

THE OFFICE FOR CATHOLIC SCHOOLS HIGH SCHOOL NEWSLETTER

ISSUE NO 7 | MARCH 2021

**WOMEN'S
HISTORY
MONTH**



HAPPY INTERNATIONAL WOMEN'S DAY!

CELEBRATING WOMEN

From important women in our religious history to those influencing the next generation, today.

ST. PATRICK'S DAY

An overview and tips on how to incorporate the works of St. Patrick into your classroom.

SO MUCH PD, SO LITTLE TIME

Teachers are overwhelmed by the amount of online PD that is currently being offered – how to ensure that it is worth the time and effort?

As a mother of four daughters, I am continuously inspired by the work of women in our Catholic community. Not only are the women of the church the backbone of our faith, but also, historically speaking, some of the most resilient and tough figures in Catholic Church history. (Read more about the seven female saints mentioned after consecration during mass on the next page!)

But there are inspiring women beyond our church walls – they are the teachers who balance motherhood, sisterhood, friendship, and leadership. They are the women principals who navigate a patriarchal community and sacrifice continually to ensure their schools are successful and thriving.

Women are amazing – this month we are

celebrating the important work that women do in the school house, in the church, and in our communities. March 8th is the International Day of the Woman – so feel free to mark that Monday as a day to say “thank you” to your favorite woman in the world and also, to take some time for prayer and gratitude for the work that women do in the Catholic Church.

In this month's High School Newsletter, we will introduce some amazing females in our Church History, we interviewed some women leaders in our diocese and spotlight one of our All-Girl's Schools. Also, we don't forget that this month is the Feast of St. Patrick, and cite some research from the Marshall Memo which speaks to how to make professional development opportunities work for you! I hope you enjoy it! - JPK

Who Runs the Schools? (Girls.)

Out of 72 Catholic schools in our Seattle Archdiocese, 45 of our school leaders are women

BECOMING A SCHOOL LEADER IS NO EASY TASK – IN ORDER TO BE A PRINCIPAL, WOMEN ARE ASKED TO TAKE ON MANY ROLES. OVER 62% OF OUR SCHOOLS ARE LED BY CATHOLIC WOMEN, MANY OF WHOM ARE ALSO TEACHING IN THE CLASSROOM, CONTINUALLY ADVOCATING FOR THE NEEDS OF THEIR TEACHERS AND STUDENTS, AND JUGGLING THEIR ROLE AS DISCIPLES OF CHRIST. CATHOLIC SCHOOL POSITIONS, UNLIKE SECULAR LEADERSHIP ONES, REQUIRE MUCH SACRIFICE OF OUR PRINCIPALS, AND THE POSITION IS TRULY ONE OF DISCIPLESHIP AND CALLING. SEATTLE ARCHDIOCESAN SCHOOLS ARE INCREDIBLE, WITH THE MAJORITY OF OUR HIGH SCHOOLS LED BY WOMEN – HERE'S TO

- KATHI HAND – FOREST RIDGE
- ALICIA MITCHELL – ARCHBISHOP MURPHY
- ERIN LUBY – SEATTLE PREP
- CINDY DAVIS – BELLARMINE PREP
- THERESE ALLIN – POPE JOHN PAUL II
- LIZ SWIFT - HOLY NAMES ACADEMY



DID YOU KNOW??

When a priest chooses Eucharistic Prayer I (also known as the “Roman Canon”), he has the option of reciting a short list of saints before and after saying the sacred words of consecration. It is an ancient list, one that has changed little throughout the centuries.

The first list highlights the Blessed Virgin Mary, Saint Joseph, the 12 apostles and 12 other saints of the early Church. Then after the consecration, the priest will recite another list of 15 saints, including 7 women.

These incredible saints are:

St. Felicity A young and pregnant slave girl of the 2nd century, Felicity was persecuted by the Romans for her Christian faith and sentenced to death with St. Perpetua in the amphitheater at the public games.

St. Perpetua Perpetua was a noblewoman of Carthage and was thrown into the same prison as Felicity for refusing to deny her Christian faith. She chronicled her experience in a diary up until the day of her death.

St. Agatha (of Sicily) A young girl who chose Jesus for her spouse at a young age, Agatha was accused of being Christian in the 3rd century and put into prison. She survived several rounds of torture until she finally died. She was highly venerated in the Early Church and her intercession was believed to have protected an Italian city from a volcano one year after her death.

St. Lucy Born in the 3rd century, at an early age Lucy dedicated her virginity to Christ, but her mother was not aware of it and arranged to have her married. Lucy refused on account of her private vow and the man she was supposed to marry turned her in on account of being a Christian. This led to a gruesome martyrdom, where her eyes were gouged out prior to being killed. Devotion to her spread rapidly throughout Europe, particularly in Scandinavia.

St. Agnes (of Rome) Agnes was the daughter of wealthy and distinguished parents in Rome during the 4th century. She also dedicated herself to God and refused to marry. At 12 years of age she was put to death for her refusal and for being a Christian. Her name means “lamb” and annually on her feast a pair of lambs are blessed by the pope, and their wool is shorn on Holy Thursday to create the pallium that a new metropolitan archbishop wears over his shoulders.

St. Cecilia Similar to Agnes, Lucy and Agatha, Cecilia was a noble maiden of the 2nd century who dedicated her virginity to God. She was forced to marry and eventually she was put to death for her Christian faith and is popularly known as the patron saint of music for her musical skills. It is also said that she frequently heard melodies from Heaven.

St. Anastasia A Roman widow of the 4th century, after her husband's death she dedicated her life to acts of charity and the practice of her Christian faith. During the persecution of Diocletian she was killed for her beliefs. Her feast was originally placed on December 25 and it was customary to commemorate her in a small way each Christmas.

Cited from: [meet-the-7-women-mentioned-during-the-eucharistic-prayer-at-mass-2192 \(aletcia.org\)](http://meet-the-7-women-mentioned-during-the-eucharistic-prayer-at-mass-2192/aletcia.org)

SPOTLIGHT: Forest Ridge of the Sacred Heart – All Girl's School (Bellevue, WA)

The majority of our secondary schools are co-educational; within our Seattle Archdiocese, we have two all-girls schools (Forest Ridge 6-12, and Holy Names, 9-12) and one all-boys school (O'Dea 9-12). In celebration of

Women's History Month, I reached out to the staff at Forest Ridge to understand what makes it special to be teaching and leading in a school of all girls. Here are their answers:

What are you most proud of when telling people you are a part of the Forest Ridge All-Girls School family?

FR: The work we're doing to change the narrative for girls. We're working to change the narrative of perfectionism, the narrow voice range of how women and girls are expected to communicate, how we're supposed to make all of our work look effortless, and we're supposed to do it all. At Forest Ridge, we want all of our students to really own their voices, their choices, and their bodies.

What are the benefits of an all-girls education?

FR: Leadership – all the positions of leadership – captains of sports teams, the lead parts in the play, ASB officers – are held by girls, so all of our students have not only the opportunity to lead, but all the examples of leadership they see are girls as well.

What are the challenges that an all-girls school has, that a co-ed program may not?

FR: We sometimes worry about the fragility that can be created by the pressure that's on girls. Self-criticism can be high because of a culture of "compare and despair". Because women are so relational, there is always a danger of using other person's outside to measure our own inside, which can disempower girls and women to own what they've done well. While we know this is all true at co-ed schools as well, it's out in the open here. This visibility does allow us to create programming and a culture that addresses it.

If you could have one famous female (alive or dead) come visit your campus and speak to your students, who would it be and why?

FR: We're pretty sure that if we polled our community right now, Amanda Gorman would top this list. After all, she embodies all the goals we outlined above. She speaks powerfully about owning her voice and her body and is purposeful about countering the messages given to Black girls. She's charting her own story and is honest about the struggle of that story, versus being caught up in the celebrity of it. She is also a woman of joy and there is great power in unabashedly claiming gifts and owning joy. Finally, she, and her message, are also of-the-moment and that's important for us, too.



THOMAS GUSKEY ON EFFECTIVE PD FOR NEW PROGRAMS

(Originally titled "Professional Learning with Staying Power")

In an *Educational Leadership* article, Thomas Guskey (University of Kentucky) says that during the pandemic, educators are being inundated with online learning opportunities and programs. "How do we know what's worthwhile, makes a difference, and truly works?" he asks. **The historical track record for PD is dismal, with little evidence of impact on classroom practices or student learning.** "For new instructional practices to be implemented well and continue," says Guskey, "they must become a natural part of teachers' repertoire of classroom procedures." For this to occur, Guskey suggests:

- *Start with the end in mind.* Schools and districts need to do their homework, deciding on specific student learning outcomes and how they will be measured. Too many leaders go to conferences "trolling for talent," says Guskey – "trying to find reasonably priced speakers who will entertain and motivate," and not pushing for specifics when people intone, *All the research says.* The key is finding really solid, evidence-based programs that target those student learning outcomes. "The time and energy teachers invest is too valuable to waste on efforts supported only by blogs, Twitter chats, or the opinions of charismatic consultants."
- *Agree on what success looks like.* Administrators often look at standardized test scores and district assessments to judge an innovation, while teachers put more faith in what they see students doing day by day in their classrooms. Before implementing a new program, it's important to sit down and agree on the criteria for success, both in assessments and in day-to-day student actions. "When teachers decide the evidence and plan how it's going to be gathered," says Guskey, "not only are they more likely to find it, but it also will be more meaningful when they do."
- *Adapt appropriately.* Whenever a new program is introduced, changes are usually needed in educators' attitudes and practices, and the program must be tweaked to fit local conditions. "Too much change in either direction can mean disaster," says Guskey. "If the innovation requires too much adaptation from individuals and departs significantly from their current practice, implementation is likely to be mechanical and ineffective. But too much adaptation of the innovation may result in the loss of elements essential to program impact." Leaders have to strike just the right balance.
- *Convince teachers that the innovation will make a difference for their students.* "Nearly all teachers have had the experience of working hard to implement programs that promised far more than they delivered," says Guskey. Teachers will get excited and invested when they believe that what's being implemented will increase their students' day-to-day engagement and long-term learning.
- *Plan to gather evidence on effects quickly.* Trying something new means extra work for teachers, some bumps in the road, and the risk that it might not work. "To continue using new practices without evidence of positive effects means risking that students might not learn as well," says Guskey. "And teachers won't sacrifice their students for the sake of innovation." Waiting for end-of-year test scores is not a credible approach. "Instead, leaders must find ways to check on success *within the first few weeks*," says Guskey. "Positive results provide the encouragement teachers need to persist in their efforts." And if interim results are not good, that means solving the problems – or going back to the drawing board.
- *Provide ongoing support – and pressure.* With any new program, there will be ups and downs. "Day-to-day variations in students' moods and dispositions confound teachers' best efforts," says Guskey. That means front-line educators must receive lots of support, appreciation, early evidence of positive change, and "occasional nudging that some practitioners need to persist in the challenging tasks that are inherent in all improvement efforts."

"Professional Learning with Staying Power" by Thomas Guskey in *Educational Leadership*, February 2021 (Vol. 78, #5, pp. 54-59); Guskey can be reached at guskey@uky.edu.

REMINDER: OCS CURRICULUM AND PD DAY IS MARCH 12th – REGISTRATION REQUIRED BY 03/05. ASK YOUR SCHOOL PRINCIPALS FOR MORE INFORMATION!!!



FEAST OF ST. PATRICK – MARCH 17TH

8 TIPS CELEBRATING ST. PATRICK'S DAY WITH CATHOLIC STUDENTS

Are you celebrating St. Patrick's Day at your school? If not, here are some ideas to consider for a fun, yet relevant, celebration in your classrooms!

1. **Focus on St. Patrick himself!** This may seem like a silly tip, but actually, it can be quite easy for leprechauns and pots of gold to start stealing St. Patrick's thunder. Focus on his ministry and what he was able to accomplish for Ireland and beyond.
2. **Focus on shamrocks.** Many many St. Patrick's day resources actually include 4 leaf clovers for "luck" rather than shamrocks. The reason why we use shamrocks on this day is because St. Patrick used them to teach about the TRINITY, so it only makes sense to focus on 3 leaves rather than 4. For a science lesson, it would be interesting to compare shamrocks to four leaf clovers and start a discussion about genetic mutations.
3. **Learn about the Trinity!** St. Patrick is famous for teaching others about the Trinity, so it's a great day to pull out those Trinity resources whether or not they relate to shamrocks. Where else do we see "trinities" in our lives?
4. **Have some fun with snakes!** St. Patrick is said to have banished the snakes from Ireland, this could be a great time to learn more about the species. Maybe as a warm up for a life science lesson, learn about their habitats, physiology, or genus.
5. **Celebrate the Irish.** Lots of families like to make Irish food for St. Patrick's day since he converted Ireland and lived there for quite awhile. You can also learn some history about Ireland and even what is happening in that country today.
6. **Celtic stuff goes!** There is a lot of beautiful Celtic imagery of the Trinity etc, and this could be a great day to learn some Celtic knots, art or crests.
7. **Go Green!!!** This could also parlay into a discussion about how our schools can "go green" for St. Paddy's Day by being mindful about our commitment to sustaining our Earth's natural resources.
8. **Side step the things that have nothing to do with St. Patrick.** There are many items that have absolutely nothing to do with St. Patrick, such as leprechauns, 4 leaf clovers, rainbows, and pots of gold. Research where these folklore came from and how we can be mindful about understanding Catholic teachings and how they differ from non-religious (secular) celebrations of our faith.

Adapted from [Celebrating St. Patrick's Day With Catholic Kids \(The Ultimate Resource List!\)](http://catholicicing.com)
(catholicicing.com)



St. Patrick's Day – A Quick Overview

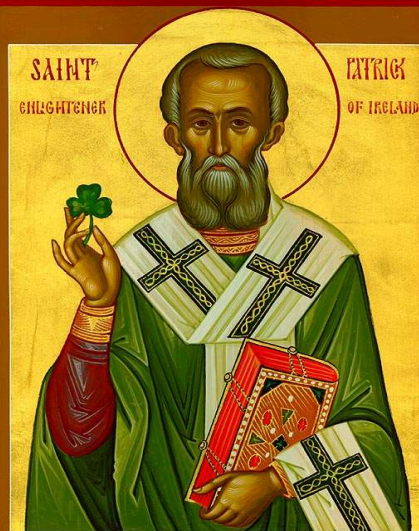
March 17th is traditionally known as the feast day of St. Patrick, patron saint of Ireland. Born in Britain in the late 4th century, he was kidnapped as a teen and taken to Ireland as a slave. He escaped, but returned several decades later to convert the Irish to Christianity. By the time of his death on March 17th, 461, he had helped establish monasteries, churches, and schools. Many legends about him have remained – for example, that he drove the snakes out of Ireland and used the shamrock to explain the Trinity to the locals. Ireland came to celebrate his day with religious services and feasts. Saint Patrick Day is celebrated on **Wednesday, March 17th, 2021** this year!

Cited From: [Saint Patrick's Day | History, Traditions, &](#)

How Do the Fighting Irish Celebrate St. Patrick's Day?

Our very own O'Dea High School (the "Fighting Irish") certainly typically take advantage of the Feast Day of St. Patrick! No strangers to community service, the O'Dea brotherhood historically has assisted with Seattle's St. Patrick's Day parade, carrying the province banners for each of the four sections of the parade. This has been a longstanding tradition that started with the swim team and has since grown. O'Dea also has students who assist with the mass for St. Patrick at St. Patrick Catholic Church.

How does your school celebrate the feast day??



Announcements, Opportunities and Other Information for High School Teachers

Leadership Openings: Administration Openings in the Archdiocese of Seattle can be found on the OCS Website here:

<https://mycatholicsschool.org/careers-employment/>

Educational Leadership Partners: Fulcrum and OCS Educational Leadership Partner Programs (including Educational Leadership Grant) can be found here: <https://mycatholicsschool.org/for-catholic-schools/professional-development/leadership-academy/>

University of Notre Dame FACE to FACE webinar series: A free and interactive Zoom series with weekly conversations focused on critical issues impacting Catholic schools and educators

Whether you're looking to renew your own "yes" to Catholic schools, or are trying to find the language to invite others into Catholic education's unique mission, culture, and experience, we hope you'll choose to join us for this final FACE to FACE that will remind us what we're all about.

Past and future sessions can be found here : [FACE to FACE sessions](#)

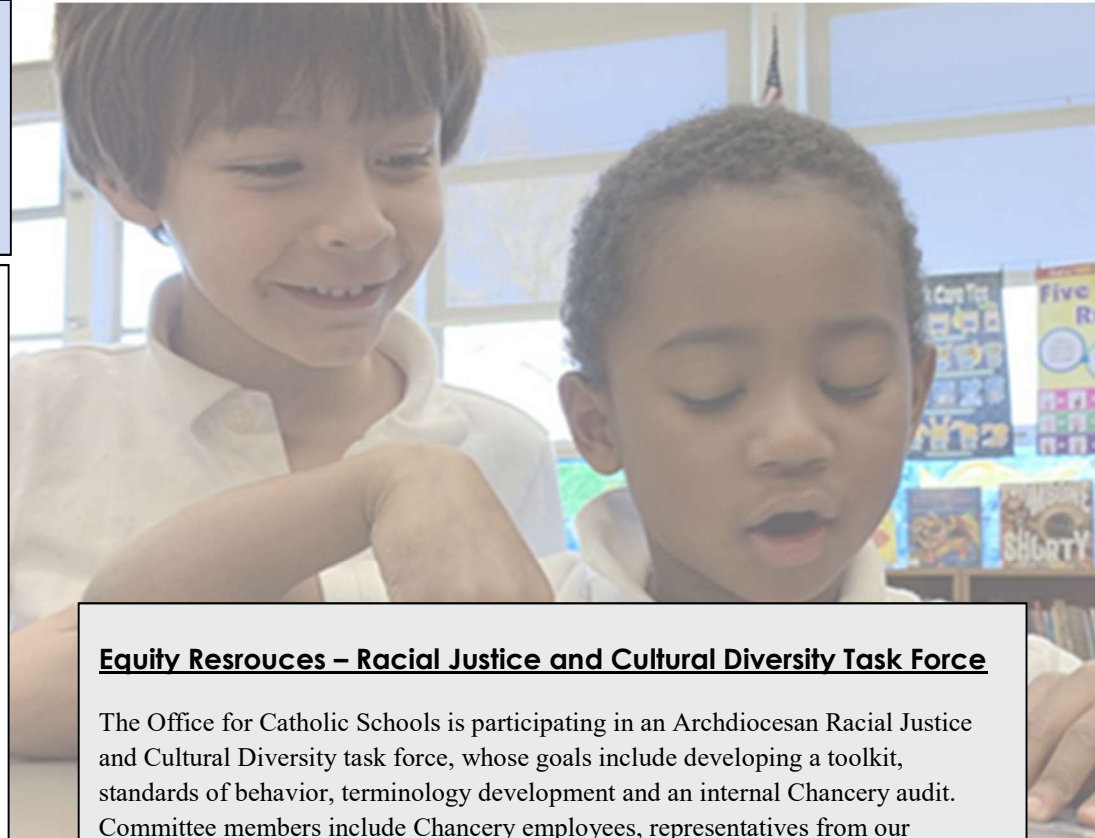
March 12th Curriculum Day – join us for various high school sessions On March 12th, teachers and administrators will have an opportunity to connect for a virtual professional development day. Registration opened 2/22. Topics include: early childhood, social and emotional learning, equity training, and more. If you are interested in joining in on one or more of these sessions, connect with your school leadership team or contact Justyna King at Justyna.King@seattlearch.org.

Accreditation—One of the greatest professional development experiences is being a part of an Accreditation Visiting Team. The Office for Catholic Schools is now registering people for the 2021-22 Accreditation visits for the fall and spring. Click here to learn more: [Join an Accreditation Team in 2021-22](#)

Changing Our World, Inc.-Advancing Our Church Podcast: <https://advancingourchurch.com>

See Vivian Shannon, Executive Director of the Fulcrum Foundation and Kristin Moore, Director of Marketing and Enrollment, podcast sessions.

If you have any announcements or opportunities to share with your high school colleagues, please let me know for our April Newsletter!



Equity Resources – Racial Justice and Cultural Diversity Task Force

The Office for Catholic Schools is participating in an Archdiocesan Racial Justice and Cultural Diversity task force, whose goals include developing a toolkit, standards of behavior, terminology development and an internal Chancery audit. Committee members include Chancery employees, representatives from our Catholic school communities, leadership within the OCS and Fulcrum, etc.

The long-term goals of this task force include cultural competency training for all Chancery/Parishes/School Staff, external communication to the wider community about our commitment to supporting and welcoming racially diverse communities, and to integrate efforts into Pastoral and Strategic Planning Efforts.

The vision of this task force is to ensure we are a church where racism is NOT accepted.

If you're still looking for some great resources to implement in your classroom, consider the following:

<https://www.tolerance.org/the-moment/january-28-2021-why-we-need-black-history-month-especially-this-year> [tolerance.org]

<https://www.pbs.org/newshour/extra/2019/02/black-history-month-resources-for-the-classroom/> [pbs.org]

<https://centerracialjustice.org/resources/black-history-month-resource-guide-for-educators-and-families/> [centerracialjustice.org]

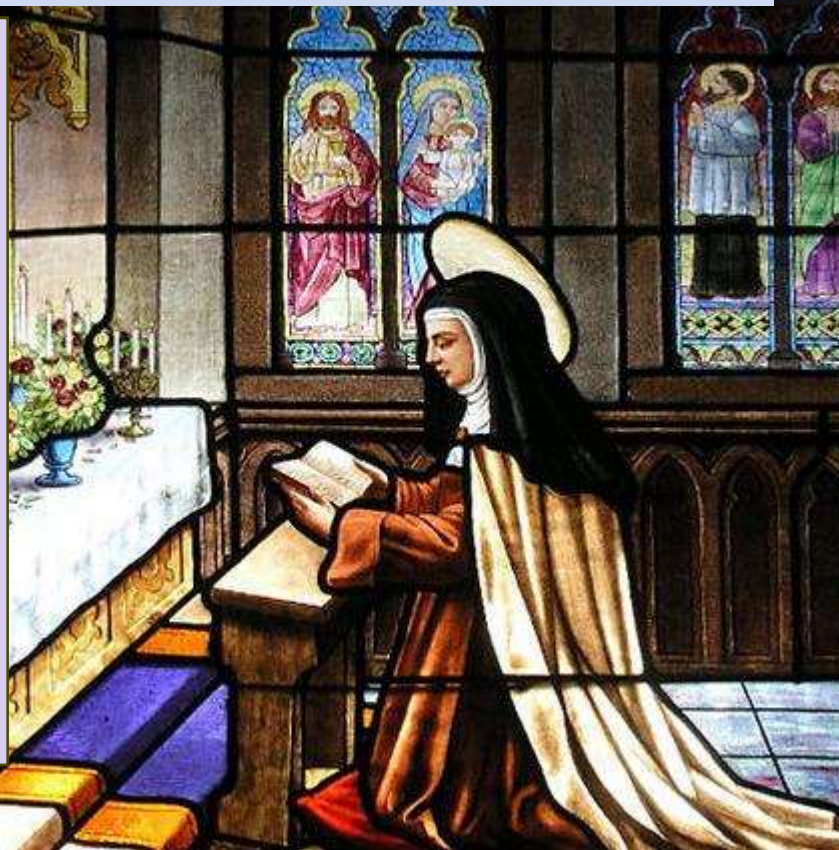
Supporting Your Local Black-Owned Businesses

Black Restaurant Week (Feb. 19-28th) was hailed as a huge success in the Pacific Northwest – in fact, since last Summer, the greater Seattle area has seen a surge in support of Black-owned businesses. If you are interested in supporting your local community, here is a comprehensive list of Black Owned Businesses to check out: [230+ Black-owned restaurants & businesses to support in Western Washington | king5.com](#)

And in the end ...

One year ago ... our lives were all impacted by COVID 19. They continue to be as we piece together what we can to salvage the rest of the 2020-21 school year.

As we continue to work hard for the benefit of our students and communities, please do not forget to take care of yourselves – and give yourself the grace to continue to make mistakes and learn from them. Most schools have **less than 70 school days left this year** (but who's counting??) and a beautiful Easter season right around the corner – we at the OCS are praying for each and every one of you! Happy March 2021.



ARCHDIOCESE OF SEATTLE CATHOLIC SCHOOLS 2020-2021

#ignitinghope

A Prayer for the Women in Our Lives – a blessing for HER

Dear Lord,

Thank You for the women in our lives, especially our mothers, sisters, daughters and friends.. Thank You for her heart. Fill her with Your incredible peace. Wrap her in Your love. May she feel confident and worthy. I pray that she would grow closer to You every day. Fuel a desire deep within her to seek after You. I pray that she would lead a life by the example Christ set. May she face everything with courage and may she walk in integrity. Help her with anything she is struggling with, surround her with encouragement, and give her your precious wisdom. May she experience joy today in Jesus' name

AMEN!

Exciting Changes for Women in the Catholic Church:

[Francis changes Catholic Church law: women explicitly allowed as lectors, altar servers | National Catholic Reporter \(ncronline.org\)](https://www.ncronline.org/francis-changes-catholic-church-law-women-explicitly-allowed-lectors-altar-servers)

According to the NCR, "Pope Francis has changed Catholic Church law to make explicit that laywomen can act as readers and altar servers in liturgical celebrations, effectively removing a previous option for individual bishops to restrict those ministries only to men. In an unexpected apostolic letter published Jan. 11, the pontiff says he is making the change to recognize a "doctrinal development" that has occurred in recent years. That change, the pope says, "shines a light on how some ministries instituted by the church have as their foundation that common condition of baptism and the royal priesthood received in the Sacrament of Baptism."

This year will certainly be interesting for women in our church and beyond – if you would like to get involved more fully in the Catholic faith or in your school as a disciple of Christ, feel free to reach out to me or any of the OCS team – we are here to serve you! –

justyna.king@seattlearch.org