mentor group activities, etc.

Seton Catholic High School (Vancouver) – hybrid with 50% of students onsite for in-class learning, opportunities to learn from home for all students if choose to. Many virtual events such as retreats, Bingo Fridays, and Google Meets.

Archbishop Murphy High School (Everett) – Transitioning to hybrid. 50% of students on campus at a time, some choosing to stay virtual. Some co-curricular opportunities such as Orchestra, on campus with social distancing measures in place.

Kennedy Catholic High School (Burien) – 30 students on campus in cohorts for academic, social and practical needs. Modified retreat programs, some opportunities for socially distanced and live streamed liturgies. Hope to have some on campus learning options by 2nd semester.

Pope John Paul II High School (Lacey) – Fully in-person learning – optional virtual learning for students. (25% of students and families choosing to stay home). Streaming events, liturgies, and on campus options such as PSAT testing and retreats.

Holy Names Academy (Seattle) – fully online; no students on campus. Hybrid learning planned when safe to come on campus (meeting the threshold for local Health Dept. #s). Class retreats, virtual birthday celebrations, etc.

O'Dea High School (Seattle) – a small cohort of students on campus based on needs; On Campus Intervention program; e-School plans continuing; future plans for in-person community building events, possible by social distancing at ¼ capacity on site.

Seattle Prep (Seattle) – fully virtual for students (less a handful of academic needs). Co-curriculars on campus such as sports; asynchronous Wednesday for additional teacher office hours

Bellarmino Prep High School (Tacoma) – some small on campus instructional groups; mostly teaching virtually. Some targeted groups of students invited on campus for additional academic supports. Hoping to be hybrid by 2nd semester.



The Good Outweighs the Bad – OPINION

According to *Edweek's* three part series, *Classroom Q&A With Larry Ferlazzo*, high school students chimed in with their opinions of how Virtual Learning is going so far. In many cases, although there are benefits and deficits to their learning many students claimed that, the "good outweighs the bad." Here are some highlights that students claimed:

Online learning is more efficient – a system of several minutes on and several minutes offline, allowed for quicker completion of tasks and structured reflection time

Teachers are being flexible – far more than in traditional classrooms, teachers are making more concessions for students turing in work late and allowing for more creative formative assessments

Students believe that their **teachers really care** and want them to be successful – whether it be due to more one-on-one virtual check ins, or continued communication, most students said that they felt cared for by their teachers, more so this year than in other years past.

There are some barriers as well ...

Online communication is not efficient – students who are used to a quick "what did I miss yesterday?" are now having to navigate multiple platforms to find work – response time to questions is generally slower and students feel frustrated having to wait

Technology Woes: Students without stable connectivity are frustrated when wifi is wacky or when log ins aren't working.

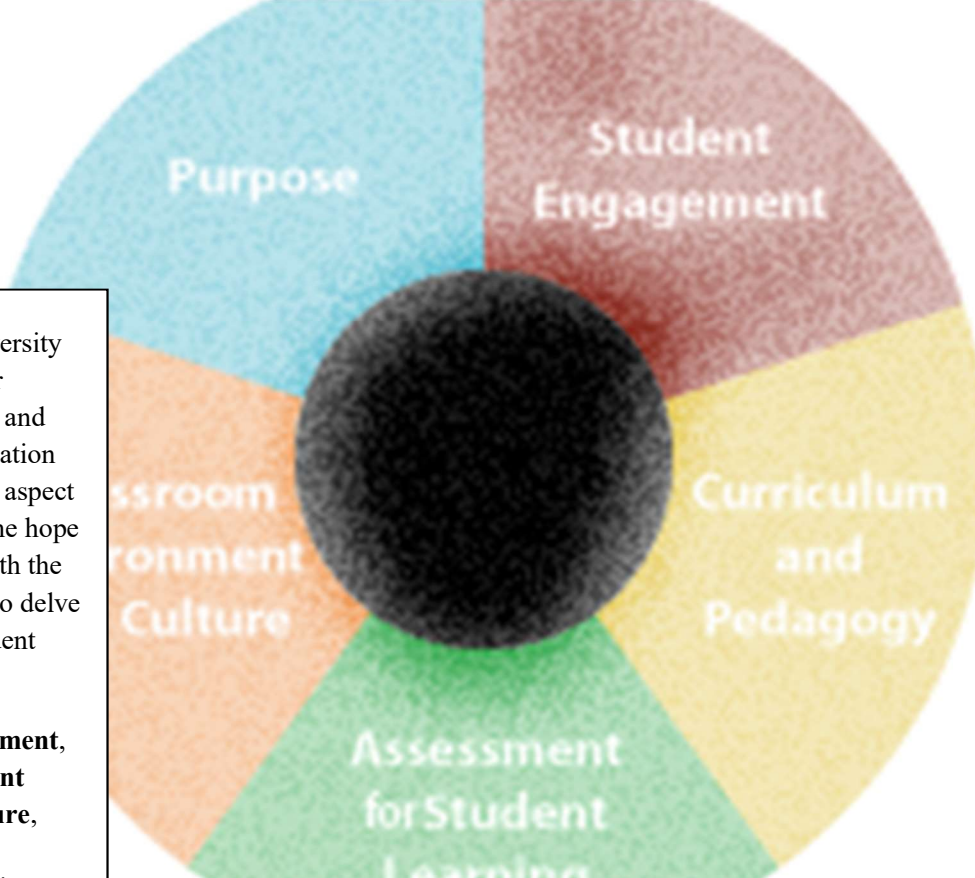
Find the whole series here: ['My Online Learning Experience as a Student This Fall Has Been Great' - Classroom Q&A With Larry Ferlazzo - Education Week Teacher \(edweek.org\)](#)

UTILIZING THE CEL 5D FRAMEWORK

This instructional framework developed by the University of Washington, has been incredibly successful at our Catholic K-8 schools because of its implementability and usefulness by classroom teachers. Not just an “evaluation tool,” the CEL 5D takes into consideration that each aspect of a framework must be mastered at its own time. The hope is that by continuing to revisit the data associated with the mastery of each area of focus, teachers will be able to delve into an inquiry cycle to continuously learn from student growth.

The five areas of focus – **Purpose**, **Student Engagement**, **Curriculum and Pedagogy**, **Assessment for Student Learning**, and **Classroom Environment and Culture**, ultimately make up the entire 5D Framework. It is important, especially during a school year such as this one, to spend some time in PLCs every month looking at the CEL 5D rubric and discerning what a distinguished classroom might look like in your school’s environment!

If you have questions about the CEL 5D framework, connect with me to talk more! justyna.king@seattlearch.org



For 2020-21, we strongly encourage leaders and teachers to focus conversations and goals around Student Engagement. Begin by aligning your expectations to the language in the CEL 5D rubric. This leads to a fascinating discussion!

What to do BEYOND Kahoot! to spruce up virtual and hybrid learning engagement

When I did some rounds of classroom observations in 2018 and one Spanish teacher started her lesson with a Kahoot! game, my mind was blown. Student engagement? Check. Formative assessment? Check. Use of fun sounds and technology? Check. It was a far cry from my own use of a Jeopardy PPT template to razzle dazzle my own administrators back in the day. However, now that it’s been used (and used... and used) in many classrooms throughout the last few years, students are more weary towards Kahoot! and teachers are looking for other ways to engage students. Here are some fun alternatives to begin your lesson planning:

- ✓ SPIN A WHEEL: Always felt like Vanna White? Secretly wished you were on Wheel of Fortune? Wheelofnames.com is super easy – just upload a roster of names and click to win! Free and FUN! [Wheel of Names | Random name picker](#)
- ✓ NUMBER GENERATORS: If you’re in the mood to feel like a character in the Hunger Games, check out Number Picker Wheel.com - Don’t have time for rostering? Choose a number! Free Number Generator allows you to make this live and keep your kids at the edge of their seats at the same time: [Number Picker Wheel - Pick Random Number by Spinning](#)
- ✓ WORD CLOUDS: Word it Out: Word clouds for creating a quick formative check in with students (what are you feeling today? How would you describe the last lab? Etc.) - [Create word clouds – WordItOut](#)
- ✓ PADLET: Looking for a quick and easy way to create a vision board? Shout outs? Virtual gallery walk? [Padlet: You are beautiful](#) can help take your “brainstorming” to a new and visual level.

If you have other ideas that are (preferably free), please email justyna.king@seattlearch.org to contribute to our list of virtual engagement options!



Equity means every child receives what they need to develop to their full academic and social potential. – National Equity Project 2017

10 Ways to Pursue Excellence through Equity



Challenge the normalization of failure



Speak up for equity



Embrace immigrant students and their culture



Provide students clear guidance on what it takes to succeed



Build partnerships with parents based on shared interests



Align discipline practices to educational goals



Rethink remediation, focus on acceleration



Implement evidence-based practices and evaluate for effectiveness



Build partnerships with community to address student needs



Teach the way students learn rather than expecting them to learn the way we teach

Source: Dr. Pedro Noguera, professor of education at UCLA

DOES ANTI-BIAS TRAINING WORK?

In an *Education Week* article, Sarah Sparks reports that researchers are finding that implicit-bias and anti-racist trainings seldom have a lasting effect in schools. "Several specific common strategies," says Sparks, "– such as thinking positive thoughts about stereotyped groups, meditating or making decisions more 'slowly' to avoid stereotypes, or simply being aware of the possibility of implicit biases while making decisions – have all so far failed to show benefits that last even a day or two. In some cases, diversity and anti-bias training can paradoxically lead to more stereotyping, if participants come to think of biases as common and uncontrollable, and can lead white participants to feel threatened without yielding benefits for participants of color."

Nancy Gutiérrez, head of the New York City Leadership Academy, says, "There's a lot of will, a lot of desire out there right now to do something... but I think that sometimes we overestimate our skill to facilitate this work. When you're talking about race and identity, you'd have to be at the intersections of who we are as people, and that takes a lot of planning and careful facilitation to truly engage in ways that will open up and deepen the conversation rather than shut it down."

There's no question that most people have unconscious racial, class, and gender biases that have developed over years of personal and cultural experiences. Studies show that teachers are as likely to have these biases as other U.S. adults. To be effective, researchers find, educator training needs to be part of a comprehensive strategy that identifies specific problems and addresses structures that perpetuate bias. Long-term goals include more diverse staff recruitment and retention and more racially proportionate student discipline. Short-term interventions include self-regulation, since under stress or anger, biased actions are more likely to occur, as well as learning to react with empathy to students in academic and disciplinary situations. Another strategy is having teachers grade student papers with names removed, and looking at descriptions of behavior problems without students' identities.

Involving teachers in analyzing school data and being part of fixing school problems can also be effective. Gutiérrez says it's important for reform teams to represent the diversity of a faculty. An added benefit of such teams is that individual teachers of color aren't called on to represent their racial or ethnic group.

How is your Catholic School providing anti-bias training and on-going support towards equity efforts?

See more "[Training Bias Out of Teachers: Research Shows Little Promise So Far](#)" by Sarah Sparks in *Education Week*, November 18, 2020 (Per the Marshall Memo 11/24/2020)



What is Advent?

(November 29th-December 24th)

In the Catholic Church, Advent spans the four weeks before Christmas which celebrates the beginning of the Catholic church year. It is a time to prepare for Christmas.

There are so many ways to integrate the Advent season into your classrooms! Consider the following as weekly themes when you're planning the rest of December!

- 1st Sunday – Hope
- 2nd Sunday – Love
- 3rd Sunday – Joy
- 4th Sunday – Peace

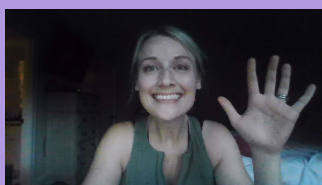
So HAPPY NEW YEAR and a MERRY CHRISTMAS to all of you wonderful teachers!

Repeat after me: I will not take student work -- that I fully intend on grading during Christmas Break -- on a long field trip to my home and back to school. Leave it at school – come back to it after the New Year.



ARCHDIOCESE OF SEATTLE CATHOLIC SCHOOLS 2020-2021

#ignitinghope



Contact me anytime:

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AN EXERCISE IN GRATITUDE

2020 has brought with it many unforeseen realities – and given that we are still in the midst of a global pandemic, a highly politically divided nation, a racially divided community in crisis like never before ... it is hard to stop and ask everyone to be grateful. And yet, that is exactly what the end of November brought – gratitude and peace.

Thanksgiving may have come and gone, but the season of Advent brings with it an opportunity to continue preparing for Christmas– Jesus' birth brings with it a sense of renewal, a spirit of gratitude and a call to reflect upon what is truly important in our lives.

Remember that a “thank you” can be one of the most effective forms of prayer you can give to someone. Keep in mind those who allow for your safety, those who provide for your shelter, those who make your every day a possibility.

And most of all, take some time today to thank Jesus Christ for his sacrifice, his love, and his unwavering faith in all of his children.

We will get through the rest of 2020 together – and then, who knows, maybe have the chance to wade through an uncertain 2021 together – hopefully, not 6 feet apart.

– JPK

